

- develop the vocabulary and critical understanding to describe and analyze the components of games and gameplay experiences
- develop a game idea from concept to playable, analogue prototype through several cycles of the iterative game design process
- use common methods for documenting game design such as game design documents, playtesting reports, and post mortem
- communicate their game ideas through pitch, prototype, and presentation



Required Materials

- **Macklin, C. and Sharp, J. Games, Design, and Play. Addison-Wesley Professional. 2016 ISBN 9780134392233**
 - eBook available freely for DePaul students with institutional credentials through the library and O'Reilly for Higher Education: https://i-share-dpu.primo.exlibrisgroup.com/permalink/01CARLI_DPU/1ihgd0q/alma9912834327305831
- Additional readings will be posted on D2L in the “Content” section. Students are expected to apply these to weekly discussions.
- A rapid prototyping kit that includes:
 - A box or pack to keep materials together
 - Scissors
 - 1 d6 (six-sided die)
 - index cards
 - tape
 - loose-leaf paper
 - markers/colored pencils
 - a pen or pencil
 - Standard deck of cards (54 with Jokers)
 - Game pieces (from existing games or coins could work)
- Games and Software
 - *Desert Golfing* game - \$1.99 on [iOS](#) and \$0.99 on [Android](#)
 - *Reigns: Her Majesty* game - available for iOS, Steam, Google Play for \$2.99 <https://reignsgame.com/rhm/>
 - *FlowFree* - free on several platforms including iOS and Android <https://www.bigduckgames.com/flowfree>
 - [Playingcards.io](#) - free way to play and digitize components for tabletop games
 - Twine software - Windows, OSX, Chrome browser (not Safari) <http://twinery.org/>
 - *Castle.xyz* app - available on iOS and Android, free <http://castle.xyz/>
 - Microsoft MakeCode - <https://arcade.makecode.com/>
 - *Jamboard* (<https://jamboard.google.com/>), made available via D2L.

Optional Books

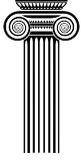
- Geoffrey Engelstein, Isaac Shalev. *Building Blocks of Tabletop Game Design: An Encyclopedia of Mechanisms*.
 - <https://www.routledge.com/Building-Blocks-of-Tabletop-Game-Design-An-Encyclopedia-of-Mechanisms/Engelstein-Shalev/p/book/9781138365490>
- Upton, Brian. *Situational Game Design*. CRC Press. 2017 ISBN 9781138031814
 - eBook available freely for DePaul students with institutional credentials through the library
https://i-share-dpu.primo.exlibrisgroup.com/permalink/01CARLI_DPU/1ihqd0q/alma9912847821305831
- Schell, Jesse. *Art of Game Design: A Book of Lenses (3rd edition)*. CRC Press. 2019 ISBN 9781138632097
 - eBook available freely for DePaul students with institutional credentials through the library
https://i-share-dpu.primo.exlibrisgroup.com/permalink/01CARLI_DPU/8tvaj/cdi_safari_books_9781351803632



Computer / Resource Labs & Internet-Enabled Devices

If you need access to a computer, you can view the list of [computer labs on campus](#) for more information. Don't forget to bring your DePaul ID or you may not be able to access the lab. [IntelliPrint](#) systems are available in computer labs and at other locations on campus for printing.

While in the classroom, internet-enabled devices such as laptops, tablets, smartphones, and smartwatches can ONLY be used for the purpose of learning as required by the instructor. No texting, emailing, or web browsing is allowed in the classroom. Violation will result in losing all of your 10% class participation grade.



Course Structure

This syllabus is subject to change as necessary during the quarter. If a change occurs, it will be thoroughly addressed during class, posted under Announcements in D2L.

Self-guided Learning

Some of this class will be *self-guided* with pre-recorded lectures, video presentations, and readings posted on D2L. Students are expected to have watched lectures and prepared questions for the synchronous meetings, participate in discussion boards, take quizzes, complete writing assignments, and submit all work through D2L unless otherwise indicated.

You are also expected to watch 'how to play' videos and/or play assigned games by the due date so that you are prepared to actively participate in the in-class gameplay sessions and/or related discussions and analysis of the games. You will have access to these games via your instructor.

