DePaul is... Service.

"Nobody will believe in us if we do not show love and compassion."

St. Vincent de Paul
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1983-84 academic calendar for graduate students

autumn quarter

| September 1 | TH | In-Person Registration for the Autumn Quarter. |
| September 5 | M  | Labor Day. |
| September 14 | W  | Autumn Quarter Begins. Late Registration for the Autumn Quarter. Course Changes. |
| October 7   | F  | Last Date to Apply for Pass/Fail or Change to Auditor Status. |
| October 10  | M  | St. Vincent dePaul Day. No Classes. |
| October 17  | F  | Final Date for Filing for February Convocation. Final Date for Filing for Comprehensive Examination, Fall Quarter. |
| November 7  | M  | Last Date to Withdraw from Class. |
| November 12 | S  | Comprehensive Examination. |
| November 23-26 | W-Sat | Thanksgiving Holidays. |
| Nov. 28-Dec. 3 | M-Sat | Final Examinations for the Autumn Quarter. |
| December 3  | Sat | Autumn Quarter Ends. |

winter quarter

<p>| December 6 | T  | In-Person Registration for the Winter Quarter. |
| January 3  | T  | Winter Quarter Begins. Late Registration for the Winter Quarter. |
| January 6  | F  | Final Date for Submitted Grade Changes and Examination Scores to Graduate Office, School of Education, for February Convocation. |
| January 20 | F  | Final Date for Submitting Theses to Graduate Office, School of Education, for February Convocation. Last Date to Apply for Pass/Fail or Change to Auditor Status. |
| February 5 | Sun | Convocation. |
| February 10 | F  | Final Date for Filing for June Convocation. Final Date for Filing for Comprehensive Examination, Spring Quarter. |
| February 20 | M  | Last Date to Withdraw from Class. |
| March 7-13 | W-T | Final Examinations for the Winter Quarter. |
| March 13   | T  | Winter Quarter Ends. |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 14</td>
<td>W  In-Person Registration for the Spring Quarter</td>
</tr>
<tr>
<td>March 26</td>
<td>M  Spring Quarter Begins</td>
</tr>
<tr>
<td>April 14</td>
<td>S  Comprehensive Examination</td>
</tr>
<tr>
<td>April 16</td>
<td>M  Last Date to Apply for Pass/Fail or Auditor Status.</td>
</tr>
<tr>
<td>April 20-22</td>
<td>Easter Holidays.</td>
</tr>
<tr>
<td>May 4</td>
<td>M  Final Date for Submitting Grade Changes and Examination Scores to Graduate Office, School of Education, for June Convocation</td>
</tr>
<tr>
<td>May 4</td>
<td>M  Final Date for Submitting Theses to Graduate Office, School of Education, for June Convocation</td>
</tr>
<tr>
<td>May 14</td>
<td>M  Last Date to Withdraw from Class.</td>
</tr>
<tr>
<td>May 28</td>
<td>M  Memorial Day, No Classes.</td>
</tr>
<tr>
<td>June 4-9</td>
<td>M-Sat Final Examinations for the Spring Quarter.</td>
</tr>
<tr>
<td>June 7</td>
<td>TH  in-person registration for first and second Summer Sessions.</td>
</tr>
<tr>
<td>June 9</td>
<td>Sat  Spring Quarter Ends.</td>
</tr>
<tr>
<td>June 10</td>
<td>Sun Convocation.</td>
</tr>
<tr>
<td>June 14</td>
<td>TH  Late registration for first Summer session.</td>
</tr>
<tr>
<td>June 18</td>
<td>M  First Summer Session begins.</td>
</tr>
<tr>
<td>July 4</td>
<td>W  Holiday</td>
</tr>
<tr>
<td>July 7</td>
<td>TH  In-person registration for second Summer Session.</td>
</tr>
<tr>
<td>July 19</td>
<td>TH  Late registration for second Summer Session.</td>
</tr>
<tr>
<td>July 21</td>
<td>S  First Summer Session ends.</td>
</tr>
<tr>
<td>July 23</td>
<td>M  Second Summer Session begins.</td>
</tr>
<tr>
<td>August 25</td>
<td>S  Second Summer Session begins.</td>
</tr>
</tbody>
</table>
DePaul is... . . . Leadership.

"It is a good thing to induce others to exercise charity. To do so, is to practice all virtues at once."

St. Vincent de Paul
administrative officers

president's letter
board of trustees
executive administration
Dear Graduate Student,

A warm welcome to graduate study at DePaul University!

This Bulletin is your guide through the program of studies you have chosen. It is also a guide through the policies and regulations designed with an eye to both your needs as a graduate student and the integrity of your graduate degree.

There is another message I would like to convey. As a Catholic and Vincentian institution DePaul stands for religious personism. You as a person are deeply respected for your God-given dignity. We ask our faculty and staff to accord you this respect on all occasions.

We invite you to make full use of the resources the University offers graduate students, especially those that outside of the class sessions enrich your academic and personal life, for example, faculty advisement, libraries, laboratories, career planning and placement, and spiritual counseling.

You are following thousands of men and women who in their graduate studies at DePaul have found the meaning of scholarship, the paths to career advancements, and the challenge of mind-expanding experiences. May your own studies be successful in all these ways.

Sincerely,

John T. Richardson, C.M.
President
board of trustees

chairman
James R. Wolfe
President and Chief Executive Officer,
Chicago and North Western
Transportation Company

vice chairman
Ernest R. Wish
Chicago Group Managing Partner,
Coopers & Lybrand

secretary
Thomas P. Munster, C.M.
Religious Superior, Vincentian Fathers and
Brothers Residence, DePaul University

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Attorney and Partner, Seyfarth, Shaw,
Fairweather & Geraldson

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Nalco Chemical Company
Orell (Tex.) Collins
Chancellor, DePaul University
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Corporation
Robert M. Drees
E. Stanley Enlund
Chairman Emeritus, Culligan International
Company
John A. Gavin
N. A. (Jim) Giambalvo
Attorney and Partner, Boodell, Sears,
Sugrue, Giambalvo & Crowley
Evangeline Gouletas-Carey
Civic Leader and Real Estate Executive
Robert Chariton Hamilton, M.D.
Orthopaedic Surgeon
Marian B. McClary
Civic Leader
R. Raymond Mulier
Chairman and Chief Executive Officer,
Self-Insurers Service, Inc.
J. Patrick Murphy, C.M.
St. William's Parish, Los Altos, California
Henry J. Nord
Consultant, GATX Corporation
Michael R. Notaro
President and Chairman, Statistical
Tabulating Corporation
Hugh O'Donnell, C.M.
Provinci, Vincentian Fathers and
Brothers of the Midwest Province
<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
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<tbody>
<tr>
<td>Daniel T. Pecora</td>
<td>Civic Leader</td>
</tr>
<tr>
<td>John E. Porta</td>
<td>Executive Vice President, Continental Illinois National Bank and Trust Company of Chicago</td>
</tr>
<tr>
<td>Harold A. Reskin</td>
<td>President, Midland Enterprises, Inc.</td>
</tr>
<tr>
<td>John T. Richardson, C.M.</td>
<td>President, DePaul University</td>
</tr>
<tr>
<td>Edward F. Riley, C.M.</td>
<td>Special Assistant to the President, DePaul University</td>
</tr>
<tr>
<td>Lawrence C. Russell</td>
<td>Senior Vice President/Head of Service Products/The First National Bank of Chicago</td>
</tr>
<tr>
<td>James E. Ryan</td>
<td>Vice President/Senior Partner, Korn/Ferry International</td>
</tr>
<tr>
<td>John E. Rybalt, C.M.</td>
<td>President, DeAndre's Institute of Theology</td>
</tr>
<tr>
<td>Anderson M. Schweich</td>
<td>Chairman of the Board and President, Chicago Metropolitan Mutual Assurance Company</td>
</tr>
<tr>
<td>Rex A. Sinquerfield</td>
<td>Executive Vice President, Dimensional Fund Advisors Inc.</td>
</tr>
<tr>
<td>William B. Snow</td>
<td>President, Arnexmark, Inc.</td>
</tr>
<tr>
<td>Eugene A. Tracy</td>
<td>Chairman and President, Peoples Energy Corporation</td>
</tr>
<tr>
<td>Paul C. Wilson</td>
<td>Managing Partner - Chicago, Arthur Andersen &amp; Co.</td>
</tr>
</tbody>
</table>
executive administration

Rev. John T. Richardson, C.M.  President
Rev. John R. Cortelyou, C.M.  Chancellor
Very Rev. Comerford J. O'Malley, C.M.  Chancellor Emeritus
Ralph H. Beaudoin  Vice President for Business and Finance
Herbert E. Newman  Vice President for Development and Public Relations
Patricia A. Swers  Vice President and Dean of Faculties
Howard A. Sulkin  Vice President for Planning and University Organization
James R. Doyle  Vice President for Student Affairs
Kenneth A. McHugh  Treasurer
DePaul is . . . . . Vincentian.

"A heart really on fire and animated with the virtue of charity makes its ardour felt . . . ."

St. Vincent de Paul
graduate programs

philosophy
accreditations
purpose
locations
libraries
services
DePaul University, founded on Judaic-Christian principles, continues to assert the relevance of these principles through higher education to modern man and woman. The University expresses these principles especially by passing on the heritage of St. Vincent de Paul: individual perfection manifested through purposeful involvement with other persons, communities and institutions.

The School of Education seeks to prepare students for professional positions in educational and community service settings. In addition, the School strives to engage the public-at-large, as well as professionals of other related fields, in the consideration of basic ideas, questions, and concerns underlying Education as a personal, life-long phenomenon, and an institutional obligation to all members of society. The School believes that an in-depth and comprehensive understanding of educational issues is crucial to the preparation of professional educators and to a more knowledgeable public.

By presenting programs that stress concept mastery, skill development and competency achievement, as well as the broadening of insights into the nuances and complexities of education, the School of Education provides students with an opportunity to function effectively in a wide variety of professional positions based in the school and other service-oriented institutions.
faculty

Dean. Kenneth F. Sarubbi, D.P.E.
Director of Graduate Programs. Joan M. Lakebrink, Ph.D.

professors
Andrew T. Kopan, Ph.D. University of Chicago
Hans A. Schieser, Ph.D. Loyola University

associate professors
William E. Gorman, Ed.D. Northwestern University
Joan M. Lakebrink, Ph.D. University of Wisconsin-Madison
John J. Lane, Ph.D. University of Wisconsin-Madison
Kenneth F. Sarubbi, D.P.E. Indiana University
John R. Taccarino, Ph.D. Northwestern University
Rafaela F. Wetter. Ph.D. Illinois Institute of Technology

assistant professors
Gerald W. Foster University of Iowa
Peter Pereira, M.A.T. Harvard University
Barbara R. Reque, Ph.D. University of Chicago
Sr. Frances Ryan, Ph.D. Loyola University
Carol T. Wren, Ph.D. Northwestern University

lecturer
Fr. Daniel O'Grady Loyola University

adjunct professor
Gilbert S. Derr, Ed.D. University of Sarasota

emeriti
Urban H. Fleege, Ph.D. Catholic University of America
Edward Ignai, Ed.D. Indiana University
Alfred L. Papillon, Ph.D. Catholic University of America
accreditations

DePaul University is accredited by:
The North Central Association of Colleges and Secondary Schools
The National Council for Accreditation of Teacher Education
The National Association of Schools of Music
The National Leagues for Nursing
The American Chemical Society
The Association of American Law Schools
The American Association of Collegiate Schools of Business

DePaul University is on the approved list of:
The American Bar Association
The State Approval Agency for Veterans Training
The Illinois State Department of Education

DePaul University is a member of:
The Council of Graduate Schools in the United States

Teacher preparation programs at DePaul University were initially accredited by the Illinois Office of Education in 1963. All programs were fully approved by the State Superintendent and the State Teacher Certification Board on June 18, 1992.

Furthermore, each program is accredited by the National Council for Accreditation of Teacher Education. Each program may lead to official certification by the Chicago Board of Education after the student has passed the Board’s Examinations.

purpose

The School of Education seeks students who show intellectual promise, social responsibility, and those personal qualities suitable for working with others in a social setting. Students admitted to degree programs must demonstrate these social characteristics by working with others in tutorial projects or programs that foster human development. Completion of a program will lead to a specific degree, and candidates with appropriate prior requisites may apply for State of Illinois Certification.
Located in a large metropolitan area, the School of Education is specifically committed to preparing personnel for professional service in those fields that touch upon and affect the human development of people living in an urban environment. To this end, the School of Education espouses the following for its graduate programs:

- To prepare graduate students in specialized areas for assuming leadership roles in educational settings.
- To prepare graduate students for professional service in organizations that are committed to developing human potentials and dealing with human problems.

**programs: degree, certification, specialization, non-degree**

To achieve its goals, the School of Education offers programs leading to a Master of Arts or a Master of Education degree, certification programs, a specialization program and a non-degree program.

**Curriculum Development, M.A. or M.Ed.**
- Supervisory
- Allied Health
- Economic Education
- Mathematics and Science

**Educational Leadership, M.A. or M.Ed.**
- Administration and Supervision
- Catholic School Leadership
- Physical Education

**Human Services and Counseling, M.A. or M.Ed.**
- Managing Human Services
- Elementary Schools
- Secondary Schools
- Agencies, Family Concerns and Higher Education

**Reading and Learning Disabilities, M.A. or M.Ed.**
- Learning Disabilities Supervisory
- Reading Specialist (K-12)
- Bilingual/Bicultural Learning Disabilities
locations

DePaul University has two major locations: the Lincoln Park Campus (LPC) and the Loop Campus (LC).

**Lincoln Park Campus**, located approximately four miles north of the Chicago Loop, on the near north side of the city, is bounded by Fullerton, Webster, Racine and Halsted Avenues. The campus is easily accessible by public transportation.

Located here are the academic buildings and libraries for the College of Liberal Arts and Sciences, School of Education, School of Music, and Goodman School of Drama, the residential, social and athletic buildings for students, the residences for clerical faculty, and the Church of St. Vincent de Paul.

