

# FRATERNAL ORDER OF POLICE

## ONSITE DEPAUL BACHELOR OF ARTS DEGREE IN BUSINESS ADMINISTRATION (BA FOR ADULTS)

### COURSE DESCRIPTIONS

The Bachelor of Arts (BA) program at DePaul University's School for New Learning blends academic quality, convenience and flexibility to meet the needs of Chicago's working professionals. The program provides a world class education, while allowing high-potential professionals to balance their busy personal lives and avoid interrupting their demanding careers.

Special aspects of the FOP Cohort program include:

- Classes delivered onsite at Chicago Police Academy and DePaul's Loop campus
- 16 cohort courses (course descriptions below) over 8 academic quarters (11-weeks each)

### Course Descriptions for Onsite DePaul BA Program

#### 16 Required Courses

##### **FA 199: CAREER ASSESSMENT AND PLANNING**

Students use structured analysis and reflection, research and planning to create a professional portfolio. Students learn strategies for reflecting, assessing strengths and growth opportunities, practicing smart goal setting, and attaining goals. Opportunities to return to this portfolio will be built into the major courses for purposes of ongoing assessment, reflection and planning.

##### **LL 270: CRITICAL THINKING THROUGH WRITING**

In this course, students are introduced to the basic concepts behind the skills of effective listening, dynamic thinking, and persuasive argumentation and have an opportunity to practice these skills within an active and experiential context. Through peer and small group activities, problem-based exercises, and self-evaluation skills, students will develop effective habits of thinking that can be employed in subsequent learning experiences.

##### **DCM 319: CREATIVITY AND INNOVATIVE THINKING**

Connections among such varied disciplines as physics, politics, and poetry will be examined and investigated within students' own discipline/profession. Using a variety of approaches to integrative and innovative thinking, students will explore interconnectedness, expanding possibilities, creativity, and decision-making.

##### **SW 320: TECHNOLOGY, CRIME AND CIVIC ENGAGEMENT**

The focus of this course is the well-functioning civic community, and its reliance on the productive engagement of its members (group and individual). We examine crime in the age of the Internet, and use models of civic engagement to posit novel solutions to these "hidden" and ubiquitous activities.

##### **LL 290: RESEARCH WRITING**

Research writing allows writers to present credible and persuasive evidence and ideas to a variety of audiences. Research writing includes finding sources, evaluating their credibility, and smoothly integrating them into academic and non-academic texts. This process can lead writers to strengthen, expand, challenge, and/or change their beliefs based on their findings. Students will produce both academic and non-academic texts. Academic texts will include an annotated bibliography and a literature review using APA or MLA style. Non-academic texts might include a multi-modal blog that analyzes research on school reform for a specific neighborhood or a series of persuasive memos that make research-based suggestions for productivity improvements for a specific employer. Completion of Research Writing is a prerequisite for LL300 Research Methods.

##### **DA 200: DATA ANALYTICS**

This course is designed as an introduction to the field of analytics, an inductive approach to gaining insights on data, thus informing decision-making. It covers various fundamental techniques rooted in management science to solve problems in various functional domains, such as marketing, finance, economics and operations. Students will learn a wide variety of analytical and business intelligence tools to demonstrate their ability to execute, understand, present and discuss analytical results, thus building a strong foundation in data-driven decision making.

##### **LL 301: RESEARCH METHODS**

The Research Seminar is a core residency requirement in the School, focused on the development of an original inquiry project. A systematic and progressive model of research proposal preparation is followed, and its specifications assessed with regard to standards of ethical design. This course is constructed around the topic of "Safety and Security Analytics." Students' inquiry projects target the identification, assessment and management of security risks in private and public infrastructures. The core assumptions and conceptual frameworks of risk analysis are critically engaged to form the keystone of each student's research proposal.

##### **FA 334: HUMAN RESOURCE AND TALENT DEVELOPMENT FOR MANAGERS**

This course is designed as an introduction to the practices of human resources (HR) in a corporate environment. It will target the practices that managers need to know such as recruiting, training, hiring, and terminating employees as well as the basics of HR law. Additional content that will be addressed includes headcount management, performance appraisals, learning & development, compensation basics, and grievance processes. This course will equip managers with the information they need to know without making them Human Resource experts but rather how to work effectively with their HR counterparts.