Synchronous Meetings

Synchronous meetings will focus on design activities, playing games, group discussion, live polling, Kahoot quizzes, and various phases collaborating as part of a small group on your Main Game Design Project. Students must also be prepared and engaged in playtesting each others' games during scheduled class sessions.

Health and Safety Practices

The health and safety of everyone at DePaul depend on the cooperation of all who come to campus. By taking care of yourself, you protect the entire community.

DePaul's COVID-19 response plans are based on the latest guidance from the Centers for Disease Control and Prevention, the Chicago Department of Public Health and the university's medical advisor from AMITA Health. Please visit the DePaul COVID-19 [page](#) for the latest requirements and recommendations.



Grading Breakdown

Class sessions will combine lectures on game design topics with analysis of particular games and in-class activities designing and playing and playtesting games. Students are expected to attend all classes and do the assigned work by the listed due date. The course builds upon the work assigned in advance, and students will not be prepared for class if they do not meet these due dates. Late work will not be accepted unless a student has communicated unique circumstances to their instructor and received approval to submit work within a reasonable amount of time after the due date.

Student progress will be assessed through a combination of individual homework assignments in D2L, a group game design project, and class participation. Extra credit opportunities may be announced in class and via D2L.

Syllabus Quiz	*
Participation (primarily in-class, game design related activities)	25%
Reflection (individual responses)	30%
Content Knowledge	20%
Major Game Design Project	25%

Above lists the general categories for graded assignments and activities. A more detailed breakdown of the subcategories and grade items that make up each of these is listed in D2L under the Grades tab (in the top menu).

*Students must complete the *Syllabus Quiz* on D2L before they are eligible to start earning points for the course.

A	95-100
A-	91-94
B+	88-90
B	85-87
B-	81-84
C+	77-80
C	73-76
C-	69-72
D+	65-68
D	61-64
F	60 or Below

Students wishing to **contest a grade** may do so during office hours or by appointment a minimum of 24 hours and a maximum of a week after assignments have been returned.

Assignment Info

All assignments are due on the indicated date, including assignments required to be prepared for synchronous class. Below is a brief summary of each assignment. More detailed instructions will be provided on assignment sheets on D2L.

Assignments (except for designated group assignments) must represent a student's individual effort. While students are permitted to discuss assignments at the conceptual level, under no circumstances should students share specific answers (electronically or otherwise). You must credit/cite anything content, image, writing, or idea that is not your own.

*Unless there are unforeseen circumstances, assignments will usually be graded and returned within one week of the due date.

Participation

You will receive credit for regular participation in the synchronous portion of class, including playing games to connect to game/design concepts, game design activities, and discussing assigned readings and games and/or design activities.

Game Design Activities

Throughout the quarter, you will have game design assignments, each designed to help you go through the act of critical thinking, being creative, and designing within provided constraints. Most of these will be in-person in small groups during class time with some outside of class time needed to finalize the assignment.

Reflection

Participating in the class activity is only part of your grade. Most in-class game design activities will require students to individually reflect on what they achieved and learned through the assignment by answering a class poll or writing a discussion post.

Major game design project review essay

This end-of-term reflection assignment is completed individually; you will summarize what went well, what could have been improved, and lessons learned after collaborating with a team on a multi week iterative game design project. The assignment requirements will be posted on D2L.

Content Knowledge

You will have periodic online assignments, including quizzes and discussion posts available by logging into d2l.depaul.edu, which will evaluate your understanding of the content covered in assigned readings, videos, etc.

Major Game Design Project

In groups, students will go through the game design process to create a polished, public-facing game. Details for each phase will be posted to D2L.

- Each team will conceptualize a game concept and pitch that meets the assigned constraint(s).
- Each team will iteratively design playable game prototypes, including documented playtesting.
- Each team will work together on updating an evolving design document and a rules document and/or media asset.
- You will peer review your team members at the end of the project to determine if there were equitable contributions by all team members. Weak peer reviews may result in a reduction of your personal grade for this major game design project.
- Games consisting of mini-games are not allowed.



Late Work, Absences, Make-Ups, and Extra Credit

Late work will receive a 10% penalty for every 2 course meetings that have passed since the due date/time and when the work has been received. *Exception:* Students with extreme circumstances should contact the Dean of Students Office who will then contact your instructors (including me for this course) and we will work out an alternative approach.