The **Loop Campus** includes the Frank J. Lewis Center (LC), the Cornfeld J O’Malley Place, the Administration Center and the 28 East Jackson Boulevard Building. These buildings are located on the corner of Jackson Boulevard and Wabash Avenue in the Chicago Loop.

The buildings contain the offices of the general administration, the College of Law, the College of Commerce, and the School for New Learning, as well as classrooms, library, theater, bookstore and chapel.

libraries

The DePaul University Libraries are divided into three different units: the Lincoln Park Campus Library, the Lewis Center Library, and the Law Library. The combined collection consists of over 450,000 volumes, 3,500 periodical titles as well as media such as filmstrips, cassettes, films, microforms, videotapes, and a music record library. Library handbooks, describing the various services and the physical arrangement of the libraries and explaining library rules and regulations, are available throughout the library system.

library computer system

The libraries of DePaul University have their circulation records in computerized form and have 33 terminals in operation for an on-line circulation system. The Library Computer System (LCS) allows DePaul’s libraries at Lewis Center, Lincoln Park, and the Law Library to have on-line access to each other’s collections. In addition, DePaul’s students now have computer access to the library collections of sixteen other Illinois colleges and universities including the University of Illinois at Urbana-Champaign and at Chicago Circle.
The DePaul libraries belong to other cooperative groups including the Center for Research Libraries, the Chicago Academic Library Council, the Library of International Relations, and the Illinois Library Information Network, thus making vast resources in the Chicago and Midwest available to graduate students.

CRT terminals and printers give an on-line hook up with the huge data base of OCLC, Inc. and subject computer searches from a number of data bases (indexing services in computerized form). A daily shuttle allows students to request a book from the other campus library with 24 hour delivery service of DePaul materials.

**Lewis Center Library**

The Lewis Center Library's collection contains over 128,000 volumes and 922 periodical subscriptions. It supports many of the undergraduate and graduate programs of the University and has special strength in business holdings. The reference department on the second floor houses the current periodicals, abstracts and indexes, as well as the reference collection. Services provided by the reference staff include interlibrary loans, reference assistance, library instruction, and subject computer searches. The Audio Visual department and bound periodicals are in the Lower Level. General circulating books, reserve materials and media are located on the third floor.

**Lincoln Park Library**

Lincoln Park Library serves students in the College of Liberal Arts and Sciences, the School of Education, the School of Music and the Goodman School of Drama, as well as some graduate departments of the University. There are over 200,000 volumes presently in the collection. The periodicals collection includes over 1400 current subscriptions. The Reference Department and periodical collection are located on the third floor of SAC. The Circulation Department and reserve materials are located on the fourth floor of SAC.

The art slide collection, Education Resource Center, music record collection and other media collections are also located on the fourth floor. Other audio-visual services of the campus are located on the second floor of SAC.

**Special Collections**

The Department of Special Collections is located on the Lincoln Park Campus. The special collections include a facsimile of the Book of Kells, a Dickens Collection, including many editions of the works of Charles Dickens, memorabilia, posters, photographs and extra-illustrated volumes of Dickens; an extensive Napoleonic Collection; a Horace collection; a Sports Collection; the Verrona Williams Der Collection of Afro-American Studies; and various rare books, including ten incunabula.
services
alumni association

Upon graduation, all students become members of the Alumni Association. The activities and services of the Association, varied and many, are designed to meet the professional and social needs of DePaul graduates. Communication with the Alumni Office on changes of address, marital status, etc., will assure continual notification of current university activities. For more information, contact the Alumni Relations Office, Lewis Center Room 550, 23 East Jackson Boulevard, Chicago, Illinois 60604 or call (312) 321-8587.

campus ministry

Campus Ministry is committed to the ongoing process of clarifying the God-given dignity and potentiality for the growth and development of the human person. Listening to your life experiences, hopes, dreams, fears, and questions, Campus Ministry can support you in your education at DePaul. Offices on the Lincoln Park Campus are located on the second floor of the Harold L. Stuart Center, as well as on the second floor of Francis A. McGaw Hall, and at the Lewis Center, Room 1617. Daily Mass and Sunday Mass are offered on both campuses. For information call 321-7986 or 321-7859.

career planning and placement

The University has two offices offering career planning and placement services to students and graduates of the Graduate School. Those seeking either counsel and/or leads regarding part-time or full-time employment in business or government should apply to the Office of Career Planning and Placement in Room 1716 of the Lewis Center. Those who wish counsel and/or employment in teaching and other positions in education should apply to the Teacher Placement Office in Room 182 of the Schmitt Academic Center, Lincoln Park Campus.

To assist students in making career decisions, the following services are available: (1) career seminars, (2) career libraries (on both campuses) containing hundreds of publications describing careers, organizations, industries, and projections of the demand for college graduates by types of careers, (3) individual counsel, and (4) interpretation of vocational interest inventories.

To assist graduating students in obtaining career employment, the following services are available: (1) group workshops for guidance in job search techniques, (2) instruction on how to prepare personal resumes and letters of application, (3) "mock" interviews and instruction by university staff in preparation for actual interviews, (4) on-campus interviews with prospective employers, and (5) daily listing of job leads.
community mental health center

The DePaul University Community Mental Health Center is an agency funded by the Illinois Department of Mental Health and DePaul University. In addition to its services to the community and to DePaul students, it also is a training facility, providing practicum experience for graduate students, both in psychology and social work.

To qualify for service, a student must be currently enrolled in the University full-time, part-time or evening. Program focus is on behavioral, emotional or adjustment problems, rather than tutorial or learning difficulties. Confidentiality is a high priority and no information is released to any individual without client consent.

The Mental Health Center is located on the third floor of the Peter F. Byrne Hall, Lincoln Park Campus. For further information, call 321-7850, and ask for the Intake worker or Frank A. Dinello, Ph.D., Director.

health insurance

Accident and health group insurance is offered on a voluntary basis to graduate students. The application forms may be secured from the offices of the Student Health Service on the Lincoln Park Campus or in the Lewis Center.

housing

Lincoln Park Campus

Student housing at DePaul University offers a total environment for learning. The residence halls combine the convenience of pleasant surroundings with the stimulating atmosphere of an urban university community. Located on the Lincoln Park Campus, the residence halls are a convenient ten minutes by public transportation from the Chicago Loop and the Downtown Center. All residence halls are staffed with resident advisors (RA’s) who are available to assist resident students.

A limited number of spaces are reserved in the Francis X. McCabe Hall, Lincoln Park Campus, for graduate and law students. McCabe Hall is an apartment building with furnished studio, one- and two-bedroom apartments. Each apartment has its own kitchen facilities, laundry facilities are available on each floor. Out-of-state residents are given priority. The Housing Office operates an off-campus referral service to assist students in locating housing in the Lincoln Park area.

Graduate students are strongly encouraged to apply for housing as early as possible. For additional information please write or call:

Residence Life Office
DePaul University
2312 North Clifton
Chicago, Illinois 60614
(312) 321-8020

recreation

Alumni Hall houses a swimming pool and a gymnasium. Hours are scheduled for student and faculty use throughout the academic year. Monthly scheduling may be obtained through the Athletic Department.
DePaul is... Catholic.

"...it is easier to convince first with love and then with reason."

St. Vincent de Paul
graduate academic policies and procedures

degree programs: general policies
admission classifications
admission procedures
registration procedures
grades, credits, and course policies
graduation procedures
degree programs: general policies

master’s programs

For the master’s degree, all programs involve at least one or more of the following: 1) Credit Hours, 2) Degree Candidacy, 3) Thesis, 4) Paper on Approved Topic, 5) Final Examination, and 6) Program Time Limitation.

- credit hours
  For the master’s degree, programs for graduate students require minimally forty-eight quarter hours. When the program includes a thesis, up to a maximum of four quarter hours of registration in Thesis Research will be counted as credit toward the degree.

Specific degree requirements are listed in the program sections of this Bulletin.

- degree candidacy
  Admission to candidacy implies the faculty is satisfied that the master’s candidate is competent and knowledgeable both as to the breadth and the depth in his or her area of specialization and versatile in the use of any required research tools.

  The Director of Graduate Programs, upon the written recommendation of the program advisor, will issue to each master’s candidate a certification to authenticate admission to candidacy.

- thesis
  The University offers the master’s degree both with and without the thesis. The thesis is limited to the student’s field of specialization and should offer satisfactory evidence of having scholarly research possibilities.

  After degree candidacy has been granted and graduate research courses completed, the student must present the topic to the Graduate Committee of his or her program of specialization for approval. At the time of presentation, the student should have a clear concept of the nature of the thesis problem, the possibilities for making the investigation, and the technique to be used. The Graduate Committee may require the student to make some preliminary investigation to test the availability of sources.

  The student is advised to consult the Office of the Director for information regarding the required form and type of paper to be used for the thesis. Responsibility for fulfilling these requirements lies with the student, not the typist.
The student, after completing the thesis, will submit it to the director of his or her Thesis Committee for consideration. Whatever changes or additions are necessary must be made by the final date of acceptance, or the student will not be permitted to graduate until a subsequent convocation. When the thesis is accepted, the student must file three or more typewritten copies in the School of Education Graduate Office. The date for filing is published in the current Bulletin and the class schedule or may be obtained directly from the Graduate Office. The responsibility for meeting this deadline lies with the student.

- **Paper on approved topic**
  The type and length of the paper is determined by the program that lists it as a requirement for the master's degree. The purpose of the paper is to give evidence of the student's ability to find, select, organize and interpret material in an acceptable manner.

  The student's choice of a paper topic is to be approved by his or her program advisor. The paper is to follow the form approved for a thesis. Only one copy of the paper need be presented to the student's major or program advisor.

- **Final examination**
  A student is eligible for the final examination only after all the other degree requirements have been completed. The type and the subject matter of the examination follow the regulations established in the various programs of the School of Education.

  The student is to make application for this examination through the School of Education Graduate Office no later than **October 17** for the February Convocation and **February 10** for the June Convocation. If the student does not pass the examination, the Director may grant permission for another examination upon the written recommendation of the program advisor of the student's major field. The examination may not be repeated until after the next convocation nor may the examination be taken more than twice.

- **Program time limitation**
  Graduate students in master's programs are expected to complete their graduate study within a **six-year period**. In a case where a graduate student fails to finish before the end of the sixth year, the program advisor may recommend, in writing, to the Director, an extension of time with or without additional courses, examinations, or other conditions.
admission classifications

Applicants are admitted to the Graduate Programs of the School of Education on the basis of their ability to complete programs of study and research prescribed for the master's degrees. Specifically, admission qualifications are measured by academic criteria.

In accord with these criteria, applicants are admitted to the Graduate Program in one of three major categories: degree seeking, non-degree seeking, and student-at-large.

degree-seeking students

Applicants are admitted as degree-seeking students in either of two ways: full or conditional.

Degree-seeking status, full: The minimum requirements for this status are

- bachelor's degree conferred by an accredited institution,
- scholastic achievement in undergraduate studies satisfying all requirements for entering a specific graduate program,
- unconditional approval by the program advisor of the applicant's proposed course of graduate study, and
- submission to the Director of all required supporting credentials.

Please note these are minimum requirements for full admission to the Graduate Program. The program sections of this Bulletin provide additional, more specific and selective, criteria for admission to specific programs.

Degree-seeking status, conditional: The minimum requirements for this status are

- bachelor's degree conferred by an accredited institution,
- scholastic achievement in undergraduate studies indicating a capacity to pursue successfully a specific program of graduate study,
- conditional approval by the program advisor of the applicant's proposed course of graduate study, and
- submission to the Director of all required supporting credentials.

A conditionally admitted applicant is eligible for re-classification to full, degree-seeking status when the conditions of his or her admission have been satisfied.
non-degree seeking students

The Director, at her discretion, may admit as students those applicants who do not wish to pursue an advanced degree. Non-degree seeking students may, at some future date, make application for re-classification to degree-seeking status.

Non-degree seeking status: The minimum requirements for this status are:

• bachelor's degree conferred by an accredited institution,
• scholastic achievement in undergraduate studies indicating a capacity to pursue successfully graduate course work,
• approval by the Director, and
• submission to the Director of all required supporting credentials.

When such students file for re-classification, the program advisor of their specific graduate course of studies may recommend, in writing, to the Director that a maximum of three courses (12 quarter hours) completed by the student under the non-degree seeking status be counted toward fulfillment of the advanced degree requirements.

student-at-large

The Director may admit as a student-at-large a graduate student currently enrolled in a graduate program in another accredited institution upon the recommendation, in writing, of his or her own Graduate Dean.

A student-at-large must complete the form for admission to the Director. The only supporting credential required is a letter from the Dean of the Graduate School where the student is in good standing. This letter should state in general terms the course or courses the student is authorized to take.

Under no circumstances does this classification constitute admission to a degree-seeking program at DePaul University.

DePaul seniors

Seniors in any of the undergraduate colleges or schools of DePaul University are eligible to apply for admission to Graduate Programs while still completing their undergraduate program.
admission procedures

general procedures

Procedures for admission to the Graduate Programs of the School of Education involve a completed application form, supporting credentials, admission fee, deadlines, and the Director's admission letter.

☐ Application Form. You can obtain a graduate application form either by mailing your request to The Graduate Office, School of Education Room 182, DePaul University, 2323 N. Seminary Avenue, Chicago, Illinois, 60614 or by phoning (312) 321-8100. Please include your proposed field of study in your request because the composition of the "application packet" varies from program to program.

Note: An undergraduate DePaul senior is eligible to submit an application to the Graduate Office before completing his or her undergraduate program.

☐ Supporting Credentials: OFFICIAL TRANSCRIPTS, IN DUPLICATE, of your academic records at ALL universities, colleges, and junior colleges attended are required. Please direct the registrar(s) to mail these official transcripts directly to the Graduate Office, School of Education, DePaul University. Since there is frequently a delay in the forwarding of transcripts, you are advised to make your request as early as possible.