#### **FA 223: ACCOUNTING AND FINANCE PRINCIPLES**

This course introduces the basic principles of accounting and finance from the perspectives of an investor and an entrepreneur. This will be accomplished by allowing students to role-play as both an investor and an entrepreneur in a simulation game called "The Barracuda Tank". The marketplace of the game will be worldwide (international). The course demonstrates how the disciplines of finance and accounting complement each other to facilitate various types of sensitivity analyses in a global environment. The students will learn (1) the fundamental framework of accounting; (2), the criteria used for making finance decisions related to investing, forecasting, and planning; and (3) the financial tools applied to evaluate the financial performance of a business. Additionally, students will be given an introduction to the international financial markets, the international flow of funds and exchange and interest rate determinations. There is no accounting or finance background required for this course.

#### **LL 302: EXTERNSHIP**

Externship is designed to give students an opportunity to focus on the particular dynamic of learning from direct experience in new situations. In Externship students identify, explain, and pursue a personal learning goal, and based upon their learning experience, explain the interrelationship between one's own profile as a learner and new learning. The emphasis in Externship is on thoughtful reflection about how learning occurs. Externship is designed to push oneself to define and to expand one's learning style, to learn about something with which one doesn't have much experience, and to familiarize oneself with one's ability to successfully adapt to new learning.

#### **IN 302 INTEGRATIVE LEARNING**

In the Integrative Learning course, students explore the value and practice of being an integrating thinker in today's increasingly complex world. Students are guided to draw connections among the categories and disciplines of liberal learning. Students will develop and demonstrate this ability by considering one phenomenon, problem or event through the lenses of at least two different approaches to creating and expressing knowledge. They will ask questions such as, what is knowledge? How is knowledge created? What are its sources? How can it be expressed? How is knowledge accorded value or privilege in a particular culture or society? To meet upper-division expectations, students synthesize complex ideas, assess significant research in the field, and articulate original perspectives. Completion of Research Methods is a prerequisite for Integrative Learning.

#### **DCM 302: PROJECT MANAGEMENT**

This course provides an overview of the fundamentals of Project Management. It introduces the four phases of the project management process (Initiating, Planning, Controlling and Closing), the role of the Project Manager, tools, techniques and deliverables associated with successful project management, & troubleshooting techniques.

#### **FA 302: CAPSTONE I: APPLIED PROJECT PLANNING AND DEVELOPMENT**

Students will brainstorm theoretical or practical problems that they find worthwhile to address and that follow from the goals that define their Focus Area. After identifying a problem to be addressed, students will use their lifelong learning skills to gather relevant scholarly and professional sources as well as pinpoint methods of investigation or application. Students will complete a proposal that explains the importance of their question, identifies sources and describes the final product to be submitted. Tools of project planning, such as constructing a thorough timeline, will be utilized to ensure that the Capstone Project achieves the goals stated in the proposal. Completion of this course is a prerequisite for FA 303 Capstone II.

#### **HC 300: GLOBALIZATION AND PROFESSIONAL PRACTICE**

For decades, scholars have observed a growing body of evidence and employers a growing body of experience of significant changes in the way that international business is conducted. These changes in the business world, brought on largely by globalization, present new challenges. These challenges require staff with specific skills related to global competence in order for the business to remain competitive. The goal of this course is to help students to cultivate and/or refine the skills and capabilities necessary to succeed in today's global work environment. The class will provide each student with extensive content and resources; it will also provide a forum for assessing the competences necessary to attain success in a global workplace and a method for honing those skills each student needs to cultivate. A central organizing principle of the course is the ICF (intercultural fluency competence) model. The premise of this course is that global competence is rooted in cultural understanding. Weekly activities and assignments lead up to the final projects at the end of the course.

#### **FA 303: CAPSTONE II: APPLIED PROJECT IN BUSINESS ADMINISTRATION**

This is a capstone seminar in the professional major. Students create an applied artifact expressing the core skills and knowledge developed in business administration, and justify its form and content by analysis of relevant scholarship. An implementation plan, an assessment of effectiveness, and a self-assessment of learning complete the project.

#### **FA 335: UNDERSTANDING RISK MANAGEMENT IN THE WORKPLACE**

This overview course in risk management will introduce managers to the various types of risk that needs to be managed in the workplace. Numerous areas such as operational risk, market risk, global risk, and customer risk will be investigated. While this course is not to create students who will be experts in risk management this course will allow them to identify and analyze areas of potential risk to the assets of their organization. Students will use case studies to ensure that proper communication happens for key risks within the organization.