Makeup Work: Students are allowed to resubmit work for regrading. The student will submit a brief document addressing how they incorporated feedback from the initial assignment along with the iterated assignment. All work considered for re-grading must be submitted by Week 10. If the original submission was late, the resubmission will only be eligible for the number of total points possible minus any late penalties (if an assignment was submitted 2 course meetings late, a resubmission may receive up to 80%).

Extra credit will be given at the instructor’s discretion, this usually involves attending a design or games related lecture and writing a reflection, customizing components for your game design project, and/or doing an additional assignment.



Course Schedule

All assigned reading, games, videos, design assignments, and discussion submissions should be completed by Monday of the indicated date.

GDP = *Games, Design, and Play* (primary textbook)

** *Analog games - and some digital games - listed should be available via instructor*

Week	Readings/Video, Design, & Play	Submit/Complete
Week 1 09/06	Watch Lecture #1 “Introduction to Game Design, Ludic Century, and Magic Circle”	Syllabus quiz

	<p>Read:</p> <ul style="list-style-type: none"> ● GDP, Ch. 1 - Games, Design and Play ● Art of Game Design, Ch. 1 (optional) <p>Play:</p> <ul style="list-style-type: none"> ● Telestrations ** ● White & Blue (icebreaker) 	
<p>Week 2</p> <p>09/11</p> <p>09/13</p>	<p>Read:</p> <ul style="list-style-type: none"> ● Your Move, Ch. 1 (available via D2L) ● GDP, Ch. 2 - Basic Game Design Tools ● GDP, Ch. 3 - The Kinds of Play <p>Play:</p> <ul style="list-style-type: none"> ● Pit ** ● Sloppy Forgeries ** ● Blokus ** (Blokee is online version) 	<p>Quiz 1</p> <p>Design Assignment #1: Game States</p> <p>Print manual for Keep Talking... (KTANE)</p>
<p>Week 3</p> <p>09/18</p> <p>09/20</p>	<p>Read:</p> <ul style="list-style-type: none"> ● GDP, Ch 4 - The Player Experience ● GDP, Ch 5 - Iterative Game Design Process <p>Play:</p> <ul style="list-style-type: none"> ● Flow Free (digital) ● Keep Talking and Nobody Explodes 	<p>Quiz 2+3</p> <p>Design Assignment #2: One Rule Game</p>
<p>Week 4</p> <p>09/25</p> <p>09/27</p>	<p>Read:</p> <ul style="list-style-type: none"> ● GDP, Ch. 8 - Collaboration and Team Work ● GDP, Ch. 9 - Conceptualizing Your Game <p>Play:</p> <ul style="list-style-type: none"> ● Taco Cat Goat Cheese Pizza ** ● Reigns 	<p>Quiz 4</p> <p>Design Assignment #3: Physical Prototyping</p> <p>Design Assignment #4: Rapid Prototyping (Part 1)</p> <p>Form Major Project groups of 4 people * (due 1/31)</p> <p>* groups of 3 may also be allowed depending on total number of students in class</p>
<p>Week 5</p> <p>10/02</p>	<p>Read:</p> <ul style="list-style-type: none"> ● GDP, Ch 6 - Design Values ● GDP p. 232-237 (Case Study in Queers) 	<p>Quiz 5</p> <p>Design Assignment #4:</p>