Note: Several programs in the School of Education require additional supporting credentials. Please consult the specific program descriptions in this Bulletin to determine what additional materials are required for admission to the specific course of graduate study.

An undergraduate DePaul senior, making application, should request

• the registrar to forward two official transcripts to the Graduate Office, School of Education

• a written recommendation for admission from the appropriate chairperson or program director, and

• written certification by the appropriate Undergraduate Dean of the senior’s completed and uncompleted requirements for the bachelor’s degree.

☐ Admission Fee. A check or money order payable to DePaul University in the amount of $20.00 must accompany the completed application form. Any application form received in the School of Education Graduate Office without the fee will be returned unprocessed. The fee is non-refundable.
Deadlines: The School of Education has specific dates for submission of the completed application form, all supporting credentials, and fees.

<table>
<thead>
<tr>
<th>Initial enrollment in master's program</th>
<th>Deadline</th>
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</thead>
<tbody>
<tr>
<td>Autumn Quarter</td>
<td>August 15</td>
</tr>
<tr>
<td>Winter Quarter</td>
<td>December 2</td>
</tr>
<tr>
<td>Spring Quarter</td>
<td>February 24</td>
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</tbody>
</table>

Admission is granted for a specific term and year. If you do not enroll in the term you applied for, your admission is cancelled. You may, however, request in writing that your entry term be advanced or deferred.

Director’s Admission Letter: The Director of the School of Education will notify you by letter of your admission status.

No applicant is allowed to register for courses until the admission to the Graduate Program has been authenticated by the Director’s letter. This policy, however, may be waived by the Director upon the written recommendation of the appropriate program advisor.

It is the policy of the School of Education not to review, evaluate, or act upon any application for admission without having the completed application form, all the supporting credentials, and the application fee.
Initially, all students educated outside the United States and its possessions should request general admission information and application forms from the University’s

International Advisor
Admissions Office
25 East Jackson Boulevard
Chicago, Illinois 60604
USA

After receiving general admission information, as an international student, your procedure for admission will involve 1) a completed application, 2) supporting credentials, 3) admission fee, 4) deadlines and, 5) letter of admission and/or Form I-20.

☐ Application Form. You can obtain a graduate application form either by mailing your request to the Graduate Program, School of Education, Room 182, DePaul University, 2323 N. Seminary, Chicago, Illinois 60614 or by phoning (312) 321-8100. Please include your proposed field of study in your request because the composition of the “application packet” varies from department to department and from program to program.

☐ Supporting Credentials. OFFICIAL TRANSCRIPTS, IN DUPLICATE, of academic records at ALL universities, colleges, and junior colleges attended are required. Please direct the registrar(s) to mail these official transcripts directly to the School of Education Graduate Office, DePaul University.

English Proficiency is required of all applicants to be admitted to the School of Education. Evidence of adequate financial support is required of applicants who request student visas as scholarships are not available.

☐ Admission Fee. For your admission to the Graduate Programs, a non-refundable fee of $20.00(check or money order payable to DePaul University in U.S. dollars) must accompany your completed application form.

☐ Deadlines. Application deadlines for international students are

<table>
<thead>
<tr>
<th>Initial enrollment</th>
<th>Deadline</th>
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<tbody>
<tr>
<td>Autumn Quarter</td>
<td>June 6</td>
</tr>
<tr>
<td>Winter Quarter</td>
<td>October 3</td>
</tr>
<tr>
<td>Spring Quarter</td>
<td>January 3</td>
</tr>
<tr>
<td>Summer Quarter</td>
<td>March 5</td>
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</tbody>
</table>

As an international student you are strongly urged to make application as early as possible. Usually there are long delays in the forwarding of all supporting credentials.

☐ Letter of Admission and/or Form I-20. The Director’s formal letter of admission and/or the issuance by the International Advisor of Form I-20 will occur after all admission requirements have been fulfilled.
readmission procedures

If you are a student previously enrolled in the Graduate Programs but have not been in attendance for a period of one calendar year or longer, you must file a re-admission form with the School of Education Graduate Office. The form must be submitted at least four to six weeks prior to the day of registration for the term in which you expect to resume your studies. There is a $5.00 service fee for processing a re-admission form.

A transcript recording any scholastic work taken while not enrolled at DePaul University also should be submitted. As a general rule, students are held to the degree requirements that are in force at the time of registration.

re-classification procedures

Should you desire a change in your major or admission status, you must file a “Request for Re-classification” form with the School of Education Graduate Office.

student responsibility

As a graduate student you assume the responsibility to know and meet both the general and particular regulations, procedures, and deadlines set forth in this Bulletin.

Every effort has been made to provide you with final and accurate information. The University, however, does reserve the right to revise its bulletins and schedules of classes, and to change any policies, procedures, regulations, programs, requirements, courses or schedules of tuition and fees.

access to educational records

The University follows the requirements of the Family Educational Rights and Privacy Act of 1974 which permits all students to review their educational records. The procedures for such review and the rights of students in this regard are set forth in detail in the annual publication of the Signpost.
registration procedures

general information

- **Social Security Number.** Your social security number will be required for registration. If you do not have such a number, you should apply for one at your local Social Security office. International students who do not have a social security number should contact in person the Registrar's Office for an identification number assignment.

- **Academic Counseling.** Your graduate study differs significantly from your undergraduate study in the amount of individual attention faculty members will give to you. As a graduate student, you are expected to make appointments with your professors to insure that you receive individual attention in an orderly and unhurried manner.

  If you are a **degree-seeking** graduate student, you should contact your faculty advisor prior to registration. If you are a **non-degree-seeking** student or a **student-at-large**, you should contact either the Director or the appropriate program advisor prior to registration. (Note: All graduate registration forms require the signature of the Director.)

- **Course Credit.** Credit is accumulated on the basis of quarter hours. Courses carry four quarter hours credit unless otherwise noted. For comparative purposes, 1 quarter hour equals 2/3 semester hour, 4-1/2 quarter hours equal 3 semester hours.

  Graduate credit is not granted for advanced undergraduate courses (300 level) if the recorded grade is below "B." No credit will be given for any graduate level courses (400 and over) with a grade below "C."

- **Course Revisions.** The University reserves the right to add or cancel courses, revise subject matter content, or make any other changes it deems necessary.
specific information

☐ Mail Registration To eliminate waiting in registration lines and to avoid the possible closing of desired classes, the following students will be mailed pre-printed registration forms:

- graduate students enrolled during the quarter previous to the one for which they are registering. (This includes Spring Quarter students for the following Autumn Quarter.)
- formally admitted new graduate students, and
- readmitted graduate students.

Graduate students who have attended the Graduate Programs within one year prior to the quarter for which they wish to register, but who are not scheduled to receive pre-printed forms, may pick up mail registration materials at the School of Education Office or request by phone, (312) 321-8100, that the materials be mailed to them.

☐ In-Person Registration Students who do not register by mail or who are not eligible to do so must register in-person on the date designated in the academic calendar.

☐ Registration in Courses in Other Colleges of Schools. Graduate students are able to register for courses offered in other colleges or schools at the University. This registration requires the written permission of both their advisor and the College in which the courses(s) will be taken. The registration forms, however, must always be returned directly to the School of Education Graduate Office for the necessary signature to process the forms.

☐ Residence Registration. Whether in residence or not, all admitted graduate students who will use the facilities of the University (library, laboratory, etc.) or who will consult with faculty members regarding theses, dissertations, or examinations, must be registered in each quarter.

☐ Course Load. A full course load consists of eight or more quarter hours per quarter. Graduate students are advised to undertake no more employment than is reasonably compatible with their proposed graduate studies in any given term. For students fully employed, registration for two courses in a term is generally the maximum.
grades, credits, and course policies

grades

The key to the system of grading used in Graduate Programs is as follows:

faculty grading

A  Exceptional achievement
B  Superior achievement (minimum expected of graduate students in advanced undergraduate courses)
C  Basic achievement
D  Achievement unacceptable for graduate credit
F  Failure
FX  Failure because of excessive absences
IN  All requirements for given course not completed at end of term (Requirements for courses with an "IN" grade must be completed within one calendar year; otherwise the "IN" grade will be changed to an "F").
P  Pass (for courses taken on a pass/fail basis.)
R  Thesis research not completed at end of the term

Note: In no instance will credit be given in a graduate program in the School of Education for courses earning a grade of D or P.

administrative grading

W  Authorized withdrawal
FW  Failure because of unauthorized withdrawal
AU  Not-for-credit
M  Final grade missing at time grades were processed

Note: Graduate students are expected to maintain a higher level of academic achievement than undergraduate students. A basic "C" grade will be acceptable in no more than half of the graduate courses, those numbered 400 and above, completed in the major and the minor sequences.
credits

All courses carry four quarter hours of credit (2 2/3 semester hours) unless otherwise specified.

- **Credit Transfer.** No credit transfer in degree programs leading to the master's degree is allowed. The Director, however, may authorize an exception to this policy when, in the judgment of the Coordinator, following consultation with the program advisor, the circumstances justify the exception.

course policies

- **Course Numbering.** Courses numbered 400 and over are graduate courses.

  A "C" grade is acceptable in no more than half the graduate courses completed by the students in their major and minor sequences.

- **Course Attendance.** No one is permitted to attend a class for which he or she has not been properly registered. Should a student's name not appear on the class sheet, it is the student's responsibility, not the faculty member's, to resolve the problem. An instructor is not permitted to enter a student's name on a class sheet nor give such a student a grade without first receiving from the student an official admission slip.

No registration is complete or valid until all financial arrangements have been completed. Any student owing money to the University from a previous term is not permitted to register until such an obligation has been paid.
graduation procedures

Procedures for graduation from the School of Education involve the graduation application, degree requirements, requirements for graduation with honor, graduation fee, deadlines, Director’s confirmation letter, convocation ceremony and receipt of the diploma.

- **Application Form.** You can obtain a graduation application either by mailing your request to The School of Education, Room 182, DePaul University, 2323 N. Seminary, Chicago, Illinois 60614, or by phoning (312) 321-8100.

- **Degree Requirements:** You must have successfully completed all of the general and specific degree requirements as listed in the appropriate program sections of the School of Education Graduate Bulletin under which admission was granted.

  Completed degree requirements can include the submitting of the thesis or the research paper, examination scores, and, if necessary, grade changes.

- **Graduation with honor.** Graduation “with distinction” is conferred when a student a) receives the grade of “A” in at least 75% of the courses in the degree program and no grade lower than a “B” in the remainder of the degree courses, and b) passes the final oral or written examination “with distinction.”

- **Graduation Fee.** You will be billed a $25.00 Graduation Fee, payable to DePaul University.

  You will automatically be billed a binding fee for the minimum number of thesis copies required by your program.

- **Deadlines:** Specific dates are established for submission to the School of Education of the completed graduation application and for completion of degree requirements.
□ Application for Graduation  Deadline
February Convocation ............................................. October 17
June Convocation .................................................... February 10

□ Completed Grade Changes and Examination Scores  Deadline
February Convocation ............................................. January 6
June Convocation .................................................... May 4

Note: If you are applying for the June Convocation, you may register in the Spring Quarter for courses required in your degree program.

□ Completed Thesis  Deadline
February Convocation ............................................. January 20
June Convocation .................................................... May 18

Application for Graduation is made for a specific convocation. If you cancel or are ineligible to graduate, you must re-apply for the next convocation.

□ Director's Letter. The Director will notify you by letter of your confirmation for graduation.

□ Convocation. The Graduation ceremonies are held in February and June of each academic year.

To graduate "in absentia," you must request in writing permission from the Coordinator.

□ Diploma. The graduation ceremonies are symbolic. The diploma is mailed shortly after the convocation ceremony.
DePaul is... Urban.

"Do not fear to undertake too much in doing the good that presents itself to you."

St. Vincent de Paul
graduate financial policies and procedures

tuition and fees
payment policies
financial assistance
employment opportunities
tuition and fees

DePaul University is a not for profit corporation. No student pays the actual cost of his or her education. Tuition and fees are held at their present level through gifts of alumní, foundations, corporations, the Vincentian Priests and Brothers and friends of the University. All policies are under continual review. Therefore, the Board of Trustees reserves the right to change its charges as conditions require.

Tuition and fees for service and materials are for the academic year 1983-84 and are applicable only to graduate students.

graduate student tuition
Tuition for Education:
Courses in the 100-200 series, per quarter hour ......................... $  99.00 a
Courses in the 300-600 series, per quarter hour ......................... $115.00

general fees
Fees are not refundable.
Graduate Application Fee (non-refundable) ......................... $  20.00
Readmission Fee (non-refundable) ...................................... $  5.00
Registration Fee (non-refundable) ..................................... $ 10.00
Late Registration Fee (non-refundable) ................................. $ 25.00 b
Deferred Examination Fee
On Designated Dates ...................................................... $ 10.00
At Time Not Designated .................................................. $ 20.00
Graduation Fee .............................................................. $ 25.00
Thesis Binding (Per Copy) ................................................. $ 10.00
Each Transcript of Credits Fee ............................................ $ 2.00
Deferred Payment Plan Service Fee .................................... $ 20.00
Deferred Payment Delinquency Fee .................................... $ 30.00
Each Returned Check Service Fee ..................................... $ 12.00 c

a. Applicable to Graduate Students only.
b. In addition to the regular registration fee.
c. If a student gives the University a check that is returned by the bank upon which it was drawn, marked "Not sufficient Funds," "Payment Stopped," or "Account Closed," a $12.00 charge will be assessed for each such occurrence.

material fees
See individual course descriptions for specific material fees.
payment policies

general notes

- **Registration.** Registration cannot be accepted from a student with an unpaid balance from a prior term. Registration attempted under these circumstances will be cancelled.

- **Audited Courses.** Audit courses receive no credit. Tuition and fees for courses audited are charged at the regular tuition rates, must be paid at the time of registration, and are not refundable. Students may not change from the status of credit student to that of an auditor, or vice versa, after the third week of class.

- **Students on Financial Aid.** Students receiving financial aid in the form of scholarships, tuition grants, or loans - from Federal Programs, the State Government, or DePaul University - must determine that the amount of aid received (total amount of awards divided by three quarters, normally) at least equals the total tuition and fees for each term. In the event such proration leaves a balance due from the student, this balance must be paid no later than the end of the first week of the term in order to avoid a Service Fee for Deferred Payment and/or Delinquency Fee.

- **Returned Check.** If a student gives the University a check that is returned by the bank upon which it was drawn, marked "Not Sufficient Funds," "Payment Stopped," or "Account Closed," a $12.00 charge will be assessed for each such occurrence.

- **Foreign Checks.** Any foreign checks must be made payable in United States dollars or will not be accepted by the University.

- **Undergraduate Day Students.** Undergraduate day students combining undergraduate and graduate courses will pay the appropriate rate for each class.

deferred payment

All charges are due DePaul University at the time of registration, but no later than the first week of the term.

For students who are unable to meet this requirement, the University does offer, on payment of the $20.00 Service Fee, the following plan:

- payment of 1/2 must be received in the Cashier’s Office during the first week of the term.

- payment of 1/2 must be received in the Cashier’s Office prior to the end of the fourth week of the term.

- students with any unpaid balance at the beginning of the second week will be assessed the $20.00 Deferred Payment Service Fee.

- students with any unpaid balance at the beginning of the fifth week will be assessed the $50.00 Deferred Payment Delinquency Fee.
refunds for withdrawal

Simply ceasing to attend or notifying the faculty does not constitute a withdrawal of record and will result in academic as well as financial penalties.

Withdrawals must be processed in the School of Education Graduate Office either in person or by mail. The withdrawal will be dated as of the end of the week in which the student signs the “Enrollment Change Form” or the date his or her letter of withdrawal is postmarked.

Charges for courses are based on the period of a student’s enrollment beginning with the opening day of the Quarter until the student initiates an “Enrollment Change Form” to withdraw.

Upon processing the Enrollment Change Form, the tuition charge for courses during the regular academic year will be reduced according to the following schedule where the Effective Date is:

Prior to the first week of class ........................................... 100%
At the end of the first week of classes ................................ 90%
At the end of the second week of classes ............................. 75%
At the end of the third week of classes .............................. 50%
At the end of the fourth week of classes ............................ 25%
After the fourth week of classes ........................................ 0%

During the summer sessions an accelerated proration of tuition charges will apply.

Fees are not refundable. All refunds are initiated by the Cashier's Office only upon receipt of an approved Enrollment Change Form and a specific request by the student within one calendar year of the opening of the Quarter in which the credit accrued.

NOTE: Students receiving financial aid are advised to contact a Financial Aid Counselor to discuss the consequences of a withdrawal affecting academic progress and eligibility at DePaul University or any other school to which they may transfer.
financial assistance

DePaul University’s policy is to make financial aid decisions without regard to race, creed, color, national origin, age or sex. Various types of financial aid are available to graduate students through awards funded by foundations or corporations. University graduate assistantships, traineeships, grants, and student loans.

general procedures

• Loans. Applicants for loan programs should contact the Office of Financial Aid, DePaul University, 25 East Jackson Boulevard, Chicago, Illinois 60604 either by mail or by phone (312)321-8526/8527.

• University Financial Aid. Applicants seeking any other form of financial aid should make preliminary application by letter to the program advisor of their particular graduate study.

• Deadlines. New applicants for financial aid must have all their credentials (completed admission form, admission fee, duplicate copies of transcripts, and letters of recommendation - if required) in the School of Education Graduate Office by February 15 prior to their Autumn Quarter admission.

• May 1 is the priority deadline for completing a financial aid file and thereby being considered for Federally funded loan or work study programs. Exact requirements involving what constitutes a complete file can be obtained from the Financial Aid Office by calling (312)321-8526/8527.

corporate and foundation awards

• Howard V. Phalin Award. This award is a gift of $1,800 made by the Howard V. Phalin Foundation for Graduate Study for the support of an exceptionally outstanding graduate student. The University adds to this gift a $2,200 stipend. In addition, the University supplements the award with a full tuition grant. During the period of the award the recipient must be an admitted full-time degree seeking student. He or she will be assigned by the program to activities appropriate for teaching and/or research assistants.

• Borg-Warner Foundation Awards. The Borg-Warner Foundation has made available a restricted gift for a graduate scholarship; $5,000 for one student during the 1982-83 academic year. During the period of the award the recipient must be an admitted full-time degree seeking student. He or she will be assigned by the academic unit to activities appropriate for teaching, research or administration.

Announcement of graduate assistantships is normally made by April 1. The assistantships must be accepted or declined, in writing, by April 15.
university assistantships

The University provides a number of teaching, research, and administrative assistantships to applicants accepted as degree-seeking, full-admitted, graduate students. Last year over 90 assistantships were awarded (both full and partial). The stipends for such assistantships range from $3,200 to $3,500, and include a full tuition waiver.

Recipients must be admitted, full-time degree seeking students. They will be assigned by their respective division directors to activities appropriate for a teaching, research, or administrative assistant.

Application for an assistantship should be made, in writing, directly to the division director of the program in which the applicant plans his or her graduate study.

Announcement of graduate assistantships is normally made by April 1. The assistantships must be accepted or declined, in writing, by April 15.
student loans

Applicants for all loan programs should contact by mail the University's Office of Financial Aid for a complete application packet by mail, Room 173O, 25 East Jackson Boulevard, Chicago, Illinois, 60604 or by phone at (312) 321-8526/8527.

National Direct Student Loan (NDSL)
The National Direct Student Loan program is for students enrolled at least half-time and who need a loan to meet their educational expenses. These students must meet the general student eligibility requirements in Section 2 of the Loan Act.

An eligible student may borrow up to a total of $12,000 for graduate study. (This total includes any amount borrowed under NDSL for undergraduate study.)

Repayment begins six months after graduation or withdrawal from school. Students may be allowed up to ten years to repay based on the amount they have borrowed. This repayment period may be extended an additional ten years for low-income borrowers with repayment related to the borrower’s income. During the repayment period five percent interest will be charged on the unpaid balance of the loan principal.

Loan payments can be deferred when the borrower is (a) a student, (b) a member serving in the Armed Forces, the Peace Corps, or VISTA, (c) an officer in the Commissioned Corps of the Public Health Service, (d) a volunteer for nonprofit organizations doing work similar to VISTA or Peace Corps, or (e) a full-time volunteer for an organization which is exempt from taxation under Section 501(c)(3) of the Internal Revenue Code of 1954, or (e) an individual temporarily totally disabled or unable to secure employment by reason of care required by a spouse who is so disabled.

The Collections Office staff can provide information about loan cancellation provisions for borrowers who enter fields of teaching or who teach in designated schools. Telephone (312) 321-8444.

Guaranteed Student Loan (GSL)
The Guaranteed Student Loan includes the Illinois Guaranteed Student Loan and the Federally Insured Loans.

The Guaranteed Student Loan program enables an eligible student to borrow directly from a bank, credit union, savings and loan association or other participating lender willing to make the loan. The loan is guaranteed by a state or a private nonprofit agency, or in the case of the Federal Insured Student Loan, insured by the Federal government.

The maximum annual amount that can be borrowed is **$5,000 for graduate and professional students**. In some states the amount may be less. The interest rate is nine percent on the unpaid balance of the loan principal for first-time borrowers, and the Federal government will pay to the lender the total interest due prior to the beginning of the repayment period and during authorized deferment periods.

The aggregate loan maximum is **$25,000 for undergraduate and graduate borrowing**.
The loan must be repaid. Repayments begin six months after the student graduates or leaves school, and up to ten years may be allowed to repay the loan. The amount of the student's payments depends upon the size of the debt and the student's ability to pay; but, in most cases, payments of at least $360 a year are required unless the lender agrees to a lesser amount.

Payment on a loan may be deferred when the borrower is (a) pursuing a full-time course of study at an eligible institution; (b) serving in the Armed Forces, the Peace Corps or VISTA; (c) actively seeking but not finding full-time employment; (d) serving as an officer in the Commissioned Corps of the Public Health Service; (e) serving as a full-time volunteer for an organization exempt from taxation under Section 501 (c)(3) of the Internal Revenue Code of 1954, or serving as a volunteer for nonprofit organizations doing work similar to VISTA or Peace Corps; (f) serving an internship, the successful completion of which is required to begin professional practice or service; (g) being temporarily totally disabled or unable to secure employment by reason of the care required by a spouse who is so disabled; or (h) pursuing an approved course of study under a rehabilitation training program for disabled individuals.

For further information contact your private lending institution.
employment opportunities

college work study program

Full-time and half-time graduate students who can demonstrate financial need may apply for part-time and/or summer employment under this program. The program is co-sponsored by the Federal Government and DePaul University. Students may work (mostly on campus) up to 20 hours weekly while attending classes, and up to 40 hours weekly when no classes are scheduled. The basic pay range is from $3.35 to $10.00 or more per hour for Graduate School students, depending upon their job classification. The student’s earnings cannot exceed his or her need. Application should be made to the

Office of Career Planning and Placement
Room 1776
25 East Jackson Boulevard
Chicago, Illinois 60604
Telephone: (312) 321-7639.

and

Office of Financial Aid
Room 1730
25 East Jackson Boulevard
Chicago, Illinois 60604
Telephone: (312) 321-8526/27.

part-time employment

The location of the University in a metropolitan area contributes greatly to the number and variety of opportunities for employment. Part-time and summer jobs, both on and off campus, are available for students through the services of the Office of Career Planning and Placement. Rates of pay for graduate students are from $3.35 to $5.00 or more per hour.

In addition, the University itself can offer positions to students. After students have registered for their classes, the Office of Career Planning and Placement will assist them in finding jobs. No proof of need is necessary to qualify for this service.

For further information contact the Office of Career Planning and Placement. Telephone: (312) 321-7639.
We are...DePaul.

"Charity unites us as members of one body; affability makes this union perfect."

St. Vincent, de Paul
graduate academic offerings

curriculum development
educational leadership
human services and counseling
reading and learning disabilities
Curriculum design and implementation have become increasingly significant concerns for hospitals, community organizations, businesses and industries, all confronted with the necessity of keeping their employees up to date in a milieu of fast-moving social and technological change. Continuing education and training are being viewed as major responsibilities by institutions and business and by museums and civic agencies that are perceived as educational organizations. Growing numbers of senior citizens and far more leisure time available to other members of the population also are contributing to the demand for adult education programs, particularly among those who hold degrees.

There are important challenges in responding to this growing demand. The educational skills needed are in many respects similar to those already well developed in the public schools, in other respects they are quite different.

Both the Master of Arts and the Master of Education programs degree offer courses essential to succeed in curriculum work. These include:

- **DELIBERATIVE SKILLS** (i.e. analytical skills involved in the clear formulation of curriculum problems)
- **DEVELOPMENT SKILLS** in program planning, content selection and the creation as well as the arrangement of materials.
- **EVALUATION SKILLS**
- **SUPERVISORY SKILLS**
- **KNOWLEDGE about CURRICULAR DESIGNS**, their underlying assumptions and implications for different settings
- **KNOWLEDGE of INSTRUCTIONAL METHODOLOGIES** and their influence on the success of curriculum planning.

Another selection of the curriculum program has been set aside to respond to the unique circumstances of each graduate student’s career emphasis. Career concentrations are available in ALLIED HEALTH, COMPUTER ASSISTED LEARNING (CAL), ECONOMIC EDUCATION, MATHEMATICS AND SCIENCE, and STATE CERTIFICATION. Individualized concentrations based on carefully planned course selection are also available.
degree programs

master of arts or master of education

curriculum development

Supervisory
Allied Health concentration
Mathematics and Sciences concentration
Economic Education concentration
Economic Education Certificate

master of arts or master of education:
curriculum development

admission requirements

- General requirements for admission to degree program in the School of Education
- Bachelor’s degree conferred by an accredited institution
- Evidence of adequate background for the program

degree requirements

- Courses: (52 quarter hours)
  - ten courses (36 quarter hours)
    - CUG400 Education Research Design and Statistics
    - CUG401 Advanced Developmental Psychology or CUG402 Psychology of Learning
    - CUG408 Contemporary Issues in Education
    - CDG481 The Study of Teachers and Teaching or
      One course in instructional methodology
    - CDG483 Practicum in Developing Curriculum Materials
    - CDG485 Planning Curriculum/Program Evaluation
    - CDG486 Practicum: Conducting Curriculum/Program Evaluation
    - CDG487 Introduction to Curriculum Deliberation
    - CDG488 Curriculum Processes and Structure; Designing and Interpreting Curriculum
    - A&S498 Principles and Practices of Supervision
  - three courses (12 quarter hours): Career Emphasis. A set of carefully chosen electives to support the student’s career goals. It may be an existing sequence of courses or it may also be an individual sequence planned in consultation with the student’s advisor in which case the student must write a rationale for the sequence which then will be placed in the student’s file.
one course (4 quarter hours) from
Master of Arts: CDG 589 Thesis Research in Curriculum Development
Master of Education: CDG 580 Research Seminar in Curriculum Development

- Thesis/Paper
  Master of Arts: CDG 589 Thesis Research in Curriculum Development. The master’s thesis is written to fulfill the requirements of this course.
  Master of Education: CDG 580 Research Seminar in Curriculum Development. The master’s paper is written to fulfill the requirements of this course.

- Examination
  Master of Arts: oral examination on thesis
  Master of Education: written comprehensive examination

- Illinois Supervisory Certificate
  Students holding valid Illinois teaching certificate with two years successful teaching experience are eligible for the Illinois General Supervisory Endorsement upon completion of the program.