10/04	<p>in Love at the End of the World)</p> <ul style="list-style-type: none"> • GDP, Ch. 7 - Game Design Documentation <p>Play:</p> <ul style="list-style-type: none"> • Queers in Love at the End of the World • Desert Golfing • Exploding Kittens ** 	<p>Rapid Prototyping (Part 2)</p> <p>Submit: Game concept pitch Team Charter</p>
<p>Week 6</p> <p>10/09</p> <p>10/11</p>	<p>Read:</p> <ul style="list-style-type: none"> • Mignano, "Using Paper Prototyping to Design Your Games" • GDP, Ch. 10 - Prototyping Your Game <p>Watch:</p> <ul style="list-style-type: none"> • GDC Talk on designing Reigns <p>Play:</p> <ul style="list-style-type: none"> • High Society ** <p>Design:</p> <ul style="list-style-type: none"> • Major group game project 	<p>Quiz 6</p> <p>Submit Rules Analysis video (group presentation)</p>
<p>Week 7</p> <p>10/16</p> <p>10/18</p>	<p>Read:</p> <ul style="list-style-type: none"> • GDP, Ch. 11 - Playtesting Your Game • GDP, Ch. 12 - Evaluating Your Game <p>Design:</p> <ul style="list-style-type: none"> • Major group game project <ul style="list-style-type: none"> ○ Playtest plan ○ Writing rules • Playtest #1 in IRLab (Daley 3rd floor) 	<p>Quiz 7</p> <p>Submit Playtest #1 Evaluation (1 per team, see D2L for details)</p>
<p>Week 8</p> <p>10/23</p> <p>10/25</p>	<p>Read:</p> <ul style="list-style-type: none"> • GDP, Ch. 13 - Moving From Design to Production • MDA: A Formal Approach... <p>Play:</p> <ul style="list-style-type: none"> • Flash Point: Fire Rescue ** or TBA <p>Design:</p> <ul style="list-style-type: none"> • Work on major group project <ul style="list-style-type: none"> ○ Evaluate and iterate ○ Playtest plan 	<p>Quiz 8</p> <p>Submit Playtest #2 Evaluation (1 per team, see D2L for details)</p>

	<ul style="list-style-type: none"> • Playtest #2 in IRLab (Daley 3rd floor) 	
Week 9 10/30 11/01	Read: <ul style="list-style-type: none"> • Situational Game Design, Intro Play: <ul style="list-style-type: none"> • TBA Design: <ul style="list-style-type: none"> • Work on major group project <ul style="list-style-type: none"> ○ Evaluate and iterate ○ Playtest plan • Playtest #3 in IRLab (Daley 3rd floor) 	Quiz 9 Submit Playtest #3 Evaluation (1 per team, see D2L for details)
Week 10 11/06 11/08	Design: <ul style="list-style-type: none"> • Work on major group project <ul style="list-style-type: none"> ○ Evaluate and iterate ○ Playtest plan • Playtest #4 in IRLab (Daley 3rd floor) 	Submit Playtest #4 Evaluation (1 per team, see D2L for details)
Week 11 11/13	This is the final class session of the quarter. There is no final exam (or finals week class session) for this course.	All assignments must be turned in for grading consideration no later than this date. <ul style="list-style-type: none"> • Game Design Document (team) • Rules Doc (team) • Project Review Essay (individual) • Peer Evaluation (individual)



Academic Integrity

This course will be subject to the university's academic integrity policy. If you have any specific questions, be sure to consult with your professor.

DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for oneself, for others and for society at large. Violations of academic integrity, in any of their forms, are, therefore, detrimental to the values of DePaul, to the students' own development as responsible members of society, and to the pursuit of knowledge and the transmission of

ideas. Violations include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university's academic resources; alteration or falsification of academic records; and academic misconduct. Conduct that is punishable under the Academic Integrity Policy could result in additional disciplinary actions by other university officials and possible civil or criminal prosecution. Please refer to your Student Handbook or visit Academic Integrity at DePaul University (<http://academicintegrity.depaul.edu>) for further details.



Resources for Students

Writing Center

I strongly recommend you make use of the Writing Center throughout your time at DePaul. The Writing Center provides free peer writing tutoring for DePaul students, faculty, staff, and alumni. Writing Center tutors work with writers at all stages of the writing process, from invention to revision, and they are trained to identify recurring issues in your writing as well as address any specific questions or areas that you want to talk about. Visit www.depaul.edu/writing for more information.

Idea Realization Lab (IRL)

The Idea Realization Lab is a resource available to the entire DePaul University community, from students to alumni, faculty, and staff. They provide machines, tools, and materials at no cost, and offer workshops to teach visitors how to use the equipment safely. Their goal is to foster a spirit of collaboration and to promote creativity across the campus and throughout the city of Chicago.

I encourage you to make use of the IRL, including prototyping your design and getting a consultation from the staff there. This space is a great resource for all levels of the design and development process. Visit <http://irl.depaul.edu/> for more information.

Contact Info:

Email: idearealizationlabdpu@gmail.com

Phone: (312) 362-1451

Location:

Room 310

14 E Jackson Blvd

The Dean of Students Office

The Dean of Students Office (DOS) is primarily responsible for meeting the urgent needs of students by providing clear and critical support structures in times of need. Additionally, the department helps develop and maintain community standards in order to facilitate a safe and healthy campus environment for our students. The Dean of Students Office provides the administrative withdrawal and absence notification processes, and can help students identify campus and community resources in times of personal and/or family crises and medical emergencies.

The Dean of Students Office at DePaul University promotes student learning and ethical decision making in an inclusive and student-centered environment. Utilizing a comprehensive approach to student advocacy that is informed by DePaul's Catholic,

Vincentian, and urban mission, the office collaborates with students, staff, faculty, parents and community partners to support students in reaching their academic and personal success.

Contact Info:
Phone: 773-325-7290
Email: deanofstudents@depaul.edu
Or visit their [Website](#)

Location:
Lincoln Park Campus
Student Center, Suite 307
2250 N. Sheffield Ave.



DePaul and College-Specific Policies

NAME & GENDER PRONOUNS

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the quarter so that I may make appropriate changes to my records. Please also note that students may choose to identify within the University community with a preferred first name that differs from their legal name and may also update their gender. The preferred first name will appear in University related systems and documents except where the use of the legal name is necessitated or required by University business or legal need. For more information and instructions on how to do so, please see the Student Preferred Name and Gender Policy at policies.depaul.edu/policy/policy.aspx?pid=332

RESOURCES FOR STUDENTS WITH DISABILITIES

Students who feel they may need an accommodation based on the impact of a disability should contact the instructor privately to discuss their specific needs. All discussions will remain confidential. To ensure that you receive the most appropriate accommodation based on your needs, contact the instructor as early as possible in the quarter (preferably within the first week of class), and make sure that you have contacted the Center for Students with Disabilities (CSD) by emailing csd@depaul.edu and/or visiting one of the locations below.

Loop Campus

Lewis Center Suite 1420
25 East Jackson Blvd
phone: (312) 362-8002
fax: (312) 362-6544
tty: (773) 325-7296

Lincoln Park Campus

Student Center, Suite #370
2250 N Sheffield Ave
phone: (773) 325-1677
fax: (773) 325-3720
tty: (773) 325-7296

ONLINE COURSE EVALUATIONS

Evaluations are a way for students to provide valuable feedback regarding their instructor and the course. Detailed feedback will enable the instructor to continuously tailor teaching

methods and course content to meet the learning goals of the course and the academic needs of the students. They are a requirement of the course and are key to continue to provide you with the highest quality of teaching. The evaluations are anonymous; the instructor and administration do not track who entered what responses. A program is used to check if the student completed the evaluations, but the evaluation is completely separate from the student's identity. Since 100% participation is our goal, students are sent periodic reminders over three weeks. Students do not receive reminders once they complete the evaluation. Students complete the evaluation online in campusconnect.depaul.edu.

SEXUAL AND RELATIONSHIP VIOLENCE

As a DePaul community, we share a commitment to take care of one another. Classroom relationships are based on trust and communication. Sometimes, material raised in class may bring up issues for students related to sexual and relationship violence. In other instances, students may reach out to faculty as a source of help and support. It is important for students to know that faculty are required to report information reported to them about experiences with sexual or relationship violence to DePaul's Title IX Coordinator. Students should also know that disclosing experiences with sexual or relationship violence in course assignments or discussion does not constitute a formal report to the University and will not begin the process of DePaul providing a response.

Students seeking to report an incident of sexual or relationship violence to DePaul should contact Public Safety (Lincoln Park: 773-325-7777; Loop: 312-362-8400) or the Dean of Students and Title IX Coordinator (Lincoln Park: 773-325-7290; Loop: 312-362-8066 or titleixcoordinator@depaul.edu).

Students seeking to speak confidentially about issues related to sexual and relationship violence should contact a Survivor Support Advocate in the Office of Health Promotion & Wellness for information and resources (773-325-7129 or hpw@depaul.edu). More information is available at the [Office of Health Promotion and Wellness website](#). Students are encouraged to take advantage of these services and to seek help around sexual and relationship violence for themselves as well as their peers who may be in need of support.

ENROLLMENT/WITHDRAWAL AND OTHER ACADEMIC POLICIES

All students are required to manage their class schedules each term in accordance with the deadlines for enrolling and withdrawing as indicated in the University Academic Calendar. Information on registration policies can be found at [DePaul Central](#).