**allied health concentration**
- The following courses may be taken as the career emphasis within the program or as a non-degree sequence.
  CDG422 Instructional Methodology in Allied Health Professions
  CDG423 Educational Evaluation in Allied Health Professions
  CDG424 Practicum for Educators in Allied Health Professions

**mathematics/science concentration**
- Courses may be selected from the following list:
  CDG410 The Psychology of Learning Mathematics and Science
  CDG411 Science Processes I
  CDG412 Science Processes II
  CDG413 Foundations of Mathematics: Geometry
  CDG414 Foundations of Mathematics: The Real Numbers
  CDG415 Practicum: Curriculum and Methods in Science for the Middle Grades.
  CDG416 Practicum: Curriculum and Methods in Mathematics for the Middle Grades.
  CDG583 Using Microcomputers in Curriculum Development

54
master of education in curriculum development

economic education concentration
This degree will prepare educators to teach economics, to develop economic education materials, to coordinate economic education projects, and to organize economic education programs for schools and community groups.

admission requirements
- General requirements for admission to degree program in the School of Education
- Bachelor’s degree conferred by an accredited institution
- Evidence of adequate background for the program

degree requirements
CUG400 Education Research Design and Statistics
CUG401 Advanced Developmental Psychology or
CUG402 Psychology of Learning
CUG408 Contemporary Issues in Education*
CDG481 Study of Teachers and Teaching*
CDG485 Curriculum/Program Evaluation
CDG487 Introduction to Curriculum Deliberation or CDG 488 Designing and Interpreting Curriculum.
CDG483 Practicum in Developing Curriculum Materials*
A&S498 Principles and Practices of Supervision*
GSB505 Contemporary Economic Analysis
ECO506 Business Conditions Analysis
GSB512 Economics for Decision Making
GSB513 Macro Policy and Financial Analysis

*Specific Economic Education courses may be substituted for these courses with written consent of program advisor.

certificate in economic education
With this certificate program, educators will be prepared to introduce economics into programs for schools and community groups.

requirements
- two courses that consider concepts essential to economics:
  GSB505 Contemporary Economic Analysis*
  CDG435 Teaching Money and Banking (new course to be offered in Autumn 1983)
any three (3) of the following courses in economic education:
CDG417  Introduction to Economics
CDG429  Teaching Economics in U.S. History
CDG430  Teaching Consumer Education
CDG431  Teaching the American Economic System
CDG432  Introduction to Labor and Industry
CDG433  Development of Economic Education Programs
CDG434  Implementing Economic Education Programs
CDG444  Chicago's Current and Future Economy

Note: GSB courses are part of the curriculum of the Graduate School of Business. All economic education courses are cross-listed in curriculum (CDG) and in economics (ECOII).

COURSES

Curriculum development (CDG)

410  The Psychology of Learning Mathematics and Science. This course will develop a rationale for teaching mathematics and science in the middle grades using Piaget's theories of cognitive development. The theories will be illustrated by experiments and practical activities. Students will also be expected to do clinical observations of children engaged in Piagetian tasks. Piaget's principles and terms will then be compared with those of other learning theorists.

411  Science Processes I. This course will use common, everyday materials to study naturally occurring phenomena. Students will be expected to learn about the processes and content of science by becoming actively involved in doing science. Activities will cover topics in biology, chemistry, and physics.

412  Science Processes II. A continuation of Science Processes I with the same emphasis on active involvement and the processes of scientific inquiry. Naturally occurring phenomena which are not experienced in everyday living will be the objects of study.

413  Foundations of Mathematics: Geometry. This course will use the Logo computer language to investigate topics in Euclidean geometry and topology from the perspective of a "turtle" moving in a plane. Closed paths, space-filling designs, mazes, and some spherical geometry will be included along with the topics normally included in the K-8 curriculum. Emphasis will be placed on developing understanding of key concepts (such as symmetry, interior, congruence, and similarity) as well as enriching mathematics curricula.

414  Foundations of Mathematics: The Real Numbers. This course will use a variety of physical materials to develop the fundamental concepts underlying the system of real numbers and its subsystems (whole numbers, integers, and rational numbers). Emphasis throughout will be placed on the way in which embodiments of mathematical concepts can be used to facilitate learning.
Practicum: Curriculum and Methods in Science for the Middle Grades. Materials, methods, and classroom management techniques appropriate for teaching science in the upper elementary grades. In addition to specific activities, topics will include questioning skills, equipment handling, resources for materials, program planning, and evaluation.

Practicum: Curriculum and Methods in Mathematics for the Middle Grades. Materials, methods, and classroom management techniques appropriate for teaching mathematics in the upper elementary grades. In addition to specific activities, topics will include the proper use of manipulative materials, academic games, discovery teaching, program planning and evaluation.

Introduction to Economics. A basic survey for educators who have not studied college level economics. The course explains ways to introduce major economic concepts into the curriculum at all grade levels. (Cross listed with ECO 477.)

Career Education: Instructional Modules for Business. Designed to assist business education teachers integrate career education into the curriculum with special emphasis in the following areas: the determining of goals and base for career education, the development of goals and objectives for career education, and the development of instructional modules for career emphasis in accounting, secretarial, clerical, data processing, sales, and related job clusters.

Instructional Methodology in Allied Health Professions. Curriculum planning, materials development, teaching methodology, and evaluation of performance. Emphasis on organizing a course of study for adult learners in allied health professions such as radiation technology, medical technology, or nursing.

Educational Evaluation in Allied Health Professions. An introduction to techniques for designing, administering and interpreting tests and other evaluation tools in classroom and clinical settings.

Practicum for Educators in Allied Health Professions. For allied health professionals who are teaching or developing curriculum during the quarter in which the course is offered. Class sessions will concentrate on the methods, materials and problems encountered.

The Teaching of Writing. Focus on important aspects of a writing program from the primary grades to college: the composing process, motivation and writing, the teaching of grammar and syntax, and the relationship of speaking and writing. Also teaching the various types of writing - personal, narrative, expository writing, poetry and correspondence - examined and practiced by the class.

Curriculum in Language Communications. Develop models for a curriculum in communications. To develop these models the communications activities of speaking, reading and writing will be related to each other and to a central core-language so that communication can be viewed more in a unified related sense and less in a discrete, fragmented sense. Approaches for teaching speaking, reading and writing as integrated phenomena will be examined.
428 **Literature and the Reader.** Analysis of the interaction which occurs between the reader and the literary work and an examination of the implications for classroom teaching and curriculum development, kindergarten through college. The emphasis is on the reader in the reading of the work.

429 **Teaching Economics in U.S. History.** The use of economic concepts to interpret and analyze American history. The course traces the development of the United States economy and provides models for introducing economic development into junior and senior high school courses. (Cross listed with ECO 429)

430 **Teaching Consumer Education.** An approach to consumer education that provides a basis for interpreting consumer choices as part of a larger system: the urban economy and the American economy. The course uses Chicago area sites as well as current consumer education resources to deal with consumer economic issues. Meets the certification requirements for teachers of consumer economics in Illinois. (Cross listed with ECON 430)

431 **Teaching the American Economic System.** The course explains basic economic concepts and provides tools of analysis that teachers can use to give students a clear understanding of the American economy and contemporary economic problems. (Cross listed with ECO 431)

432 **Introduction to Labor and Industry.** An examination of the basic economic concepts and tools of analysis necessary to comprehend and communicate the worker's role in the contemporary economy. The course uses Chicago area situations to focus on the factors of production and trends in technology, capital, and human capital development. (Cross listed with ECO 432)

433 **Development of Economic Education Programs.** The course emphasizes essential economic concepts and introduces ways to plan and develop programs and materials to communicate those concepts in a range of educational settings including schools, community groups, and formal and informal adult education projects. (Cross listed with ECO 433)

434 **Implementing Economic Education.** This course deals with the practical issues that affect the successful introduction of economic education in an ongoing program. Participants will consider specific materials and methods for teaching economics and will identify the approaches that are most appropriate for different educational situations. (Cross listed with ECO 434)

435 **Teaching Money and Banking.** This course explains the financial system in the United States, and considers essential concepts of inflation, credit creation, monetary policy, and investment. By using Chicago area financial institutions to focus on economic concepts, the course prepares educators to teach money and banking to junior high school students, high school students, and adults. (Cross listed with: ECO 435)
Social Economic Development. An examination of theories of economic development, including the role of the market, the enterprise system, and economic intermediaries. By considering the implications of major economic theories for Chicago's economic development, the course will prepare educators not only to teach about economic development but also to link those theories to the Chicago community. (Cross listed with ECO 440.)

Introduction to American Economic Development. The course will trace the economic development of the United States with an emphasis on the Midwest in the 19th century. Focusing on the impact of innovation and the role of the city, the course will provide a framework for teaching Chicago's economic development. (Cross listed with ECO 441.)

Introduction to Business and Public Policy. A history of government and business relations that emphasizes major issues that have affected the American economy, including property rights, labor, and welfare. The course will compare different kinds of economies, the market system with laissez faire, the market system with antitrust, administrative regulation, socialism. (Cross listed with ECO 442.)

Teaching Economics: Applied Basic Concepts. This course will involve educators in economic education through actual instruction. As concepts are presented in the course, the participants will teach those concepts themselves to their students, using materials and methods organized for this course. (Cross listed with ECO 443.)

Chicago's Current and Future Economy. Beginning with a survey of Chicago's development in the 19th Century, the course examines contemporary Chicago and considers patterns and predictions of future development. By emphasizing the concepts of economic development and the trends in technology and human capital, the course provides a basis for interpreting Chicago's current economy and planning for its future. (Cross listed with ECO 444.)

Integrating Economics in the High School Curriculum. The course presents a system for planning the integration of economic education in Chicago area high school curricula. The course will provide models for introducing economic development concepts into the curriculum in social studies, English, math, and other subject areas. Participants also will consider the organizational requirements for curricular innovation. (Cross listed with ECO 445.)

Psychology and Instructional Strategies for Individualized Programs. Examination of the psychological principles and instructional models of the individualized teacher-learner process.

First and Second Language Acquisition. Study of language theories and their applications to first and second language acquisition in bilingual children.

Current Trends and New Techniques in the Arts.

Curriculum for Religion Education. Recent developments in the formation of religious studies curriculum for public and private school settings, including materials, resources, and criteria.
Connected Images I & II. In-depth study of parameters of each discipline and how these are interrelated. Explore conceptual ideas through practical strategies. Second quarter will further these studies into curriculum for elementary and secondary levels. Students will be involved in direction and planning of strategies and projects.

Visual Arts Practicum. Designed to provide basic practical experience in concept, skill, and technique in music.

Music Practicum.

Literary Arts Practicum. Designed to provide basic practical experience in concept, skill, and technique in literary arts.

Movement Practicum. Designed to provide basic practical experience in concept, skill, and technique in Movement.

Teaching Core Curriculum Subjects Through the Arts. A systematic exploration of how artistic expression can be used as a tool for understanding academic disciplines.

Human Interaction and Teamwork. Student makes a study of group process, its theory, procedures, and problems as they relate to facilitating human growth and development through group counseling. The class engages in a regular group experience. Opportunity to observe and participate in group work is provided.

Historical Perspectives: A synthesis of the arts in history. Building on the art history backgrounds of the students, the instructor will focus on the role of the arts as expressions of and influences on the various movements and philosophies of each age.

Research Paper and Practicum in the Arts. Field experience in which the student will be required to design a program in integrated learning based on his or her own field of specialization and carry out the program in either an elementary or high school or a community organization. The research paper should include the development of the program, its implementation, and its evaluation.

Practicum in Material Development. A series of workshop experiences designed to explore the technology of curriculum in social studies, language arts, science and mathematics.

The Study of Teachers and Teaching. A selective survey and analysis of research on teachers and teaching. Particular emphasis will be placed on the assumptions which are built into various forms of research and the effect these assumptions have on how results should be interpreted and used in supervision and curriculum development. Each student will be expected to become familiar with alternative ways of studying teachers and the teaching process in his/her area of expertise. While many school settings will be utilized because of the many studies done in this area, research in non-school settings will be given a good deal of emphasis.

The History of Curriculum Practice. A survey of trends and movements in curriculum practice. Particular emphasis will be placed on the recurrent nature of curriculum practices and the reasons for this. The underlying models of curriculum practice in their historical settings will be considered as possible models for modern day needs and the assets and liabilities of these models will be used in viewing modern day practices.
Practicum in Developing Curriculum Materials. Text book, audio-visual and microprocessor curriculum materials will be studied in order to ascertain the intended and actual relationships between curriculum design and the materials. More than one set of materials may be developed per curricular design, and differences among materials will be carefully examined. Students will develop actual curriculum materials reflecting at least two distinct ways of implementing a given design. (2 quarter hours)

Multi Media Materials Production. The role of multi media materials in meeting local instructional needs. Setting objectives, selecting content, filmstrips, slides, transparencies and cassettes to meet educational needs.

Curriculum/Program Evaluation. Theories of evaluation. The role of evaluation in Curriculum/Program Development. Materials and methods for curriculum/program evaluation in the schools and organization. The planning for an evaluation of an ongoing program will be the major project of this course. (Prerequisite: CGE 400 or equivalent.)

Practicum: Conducting Curriculum/Program Evaluation. Involves carrying out an evaluation of the effectiveness of an ongoing program. Field work will be expected of students. The planning for this evaluation will be undertaken in CGE 485. (2 quarter hours) (Prerequisite: CGE 485)

Introduction to Curriculum Deliberation. An introduction to systematic and collaborative deliberation on curriculum problems. A pattern for deliberation (including situation analysis, problem discrimination and formulation, development of alternative courses of action, and anticipation of consequences) will be developed and exemplified. This pattern will be contrasted with other descriptions of curriculum planning. Each student will complete a project which describes his/her systematic formulation of a curriculum problem and a plan of action for resolving it.

Curriculum Processes and Structures: Designing and Interpreting Curriculum. An examination of the underlying structures of diverse curriculums and of the processes by which they are developed and implemented. Open and closed curricular designs will be contrasted, and alternative principles and methods for organizing subject matter will be analyzed. The translation of subject matter into curriculum will be examined with particular attention to the assumptions about subject matter built into texts and other curricular materials. Intellectual and socio-political processes will be studied in bureaucratic and non-bureaucratic contexts, and the relationships of their operations to curricular design and implementation will be explored in depth. Students will be expected to analyze curriculum guides and materials to uncover their underlying structures, their explicit and implicit assumptions about subject matter, and their socio-political premises.