WITHDRAWAL

Students who withdraw from the course do so by using the Campus Connection system (campusconnect.depaul.edu). Withdrawals processed via this system are effective the day on which they are made. Simply ceasing to attend, or notifying the instructor, or

nonpayment of tuition, does not constitute an official withdrawal from class and will result in academic as well as financial penalty.

ADMINISTRATIVE WITHDRAWAL

Administrative Withdrawal Appeals are submitted to and processed by the Dean of Students Office, and allow students to be retroactively withdrawn from classes for medical, mental health or personal crises even after the term has ended. More information is available on the [Division of Student Affairs](#) website.

EXCUSED ABSENCE

In order to petition for an excused absence, students who miss class due to illness or significant personal circumstances should complete the [Absence Notification form](#) through the [Dean of Students office](#). Students must submit supporting documentation alongside the form. The professor reserves the sole right whether to offer an excused absence and/or academic accommodations for an excused absence.

SYLLABUS CHANGES AND ERRORS

The instructor may make changes and updates to the course syllabus and schedule as needed. Students will be notified of any changes. If you find any broken links, outdated information, or other content that just seems “off” somehow, please let me know so I can fix it. I really do appreciate students helping me find and fix mistakes or confusing wording in my materials.

Resources for Students in Need of Support

Safety and Mental health safety are important. If you find yourself in a state of distress, depression, or unsafe circumstances, please make use of any of the following resources should you seek counseling.

DEPAUL STUDENT COUNSELING

Full time and Part time DePaul students may schedule appointments with the University Counseling Service Info here:

<https://offices.depaul.edu/student-affairs/support-services/counseling/Pages/default.aspx>

The front desk staff is working remotely and will answer your call directly. If they are taking another call, please leave a message and your call will be returned within a business day. **If you would like to be contacted by a counselor please call (773) 325-7779 or (312) 362-6923.**

OFFICE OF HEALTH PROMOTION AND WELLNESS

Health Promotion and Wellness (HPW) provides holistic education, support and resources for individuals to establish and sustain long-term, healthy behaviors.

In light of the COVID-19 impact on the University, the Office of Health Promotion and Wellness programs and services remain open and can be accessible to students remotely. Students can meet with a staff member via Zoom. Appointments can be requested by calling 773-325-7129 or [completing this online intake form](#).

ADDITIONAL RESOURCES EXTERNAL TO DEPAUL

National Suicide Prevention Lifeline

Phone: 1-800-273-8255

Online chat feature: <https://suicidepreventionlifeline.org/chat/>

National Domestic Violence Hotline

Available 24/7. Offers help in more than 200 languages. All calls are free and confidential.

Phone: 1-800-799-7233

Chat online with someone: <https://www.thehotline.org/>

The Trevor Project

For young LGBTQ persons in crisis or in need of someone to talk to:

Phone: 1-866-488-7386

Text START to 678678

Chat online by visiting: <https://www.thetrevorproject.org/get-help-now/>

Trans Lifeline

A peer support hotline run by trans people for trans people.

Phone: 877-565-8860

Land Acknowledgement

At DePaul University, we acknowledge that we live and work on traditional Native lands that are home to well over one hundred different tribal nations. We extend our respect to all of them, including the Potawatomi, Ojibwe, and Odawa nations, who signed the Treaty of Chicago in 1821 and 1833. We also recognize the Ho-Chunk, Myaamia, Menominee, Illinois Confederacy, and Peoria people who also maintained relationships with this land.

We acknowledge that these sacred homelands were ruptured by the European invasion of the Americas. In 1493, Pope Alexander VI promulgated the Doctrine of Discovery, which seized Native lands and resources with impunity. This doctrine has been used by countries throughout the Americas, including the U.S., to legitimize colonial policies of displacement and genocide toward Native peoples and to justify colonial legacies of white superiority and global capitalism.

We appreciate that today Chicago is home to the sixth-largest urban Native population in the United States. We further recognize and support the enduring presence of Native peoples among our faculty, staff, and student body. And in the spirit of St. Vincent de Paul, we reaffirm our commitment, both as an institution and as individuals, to help make our community and our society a more equitable, welcoming, and just place for all. Statement from the DePaul Office of Institutional Diversity & Equity.