Learning Resources Centers. Goals, learning resource materials, staffing, location, space, equipment, functions, services, budgeting and human relations as all of these are involved in establishing and operating learning resources centers.
490 Administration of Curriculum/Program Planning. (Prerequisite: 497.) Exploration of the issues and new developments in planning on the state, the district, and the federal level; effective leadership of teachers, students, the public, and parents; the organization and functioning of workshops, laboratories, libraries, and study centers; research and evaluation; financing of planning; and relationships between school administration and curriculum/program planning.

497 Principles of Curriculum/Program Development: Special role of organizing and administering the curriculum. Course treats relationships of the curriculum to the social order, principles of content selection and sequence, patterns of curriculum organization, personnel and organization required for curriculum development and revision.

500 Facilitative Teaching Role. Examination of the teacher's role as a facilitator of learning in individualized and open programs.

517 Materials and Methods for Introducing Economic Concepts into Existing School Curriculum.

522 Curriculum and Methods in Bilingual Education.

523 Methods of Teaching Spanish Language Arts.

524 Teaching English as a Second Language.

526 Clinical Workshop.

580 Research Seminar in Curriculum Program Development. Students in the Master of Education program in curriculum development complete a bibliographical research study of issues and problems in curriculum development. Students who currently hold positions in curriculum may complete an action research project for this seminar.

582 Practicum in Curriculum Development. (Prerequisite: Admission by program advisor.) The student is provided directed experiences in decision-making for curriculum, participation and leadership in curriculum committee activities, planning and management of learning resource centers and representative other aspects of administration of curriculum development in schools and school systems.

583 Utilizing Microcomputers in Curriculum Development.

584 Workshop in Computer Usage in Curriculum Development, Research, and Evaluation. In this workshop, students have the option, under direction of the professor, to plan a set of experiences that will add to their competencies and qualify them to perform leadership functions. Areas of study available in the workshop include: introduction to program writing in basic language, analysis of statistical computer programs, use of common parametric and non-parametric intermediate statistics in the analysis of data, teacher-made programs for teaching, and programs designed to facilitate curriculum program evaluations. Opportunity is provided for hands-on experiences with Hewlett-Packard Timesharing equipment and for applications of competencies to school organization activities and data, including participants' own.

585 Internship in Applied Educational Research, Evaluation and Development. This course offered in the following departments: Educational Leadership, Curriculum Program Development, Human Services and Counseling and Reading and Other Learning Disabilities.

588 Independent Study in Curriculum Development. (Prerequisite: Permission of the instructor.)
589 Thesis Research in Curriculum Development. (Prerequisites: Admission to candidacy and thesis topic outline approved.) A student writing a thesis registers for this course for four quarter hours of credit. Where the thesis research and the writing of the thesis itself are prolonged beyond the usual time, the program advisor may require the student to register for additional credit.
601 Workshop - Alternative Approaches to Early Childhood Education. (Offered during summer sessions only.)
606 Interdisciplinary Approach to the Analysis of Issues in Multicultural Education.
607 Public Policy and Multicultural Education.
608 Curricular Design and Multicultural Education.
609 Methods and Materials in Multicultural Education.
610 Administrative Issues in Multicultural Education.
611 Schools and Community: Strategies for Cooperation.
612 Integrated Project for Multicultural Education.
613 Multicultural Education Today. An inter-disciplinary seminar studying the anthropological, historical and philosophical aspects of ethnicity as multicultural education in America.
614 Pluralism, Ethnicity and the Schools. An effort to come to terms with the implications for human service professionals of the multiethnic, pluralistic environment of the schools and other public institutions. Ways of studying ethnic diversities and of developing appropriate methodologies for meeting diversity are especially emphasized.
621 Workshop: Health Problems Among Women.
622 Teaching About the Law: K-12. An examination and demonstration of a wide variety of strategies for teaching young people about the role of law in our democratic society, with particular emphasis on student participation and use of the community.
624 Workshop: Problem Areas in Elementary and Secondary Athletic Programs.
625 Athletic Training and Coaches Workshop.
626 Workshop: Theories, Methods, and Content in Science Education in the Elementary School.
627 Workshop: Theories, Methods, and Content in Mathematics Education in the Elementary School.
628 Workshop: Piaget and Teaching Elementary Science and Mathematics.
637 Workshop in Data Processing. The teaching of data processing at the secondary and post-secondary levels.
643 Metric Education Workshop.
651 Curriculum Development in Crime Prevention in the School/Community.
685 Introduction to Drug Education.
687 Curriculum Development in Drug Education.
688 Practicum in Drug Education.
697 Strategies for Implementing Law-Focused Education in the Elementary and Secondary Schools.
698 Advanced Seminar in Strategies for Implementing Law-Focused Education Programs.
educational leadership

The major purpose of the Educational Leadership program is to prepare educational personnel for administrative and supervisory positions for schools, industry, business, and a variety of social, medical, recreational, and welfare agencies. These programs are

discipline-based: concepts, research findings, and models of inquiry in social sciences.
theory-based: relevant theories of organization, leadership and curriculum,
problem-based: contemporary issues and problems likely to confront administrators and supervisors, and
career-based: examination of administrative and supervisory functions and objectives within a variety of settings and for different purposes.

degree programs

master of arts or master of education:
educational leadership
  Administration and Supervision concentration
  Catholic School Leadership concentration
  Physical Education concentration

master of arts or master of education:
educational leadership
administration and supervision concentration

admission requirements

- General requirements for admission to degree programs in the School of Education
- Bachelor’s degree conferred by an accredited institution
- Evidence of adequate background for the program
- Letters of Recommendation: at least two from previous employers
degree requirements

- Courses: minimum of 12 (48 quarter hours)

  eight courses (32 quarter hours)
  - CUG400 Education Research Design and Statistics
  - CUG401 Advanced Developmental Psychology or CUG432 Psychology of Learning
  - CUG408 Contemporary Issues in Education
  - CDG487 Introduction to Curriculum Seileration or CDG488 Curriculum Processes and Structures: Designing and Interpreting Curriculum
  - A&S491 Administrative Theory and Behavior
  - A&S495 School Law
  - A&S496 Community Relations
  - A&S498 Principles and Practices of Supervision

  three courses to be selected from
  - A&S492 The Principalship
  - A&S494 School Finance
  - A&S499 Clinical Supervision
  - A&S590 Organizational Development
  - A&S594 Internship in Educational Leadership
  - A&S596 Personnel Administration
  - A&S597 Politics of Education

  courses in cognate disciplines: students who have career needs in a subject matter field may substitute one course in that field. (This course needs the written approval of the program advisor.)

  one course (4 quarter hours) from
  - Master of Arts: A&S 599 Thesis Seminar in Educational Leadership
  - Master of Education: A&S 591 Research Seminar in Educational Leadership

- Thesis/Paper

  Master of Arts: A&S 599 Thesis Seminar in Education Leadership. The master’s thesis is written to fulfill the requirements of this course.

  Master of Education: A&S 591 Research Seminar in Educational Leadership. The master’s paper is written to fulfill the requirements of this course.

- Examination

  Master of Arts: oral examination on thesis
  Master of Education: written comprehensive examination

Illinois Administrative Certificate

Students holding valid Illinois teaching certificates with two years successful teaching experience are eligible for the Illinois Administrative Certificate upon completion of the program.
master of arts or master of education: educational leadership

catholic school leadership concentration

admission requirements

- General requirements for admission to degree programs in the School of Education
- Bachelor’s degree conferred by an accredited institution
- Evidence of adequate background for the program

degree requirements

- Courses: minimum of 12 (48 quarter hours)
  
nine courses (36 quarter hours)
  CUG400  Education Research Design and Statistics
  CUG401  Advanced Developmental Psychology or CUG402 Psychology of Learning
  CDG488  Curriculum Processes and Structures: Designing and Interpreting Curriculum for the Catholic School
  A&S491  Administrative Theory and Behavior
  A&S494  School Finance: The Catholic School
  A&S495  School Law
  A&S496  Community Relations
  A&S498  Principles and Practices of Supervision
  A&S590  Organizational Development in Catholic School Administration

  two courses to be selected from
  A&S492  The Principalship
  A&S499  Clinical Supervision
  A&S596  Personnel Administration
  A&S597  Politics of Education

  one course (4 quarter hours) from
  Master of Arts: A&S 599 Thesis Seminar in Educational Leadership
  Master of Education: A&S 591 Research Seminar in Educational Leadership

- Thesis/Paper
  Master of Arts: A&S 599 Thesis Seminar in Education Leadership. The master’s thesis is written to fulfill the requirements of this course.
  Master of Education: A&S 591 Research Seminar in Educational Leadership. The master’s paper is written to fulfill the requirements of this course.

- Examination
  Master of Arts: oral examination on thesis
  Master of Education: written comprehensive examination
master of arts or master of education: educational leadership
physical education concentration

admission requirements
• General requirements for admission to degree programs in the School of Education
• Bachelor's degree conferred by an accredited institution
• Evidence of adequate background for the program
• Letters of Recommendation: at least two from previous employers

degree requirements
• Courses: minimum of 12 (48 quarter hours)
  seven courses (28 quarter hours)
  CUG400  Education Research Design and Statistics
  CUG401  Advanced Development Psychology or CUG402 Psychology of Learning
  CUG408  Contemporary Issues in Education
  A&S491  Administrative Theory and Behavior
  A&S495  School Law
  A&S496  Community Relations
  A&S498  Principles and Practices of Supervision
  four courses (16 quarter hours)
  PE450  Advanced Concepts: Philosophy and Psychology of Sports
  PE451  Current Issues and Trends in Athletics and Physical Education
  PE452  Seminar in Human Movement
  PE453  Advanced Health Concepts
  PE454  Seminar in Adapted Physical Education
  one course (4 quarter hours) from:
  Master of Arts: A&S 599 Thesis Seminar in Educational Leadership
  Master of Education: A&S 591 Research Seminar in Educational Leadership
• Thesis/Paper
  Master of Arts: A&S 599 Thesis Seminar in Educational Leadership. The master's thesis is written to fulfill the requirements of this course
  Master of Education: A&S 591 Research Seminar in Educational Leadership. The master's paper is written to fulfill the requirements of this course.
• Examination:
  Master of Arts: oral examination on thesis
  Master of Education: written comprehensive examination
Courses

Administration and Supervision (A&S)

465 Administrative Planning. This course concerns program budgeting and systems analysis. Students will be introduced to operations analysis, PERT, input-output analysis and cost-effectiveness.

469 Educational Finance. This course examines the bases for collecting and distributing local, state, and federal funds for education: problems and issues in financial support of education. Special emphasis: assessment and evaluation techniques for the review of individually budgeted programs and familiarization with current worksheets and formulas for computing state aid.

479 Supervision and Administration in Religious Education.

491 Administrative Theory and Behavior. This course concerns theoretical concepts and empirical research relating to administrator behavior in organizations with special reference to educational organizations. Concepts are examined within the typical decisional framework of supervisors, chief school business officers, principals, and superintendents, and similar positions in the helping professions. Assignments are individualized.

492 The Principalship. An intensive study of factors involved in the administration and supervision of a school. Topics considered include the administration and supervision of student personnel, faculty, the instructional program, financial and physical resources, community relations and other basic needs in administering and supervising schools.

494 School Finance. Major consideration will be given to problems relating to the preparing of a school budget, procuring revenue, financial accounting, capital outlays, insurance on property, and taking of inventory.

495 School Law. Authority, powers, and liability of school personnel; status of students, character of districts and school board control of curriculum, school property, finances. Special emphasis on recent state and federal court decisions as they affect Illinois and neighboring states. (Crosslisted with MPS 551)

496 Community Relations. Importance of designing programs around the needs and problems of the organization and its special publics. Students will review findings from research and ideas of practitioners in the field as sources for the enrichment and development of sound and defensible programs.

498 Principles and Practices of Supervision. Supervision viewed from a human resources perspective, dealing with motivation, responsibility, and success at work as means to intrinsic satisfaction. (Crosslisted with MPS 552)

499 Clinical Supervision. Develops competencies in a system of person-to-person supervision that will give supervisors reasonable hope of accomplishing significant improvements in the personnel performance.

Finance Seminar

Organizational Development. A development approach used in combining theory, research, and applications for improving interpersonal effectiveness in organizations. The course is about people in organizations and the achievement of individual and organizational goals.

Research Seminar in Educational Leadership (Prerequisite: 400)
Master of Education students complete a bibliographical research study of issues and problems in administration and supervision.

Practicum in Educational Leadership. (Prerequisites: Advanced students in administration or supervision and permission of advisor.) The practicum provides opportunities for advanced students in administration and supervision to participate in and complete a research project in selected systems on a full-time or part-time basis. The experiences are intended to provide, under professional direction and supervision for (1) study of major fractions policies, and problems of administration and supervision and (2) intensive study of certain critical administrative and supervisory practices.

Internship in Educational Leadership. (Prerequisites: Advanced students in administration and supervision and permission of advisor.) The internship provides supervised experiences in selected organizations on a full-time or part-time basis. The student intern is cooperatively assigned to an organization under the immediate supervision of organization personnel. The experiences provided are designed to enrich the student's theoretical background with practical opportunities of participating in (1) overall contact with personnel and with the major functions and problems of certain critical administrative and/or supervisory activities, and (2) a detailed study and analysis of a particular administrative and/or supervisory function or activity.

Workshop in Educational Leadership. (Prerequisite: Consent of instructor) Topics of particular interest and concern to administrators and supervisors will be presented in a high involvement seminar format. Primary reliance will be on written materials, however, audiovisual and role-playing mechanisms may also be used. Participation in workshops is limited to advanced students of administration and supervision.

Personnel Administration. Theory, practice and relevant research in modern personnel administration. Recruitment, staff development, interviewing, collective bargaining, conflict resolution and employee evaluation are emphasized.

Politics of Education. Policy development in education as a political process; community power; state and national politics in educational decision making and role of leadership and pressure groups in the shaping of educational policy at local, state, and national levels.

Independent Study in Educational Leadership. (Prerequisite: Consent of instructor)
599 Thesis Seminar in Educational Leadership. (Prerequisites: AED and thesis topic and outline approved) A student writing a thesis registers for this course for four quarter hours of credit. Where the thesis research and the writing of the thesis itself are prolonged beyond the usual time, the program advisor may require the student to register for additional credit.

640 Legal Aspects of Special Education for Classroom Teachers

645 The Administration and Operation of Special Education. Recent state and federal legislations have changed the nature of Special Education services in selected states. This legislation has both modified Special Education services and increased the involvement of general education in the instruction of handicapped students. Both practicing public school administrators who now find themselves active participants in the education of exceptional children, and Special Education staff members who wish to obtain an increased understanding of the intent of the legislative innovations have been affected by this legislation.


physical education courses (PE)

450 Advanced Concepts - Philosophy and Psychology of Sports. A study of the philosophy and psychology concepts pertaining to sports, in general, and competitive athletic programs specifically. The course will be conducted in a seminar style analyzing the various coaching and administrative techniques in sports programs. Emphasis will be given to intercollegiate sports but elementary, secondary, and professional sports programs will be included. (4 quarter hours)

451 Current Issues and Trends in Athletics and Physical Education. An analysis of the current issues, trends, and changes in competitive athletic programs and physical education programs. Major consideration will be given to problems relating to development of goals and objectives, preparation of program budgets, financial conditions, media input, and legal ramifications of the various programs. (4 quarter hours)

452 Seminar in Human Movement. A study of the advanced concepts and theory pertaining to analysis of human movement. Application will be made for the teaching of fundamental motor skills as well as the specialized analysis made by the coach. Discussion of the various techniques, sophisticated equipment, and empirical evidence will support the conclusions determined in the seminar. The course will be designed for professional physical educators and individuals involved in the coaching profession. (4 quarter hours)

453 Advanced Health Concepts. This course will present advanced concepts in health for the individual interested in Health Education or the Allied Health Professions. Emphasis will be placed on instructional methodology, curriculum planning, and educational evaluation in the Health profession. (4 quarter hours)

70
Seminar in Adapted Physical Education. A study of the trends in Adapted or Special Physical Education in the school system. Particular emphasis will be given to the application and interpretation of P.L. 94-142 which outlines requirements for mainstreaming in the public schools. The students will be exposed to various programs dealing with the handicapped children and adults. The course will be appropriate for administrators and teachers involved with adapted physical education programs. Emphasis will also be given to the handicapped athletes and their role in the athletic programs. (4 quarter hours)
human services and counseling

The Human Services and Counseling programs present a core of courses designed to provide professionals with skills, concept mastery and competencies which will enable them to provide comprehensive counseling and consulting services in many educational and community environments.

Some of the specific career opportunities for Human Services and Counseling graduates include private and public school elementary and secondary counseling, rehabilitation counseling, mental health and corrections, employment counseling, ministerial counseling, teaching, work in social welfare and community agencies, junior college personnel work, human relations consulting, migrant family counseling, general hospital service counseling, work in institutional care settings, counseling and aging, and marriage and family counseling.

Emphasis is placed on assisting students from a variety of professional disciplines: 1) in developing leadership skills which facilitate understanding and influence organizational systems, 2) in developing effective communication performance, and 3) in actualizing human potential through group and individual counseling approaches.

degree programs

master of arts or master of education: human services and counseling
human services management concentration
elementary schools concentration
secondary schools concentration
agencies, family concerns and higher education concentration
master of arts
human services management concentration

admission requirements

- General requirements for admission to graduate programs in the School of Education
- Two years of successful teaching or other work experience
- Letters of recommendation

degree requirements

- Courses: minimum of twelve (48 quarter hours)
  - CUG400 Educational Research Design and Statistics
  - CUG402 Psychology of Learning
  - HSC452 Seminar in Human Services Organization
  - HSC453 Human Services Information Systems
  - HSC458 Facilitating Human Services through the Group Process
  - HSC462 Counseling and Communication Theory
  - HSC464 Human Services Consulting
  - A&S491 Organizational Theory and Behavior
  - A&S495 Law and the Human Services
  - A&S496 Community Relations
  - A&S498 Principles and Practice of Supervision
  - HSC582 Practicum in Managing the Human Services
  - HSC559 Thesis

- Thesis
  - Master of Arts: HSC 559 Thesis Research in Human Services and Counseling. The master's thesis is written to fulfill the requirements of this course.

- Examination
  - Master of Arts: oral examination on thesis

The School of Education also offers the Concentration for Human Services Management with the Master's program Management of Public Services; please see Liberal Arts and Science Bulletin for further information.
master of arts or master of education:
human services and counseling

elementary schools concentration

admission requirements
- General requirements for admission to graduate programs in the School of Education
- Two years of successful teaching or other work experience
- Letters of Recommendation: at least two from previous employers

degree requirements
- Courses: minimum of twelve (48 quarter hours)
  - Eleven courses (44 quarter hours)
  - CUG400 Educational Research Design and Statistics
  - CUG402 Psychology of Learning
  - CUG408 Contemporary Issues in Education
  - HSC453 Human Services Information Systems
  - HSC458 Facilitating Human Services through the Group Process
  - HSC460 Guidance in the Elementary School
  - HSC461 Use of Test in Appraisal and Development
  - HSC462 Counseling Theory and Practice for Human Services
  - HSC463 Techniques of Human Services and Counseling in Elementary and Junior High School
  - HSC464 Consulting in Human Services
  - HSC562 Practicum in Human Services and Counseling-Elementary

Note: Students who have career needs in a subject matter field may substitute one course in that field. The course substitution needs the written approval of the student’s advisor.

- One course (4 quarter hours) from
  - Master of Arts: HSC 559 Thesis Research in Human Services and Counseling
  - Master of Education: HSC 551 Research Seminar in Human Services and Counseling

- Thesis/Paper
  - Master of Arts: HSC 559 Thesis Research in Human Services and Counseling
    The master’s thesis is written to fulfill the requirements of this course.
  - Master of Education: HSC 551 Research Seminar in Human Services and Counseling
    The master’s paper is written to fulfill the requirements of this course.

- Examination
  - Master of Arts: oral examination on thesis
  - Master of Education: written comprehensive examination.
Note: Students holding valid teaching certifications are eligible for the Illinois State Certificate in Guidance upon completion of the appropriate Master's sequence.

**master of arts or master of education: human services and counseling**

**secondary schools concentration**

**admission requirements**

- General requirements for admission to graduate programs in the School of Education
- Two years of successful teaching or other work experience
- Letters of Recommendation: at least two from previous employers

**degree requirements**

- Courses, minimum of twelve (48 quarter hours)
  - Eleven courses (44 quarter hours)
    - CUG400 Educational Research Design and Statistics
    - CUG402 Psychology of Learning
    - CUG408 Contemporary Issues in Education
    - HSC452 Seminar in Human Services Organization
    - HSC453 Human Services Information Systems
    - HSC456 Counseling the College-Bound Student
    - HSC458 Facilitating Human Services through the Group Process
    - HSC459 Clinical Studies in Human Services and Counseling
    - HSC461 Use of Test in Appraisal and Development
    - HSC462 Counseling Theory and Practice for Human Services
    - HSC552 Practicum in Human Services and Counseling-Secondary

Note: Students who have career needs in a subject matter field may substitute one course in that field. The course needs the written approval of the student's advisor.

- One course (4 quarter hours) from
  - Master of Arts, HSC 559 Thesis Research in Human Services and Counseling
  - Master of Education, HSC 551 Research Seminar in Human Services and Counseling

- Thesis/Paper
  - Master of Arts, HSC 559 Thesis Research in Human Services and Counseling
  - The master's thesis is written to fulfill the requirements of this course.
  - The master's paper is written to fulfill the requirements of this course.
master of arts or master of education:
human services and counseling

agencies, family concerns and higher education concentration

admission requirements

- General requirements for admission to graduate programs in the School of Education
- Two years of successful teaching or other work experience
- Letters of Recommendation: at least two from previous employers

degree requirements

- Courses: minimum of twelve (48 quarter hours)
  - CUG400  Educational Research Design and Statistics
  - CUG402  Psychology of Learning
  - HSC408  Issues in Human Services and Counseling
  - HSC452  Seminar in Human Services and Organization
  - HSC453  Human Services Information Systems
  - HSC555  Human Services and the Aging Process
    or
  - HSC556  Family and Marriage Counseling
  - HSC458  Facilitating Human Services through the Group Process
  - HSC459  Clinical Studies in Human Services and Counseling
  - HSC461  Use of Tests in Appraisal and Development
  - HSC462  Counseling Theory and Practice for Human Services
  - HSC572  Practicum in Human Services and Counseling-Agencies, Higher Education, and Family Concerns
  - HSC559  Thesis Research in Human Services and Counseling

- Thesis
  - Master of Arts: HSC 559 Thesis Research in Human Services and Counseling. The master's thesis is written to fulfill the requirements of this course.

- Examination
  - Master of Arts: oral examination on thesis
courses

human services and counseling (HSC)

452 Seminar in Human Services Organization. Principles and current practices used in the development and organization of programs in human services and counseling program. Administrative problems, integration of human services, community relations and evaluation procedures will be studied. Organizational structure and management styles, as they affect counseling and other human services, are examined and discussed.

453 Human Services Information Systems. Results of studies in procedures for the dissemination of economic, educational, occupational and social informational channels. Various topics will be considered: economic impact on occupational trends, techniques for conducting surveys and developing information systems. (Cross listed with MPS 559)

454 Human Services and Counseling for Career Development. Ways to assist the individual to choose, prepare for, and progress in a career. Vocational testing, sources of occupational information are described. Study of vocational behavior in relation to career patterns, with special attention to the analysis of empirical data and theories pertaining to vocational choice.

455 The Administration of Human Services and Counseling Programs. The Administration of Human Services Programs, an interdisciplinary approach to meeting human needs, describes how administrators and counselors can develop skills and competencies to employ, assign and supervise their staff. An analysis of various supervisory techniques is made.

456 Counseling the College-Bound Student. Designed to assist professionals in the human services and counseling areas in formulating a deeper perspective of the college counseling process. The use of profile, types of colleges and admission procedures, testing scholarships, advance placement, the preparing of the school report and many other items will be included in the instruction. The workshop approach will be used in the final two weeks of the course to put into practice the concepts, skills and techniques learned earlier.

457 Seminar: Improving Parent-Child Relationships. Structured to assist the student to develop a theoretical understanding of the development growth enhancing child-parent relationships. Lectures, discussions and action oriented group encounters focus on the following: understanding child development, the goals of misbehavior, logical and natural consequences, establishing a family council and utilizing effective encouragement methods within the family structure.
Facilitating Human Services through the Group Process.
(Prerequisite: 462, Permission of instructor) Study of group process, its theory, procedures and problems as they relate to facilitating human growth and development through counseling. The class engages in a regular group experience. Opportunity to observe and participate in group work is provided.

Clinical Studies in Human Services and Counseling. Study of normal person with learning and emotional problems. The nature, synthesis and use of case studies for personal development will be stressed. The interrelationship among the various counseling and human service techniques will be demonstrated.

Guidance in the Elementary School. A study of the philosophy concepts and rationale which undergird elementary school guidance. Principles and practices as they relate to the guidance program are presented. The student is acquainted with the role of the counselor and is introduced to the various facets of the elementary school program. Attention is given to the development of guidance techniques in the classroom and group guidance.

Use of Tests in Appraisal and Development. Detailed analysis of intelligence, aptitude, personality, and achievement tests used with groups and individuals. The course is intended to familiarize students with various appraisal procedures and their utilization. Attention is given to the development of the institutional testing program.

Counseling Theory and Practice for Human Services. An understanding of the major counseling theories and their application for professionals in the human services. Each student investigates counseling theory through wide reading and has an opportunity to see the implications of the theories in demonstration and practice. The basic theoretical consideration underlying human services and counseling are stressed. Students are expected to develop a personal theory of counseling.

Techniques of Human Services and Counseling in Elementary and Junior High School. (Prerequisites: 460 and 462) A thorough study of the counseling relationship and counseling process. Students are introduced to specific techniques in counseling. The course is designed to help the student acquire the necessary counseling skills such as the establishment of a relationship, reflection, summarization, tentative analysis, and encouragement. The student evaluates and analyzes tapes, develops listening skills to facilitate communication, engages in role playing, and has limited contact with the counseling relationship. The relationship of counseling and consultation and the skills necessary to employ human services are considered.

Consulting in Human Services. Focus on a human behavior rationale for conducting consultation work with personnel in various institutions and human service agencies. Use of case studies, role playing, and observation of the consultant role. Stress on the facilitation of communication and dynamics in interpersonal relationships. (Crosslisted with MFS 558.)

Issues in Human Services and Counseling.

Research Seminar in Human Services and Counseling. Opportunity is provided in this seminar for Master of Education candidates to write their 5,000 word paper. Individual research and study of problems in guidance form the basis of this class.
Practicum in Human Services and Counseling-Secondary.
(Prerequisite: Open to students in degree programs only by advisement) Selected and directed experiences provided to qualify students to serve in the secondary schools as student personnel and guidance staff members.

Internship in Human Services and Counseling. Intern is assigned to one or more cooperating schools or social agencies where he or she, under the joint supervision of the counseling services, administrator and the University supervisor, gains practical experience in various aspects of counseling materials, functions, procedures and services. Intern completes a jointly approved research project related to human services and counseling in cooperating school or agency. (4-12 quarter hours)

Human Services and the Aging Process.

Family and Marriage Counseling.

Independent Study in Human Services and Counseling. (Written permission of instructor required.)

Thesis Research in Human Services and Counseling. (Prerequisites: Graduate standing and thesis topic and outline approved) A student writing a thesis registers for this course for four quarter hours of credit. Where the thesis research and the writing of the thesis itself are prolonged beyond the usual time, the program advisor may require the student to register for additional credit.

Physical and Sexual Abuse of Children.

Practicum in Human Services and Counseling-Elementary.
(Prerequisite: Open to students in degree program only by advisement) Selected and directed experiences provided to qualify students to serve in the elementary schools as student personnel and guidance staff members.

Thesis Research in Managing the Human Services. (Prerequisite: Graduate standing and thesis topic and outline approved) A student registers for four quarter hours of credit. Where the thesis research and the writing of the thesis are prolonged beyond the usual time, the program advisor may require the student to register for additional credit.

Practicum in Human Services and Counseling-Agencies, Higher Education, and Family Concerns. (Open to students in degree programs only. by advisement.)

Practicum in Managing the Human Services. (Prerequisite: Open to students in degree program only by advisement) Selected and directed experiences provided to qualify students to serve in the management of human services programs.


Guidance in Basic Adult Education. Intended for educators who are actively engaged in work with disadvantaged adults. Emphasis is placed on personnel services in basic education centers for adults. (6 quarter hours)

Counseling in Basic Adult Education. Intended for educators who are actively engaged in work with disadvantaged adults. Emphasis is placed on counseling in basic education centers for adults. (6 quarter hours)
reading and learning disabilities

Combining the disciplines of Special Education (Learning Disabilities) and Reading Education (Remedial and Reading Disabilities), the 13-course sequence leads to either a Master of Arts or a Master of Education Degree. Beginning with a theoretical understanding of both fields, coursework proceeds to develop in the graduate student, assessment techniques, and diagnostic strategies that produce appropriate remedial programming. Coursework focuses on a theoretical understanding of reading and learning disabilities in individuals of all ages, and practicum courses provide experiences in the assessment, diagnosis and remediation of children and adults with reading and learning disabilities. Course work culminates in: 1) the completion of a thesis and an oral defense before a committee of faculty (Master of Arts) or 2) completion of a written qualifying examination and a Master’s Paper (Master of Education).

Graduates of the Program are entitled to apply for Type 10 State of Illinois Certification in Learning Disabilities.

center for reading and learning
Operated by DePaul University in conjunction with the Master’s Degree Program in Reading and Learning Disabilities, the Center provides diagnostic and remedial programming services for children and adults with specific reading and learning disabilities. Graduate students who are enrolled in advanced courses provide assessment, diagnostic and remedial services to children and adults in the Chicago Metropolitan Area. These advanced graduate students, supervised by trained instructors or professors, are taught these skills through observation and participation.

degree programs
master of arts or master of education: reading and learning disabilities

certifications:
learning disabilities
supervisory
reading specialist (K-12)

specialization:
bilingual bicultural learning disabilities
master of arts or master of education: reading and learning disabilities

admission requirements

- General requirements for admission to graduate programs in the School of Education
- A previous grade point average of between 2.75 or above on a 4.00 scale
- Three letters of recommendation from instructors, professors, supervisors
- Interview with academic counselor

degree requirements

- Courses: minimum of thirteen (52 quarter hours)
  - eleven courses (44 quarter hours)
  - CUG400 Educational Research Design and Statistics
  - CUG402 Psychology of Learning
  - CUG408 Contemporary Issues in Education
  - R&L441 The Psychology of Reading
  - R&L442 Characteristics of the Exceptional Learner
  - R&L443 Psychological Tests and Methods in Diagnosis
  - R&L444 Characteristics and Diagnosis of Reading and Learning Disabilities
  - R&L445 Remediation of Reading and Learning Disabilities
  - R&L542 Testing and Diagnosis of Reading and Learning Disabilities Practicum I
  - R&L543 Diagnosis and Remediation of Learning Disabilities Practicum II
  - R&L544 Diagnosis and Remediation of Reading Disabilities Practicum III
  - one elective (4 quarter hours)

  one course (4 quarter hours) from
  - Master of Arts: R&L 549 Thesis Research in Reading and Learning Disabilities
  - Master of Education: R&L 541 Seminar on the Psychopathology of Learning

- Thesis/Paper
  - Master of Arts: R&L 549 Thesis Research in Reading and Learning Disabilities
    The master’s thesis is written to fulfill the requirements of this course.
  - Master of Education: R&L 541 Seminar on the Psychopathology of Learning
    The master’s paper is written to fulfill the requirement of this course.

- Examination
  - Master of Arts: oral examination on thesis
  - Master of Education: written comprehensive examination
certifications

type 10 — learning disabilities

certification requirements
- Valid teaching certificate from State of Illinois (Elementary, Secondary or Special)
- Two years successful teaching
- Completion of required courses

supervisory endorsement
- See an academic counselor for details

reading specialist (k-12) certification
- See an academic counselor for details

admission requirements
- Master's degree in reading and learning disabilities
- Teaching certificate from the State of Illinois

specialization: reading and learning disabilities

bilingual bicultural (spanish) learning disabilities

admission requirements
- Bachelor's degree in Education
- A previous grade point average of between 2.75 or above on a 4.00 scale
- Proficiency in both English and Spanish
- Teaching certificate from the State of Illinois

specialization requirements
- Courses: five (20 quarter hours)
  R&L404  Child Rearing Across Cultures
  R&L406  Psychology and Education of the Bilingual Child
  R&L407  Non-Discriminatory Tests — SOMPA System
  R&L425  Teaching Reading in First and Second Language
  R&L466  First and Second Language Acquisition
courses

reading and learning (R&L)

404 Child Rearing Across Cultures. Study of child rearing practices, the effects of culture on cognitive development and the implications for teaching strategies for the bilingual child.

406 Psychology and Education of the Bilingual Child. Psycho-social aspects of bilingualism as well as the implications for teaching strategies for the bilingual child.

407 Non-Discriminatory Tests-SOMPA System. Administration and interpretation of diagnostic test using a pluralistic model to make testing procedures more responsive to cultural pluralism. (Case Study Approach)

425 Teaching Reading in First and Second Language. Analysis of reading problems of bilingual children. Educational implications of language dominance assessment as a prerequisite to the decision in which language to teach reading. Advantages and disadvantages of teaching in dominant and/or weak languages will be emphasized.

441 The Psychology of Reading. Introduces the student to current information concerning the role of the neurophysiological, psychological and educational factors that influence both normal and abnormal development of reading.

442 Characteristics of the Exceptional Learner. A survey of educational programs as well as a consideration of alternative placement appropriate to children with disabilities in the various handicapped, auditorily impaired, mentally retarded, gifted, multiple handicapped, emotionally disturbed and learning disabled children reviewed. Emphasis will include theoretical, practical and legal implications and issues.
Psychological Tests and Methods in Diagnosis. Background into the principles of measurement, including an evaluation of standardized test instruments, and administration of selected assessment tools appropriate for diagnosing reading and learning disabilities and an understanding of strengths and limitations of specific testing instruments.

Characteristics and Diagnosis of Reading and Learning Disabilities. Exploration of the theory and nature of reading and disabilities. This course proceeds to enhance the student's skills at translating test scores to meaningful diagnostic hypotheses. A case study approach will culminate in the students' ability to integrate assessment information from a variety of sources, especially an individually administered instrument(s) that leads to a profile analysis.

Remediation of Reading and Learning Disabilities. (Prerequisite: 444) A study of theoretical and practical approaches to the remediation of reading and learning problems. Basic principles of diagnostic teaching will be introduced; instructional materials will be evaluated and reviewed.

Psychology and Education for the Exceptional Child. Identification, characteristics, differences, programs, schools, curricular variations, techniques for securing maximal development.

Speech and Language Development. A review of the development of verbal language in normal and atypical learners, as presented by psycholinguists and the speech pathologists. Basic teaching procedures and evaluation of language skills will be emphasized.

First and Second Language Acquisition. Study of language theories and their applications to first and second language acquisition in bilingual children.

Seminar on the Psychopathology of Learning. A review of specific research applicable to the atypical learner. Opportunity is provided in this seminar for the Master of Education candidate to write the master's paper. 4 hours credit. The student may enroll as many times as is necessary to complete seminar paper.

Testing and Diagnosis of Reading and Learning Disabilities: Practicum I. (Prerequisites: 443, 444) Students participate in a clinical setting and evaluate children and adults with suspected learning problems. Under close instructor supervision, students will administer and interpret tests, deal with the ethics of testing and interpretation and communicate results to parents and school and other social agencies.

Diagnosis and Remediation of Learning Disabilities: Practicum II. (Prerequisite: 542) Clinical observation and practical application of the diagnostic-remedial process by working in a supervised clinical setting with children and young adults who have specific reading disabilities.

Diagnosis and Remediation of Reading Disabilities: Practicum III. (Prerequisite: 542) Clinical observation and practical application of the diagnostic-remedial process by working in a supervised clinical setting with children and young adults who have specific reading disabilities.
Methods and Techniques for Teaching Comprehension. Techniques and instruction for developing instructional materials to teach and practice comprehension skills presented within a theoretical model of the reading process. Use of content area subject matter to teach and practice reading comprehension is emphasized.

Individual Assessment of Children Using the WISC-R. (Prerequisites: 443 or 444; approval of the instructor.) Focus on further development of diagnostic skills in the areas of reading and learning disabilities. This course teaches advanced clinicians the skills involved in both administration and interpretation of the WISC-R. Emphasis placed on analyzing characteristic test profiles, and on application of this information to educational treatment plans.

Creative Methods and Materials for Teaching Reading in the Mainstreamed Classroom. Emphasis on the creative utilization of a variety of multi-sensory materials designed to provide specific learning goals. Teaching techniques that precede the use of materials also discussed.

Independent Study in Reading and Other Learning Disabilities. (Written permission of instructor required)

Thesis Research in Reading and Learning Disabilities. (Prerequisite: Thesis outline approved) (4 hours credit. The student may enroll as many times as is necessary to complete the thesis) A Master of Arts candidate conducts original research, writes a thesis and presents an oral defense before a committee of faculty members.

Internship in Applied Educational Research, Evaluation and Development. Offered in the following departments: Educational Leadership, Curriculum/Program Development, Human Services and Counseling and Reading and Other Learning Disabilities.

Miscue Analysis. Theory and practice in Miscue Analysis will be examined historically in order that the teacher understand its present status. The aim is to increase the range of instructional strategies available to the teacher of reading.

Teaching Reading to the Disadvantaged. A consideration of the linguistic, demographics and educational factors that are believed to be disadvantaged. An examination of teaching methods and materials that might be appropriate for this group also pursued.

Children's Literature. Sources of literature for children and youth are presented. Criteria for selection and evaluation are also discussed. Included also is an intensive review and analysis of both poetry and prose.

Correcting Reading Problems. Techniques appropriate to the diagnosis of reading problems in a classroom setting presented along with methods and materials for correcting those reading difficulties. Emphasis upon informal assessment techniques and methods of instruction that allow for the creation of individualized learning environments in a group setting.

Teaching of Reading in the Content Areas. Focus on the special skills and problems involved in the teaching of reading in the content areas. The course also acquaints the student with both the place of content reading in the development of skilled reading and methods and techniques of improving the teaching of reading in the content areas.
Educational foundations courses — extracted from the disciplines of history, philosophy, psychology, sociology, and research methodology — are an integral part of all degree programs. In this respect the educational foundations program is composed of humanistic and behavioral studies. These studies have as their major purpose providing students with a set of contexts in which educational problems can be understood and interpreted at a level beyond that required for the initial preparation of teachers at the graduate level.

As in basic programs, the problems of education are studied with respect to their historical development and the sociological and philosophical issues to which they are related. They are also studied with respect to the findings and methods of behavioral and social sciences in the areas of research methodology and statistics, learning theories, and developmental psychology.

**foundations of education courses (CUG)**

400 **Educational Research Design and Statistics** (Prerequisite: Graduate Standing) Content of the course includes principles of research design, bibliographical skills and statistical procedures for the interpretation of educational data.

401 **Advanced Developmental Psychology** (Prerequisite: 209 or 337) Current research and theories in child development relating to the elementary school child and secondarily to motivation, personality, learning and socialization. Case studies and an analysis of various developmental problems.

402 **Psychology of Learning** Study of the learning-teaching process with specific emphasis on the person as a learner, human capacity and potential, learning theories and materials, motivation, concept formation and behavior.

404 **Child Rearing Across Cultures** Study of child rearing practices, the effects of culture on cognitive development and the implications for teaching strategies for the bilingual child.

405 **History and Philosophy of Bilingual Education.**

407 **Non-Discriminatory Tests - SOMPA System.** Administration and interpretation of diagnostic test using a pluralistic model to make testing procedures more responsive to cultural pluralism. (Case Study Approach)
Contemporary Issues in Education. An analysis of selected issues and controversies in American education in their political, social, economic, religious and cultural dimensions and the dynamics inherent in the changing concepts of the educational enterprise.

Seminar: Understanding the Urban Child: Discipline and Learning. An interdisciplinary seminar which studies the anthropological, philosophical, social, medical and practical aspects of children's needs with specific emphasis on discipline and learning problems. Strategies and materials that meet and facilitate learning in both home and classroom are examined and discussed. (Offered during summer sessions only.)

Field Experience: British Infant Schools. An intensive experience in England. Students will visit schools, attend workshops and seminars conducted by British education specialists. (Offered during summer sessions only.) (Cross listed with Geo. 395.)

Dynamics of African-American Culture. This course is intended for those interested in cultural and human relations in order that they may examine the contributions of the black man to American Culture, gain a functional understanding of the social, economic and political development of the black man on America itself. (Cross listed with Soc. 490.)

Use of Tests in Appraisal and Development. Detailed analysis of intelligence, aptitude, personality, and achievement tests used with groups and individuals. The course is intended to familiarize students with various appraisal procedures and their utilization. Attention is given to the development of the institutional testing program.

Advanced Educational Statistics.
Advanced Educational Measurement.
Advanced Educational Design.
Comparative Education. Studies of school systems outside the United States, their methods, curriculum and achievements. (Offered during summer sessions only.)
