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Note: The University reserves the right to revise its bulletins and schedules. See page 30 for details.
1987-88 Academic Calendar
for Education Graduate Students

Information regarding registration is published in the University's Class Schedules.

AUTUMN QUARTER

September 7      M  Labor Day Holiday.
September 16     W  Autumn Quarter Begins.
October 2         F  Last Date to Apply for Pass/Fail or Change to Auditor Status.
October 1         TH Conferral/Posting of Degrees
October 12        M  St. Vincent Day Holiday.
October 16        F  Final Date for Filing for February degree posting.  Final Date for Filing for Comprehensive Examination, Fall Quarter.
November 6        F  Last Date to Withdraw from Class.
November 7        S  Comprehensive Examination.
November 25-29    W-Sun Thanksgiving Holidays.
Nov. 30-Dec. 5    M-S Final Examinations for the Autumn Quarter.
December 7        M  Autumn Quarter Ends.

WINTER QUARTER

January 4         M  Winter Quarter Graduate Classes Begin.
January 15        F  Last Date to Apply for Pass/Fail or Change to Auditor Status.
January 29        F  Final Date for Filing for June Convocation. Final Date for Filing for Comprehensive Examinations, Spring Quarter.
February 11       M  Conferral/Posting Degrees
February 19       F  Last Date to Withdraw from Class.
March 19          Sat Winter Quarter Ends.
**SPRING QUARTER**

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 26</td>
<td>Sat</td>
<td>Spring Quarter Begins</td>
</tr>
<tr>
<td>April 1-3</td>
<td>F-Sun</td>
<td>Easter Holidays.</td>
</tr>
<tr>
<td>April 8</td>
<td>F</td>
<td>Last Date to Apply for Pass/Fail or Auditor Status.</td>
</tr>
<tr>
<td>April 9</td>
<td>S</td>
<td>Comprehensive Examination</td>
</tr>
<tr>
<td>May 2</td>
<td>M</td>
<td>Final Date for Submitting Grade Changes and Examination Scores to Graduate Office, School of Education, for June Convocation</td>
</tr>
<tr>
<td>May 9</td>
<td>M</td>
<td>Final Date for Submitting Theses to Graduate Office, School of Education, for June Convocation</td>
</tr>
<tr>
<td>May 13</td>
<td>F</td>
<td>Last Date to Withdraw from Class.</td>
</tr>
<tr>
<td>May 30</td>
<td>M</td>
<td>Memorial Day Holiday.</td>
</tr>
<tr>
<td>June 10</td>
<td>F</td>
<td>Spring Quarter Ends.</td>
</tr>
<tr>
<td>June 12</td>
<td>Sun</td>
<td>Convocation.</td>
</tr>
</tbody>
</table>

**SUMMER**

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 15</td>
<td>W</td>
<td>First Summer Session begins.</td>
</tr>
<tr>
<td>July 1</td>
<td>F</td>
<td>Last date for Filing for October Degree Posting Last date to apply for Pass/Fail option or to change to another status for the first session.</td>
</tr>
<tr>
<td>July 4</td>
<td>M</td>
<td>Independence Day. No classes.</td>
</tr>
<tr>
<td>July 8</td>
<td>F</td>
<td>Last day to withdraw from first session classes.</td>
</tr>
<tr>
<td>July 19</td>
<td>T</td>
<td>First Summer Session ends.</td>
</tr>
<tr>
<td>July 20</td>
<td>W</td>
<td>Second Summer Session begins.</td>
</tr>
<tr>
<td>July 29</td>
<td>F</td>
<td>Last day to apply for Pass/Fail option or to change to auditor status for second Summer session.</td>
</tr>
<tr>
<td>August 12</td>
<td>F</td>
<td>Last day to withdraw from second Summer session classes.</td>
</tr>
<tr>
<td>August 23</td>
<td>T</td>
<td>Second Summer Session ends.</td>
</tr>
</tbody>
</table>
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 personalism. 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

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Chairman, President and Chief Executive Officer
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President
DePaul University

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Senior Vice President/Head of Service Products
The First National Bank of Chicago

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LaSalle National Bank

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President
St. Thomas Seminary

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Bide L. Thomas
Executive Vice President
Commonwealth Edison

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Paul C. Wilson
Managing Partner
Arthur Anderson & Co.
General Administration

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John R. Conelyou, C.M., Chancellor
James S. Doyle, Vice President for Student Affairs
Patricia Ewens, Vice President and Dean of Faculties
Joyce A. Feske, Executive Assistant to the President
Francis J. Harden, C.M., Treasurer of the University
Kenneth A. McHugh, Vice President for Business and Finance
Herbert Newman, Vice President for Development and Public Relations
Edward E. Riley, C.M., Secretary of the University
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 DePaul: 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.
DEAN
Kenneth F. Sarubbi, D.P.E.

DIRECTOR OF GRADUATE PROGRAMS
Joan M. Lakebrink, Ph.D.

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John J. Lane, Ph.D. .............................................. University of Wisconsin-Madison
Hans A. Schieser, Ph.D. ......................................... Loyola University
Rafaela E. Weffer, Ph.D. ......................................... Illinois Institute of Technology

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Joan M. Lakebrink, Ph.D. ..................................... University of Wisconsin-Madison
Peter Pereira, AMT ................................................ Harvard University
Barbara R. Reque, Ph.D. ......................................... University of Chicago
Kenneth F. Sarubbi, D.P.E. ................................. Indiana University
John R. Taccarino, Ph.D. ........................................ Northwestern University
Carol Wren, Ph.D. ................................................ Northwestern University

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Sharon R. Guthrie, Ph.D. ....................................... The Ohio State University
Sr. Frances Ryan, Ph.D. ......................................... Loyola University
Kathryn C. Wiggins, Ph.D. ..................................... Michigan State University
Nancy S. Williams, Ph.D. ....................................... Northwestern University

ADJUNCT PROFESSOR
Gilbert S. Derr, Ed.D. ........................................ University of Sarasota

EMERITUS
Urban H. Fleege, Ph.D. ....................................... Catholic University of America
DEPAUL UNIVERSITY IS ACCREDITED BY:
The American Assembly of Collegiate Schools of Business
The Association of American Law Schools
The American Psychological Association
The National Association of Schools of Music
The National Council for Accreditation of Teacher Education
The National League for Nursing
The North Central Association of Colleges and Secondary Schools

DEPAUL UNIVERSITY IS ON THE APPROVED LIST OF:
The American Bar Association
The Association of American Law Schools
The Illinois Department of Registration and Education
The Illinois Office of Education, State Teacher Certification Board
The National Association for Music Therapy
The State Approval Agency for Veterans Training

DEPAUL UNIVERSITY IS A MEMBER OF:
The American Association of Colleges for Teacher Education
The American Association of Colleges of Nursing
The American Association of Higher Education
The American Association of University Women
The American Council on Education
The Association of Catholic College and Universities
The Association of Governing Boards of Universities and Colleges
The Council of Graduate Schools
The Midwest Alliance in Nursing
The National Association of Independent Colleges and Universities
The National Catholic Education Association
The National League for Nursing

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, 1982.

Furthermore, programs are 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 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

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

CURRICULUM DEVELOPMENT: M.A. OR M.Ed.
Computing in Education
Economic Education
Language Arts
Liberal Studies
Mathematics and Science
Supervision

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
Higher Education, Agencies, and Family Concerns

READING AND LEARNING DISABILITIES: M.A. OR M.Ed.
Bilingual/Multicultural Disabilities
Adult and Adolescent Learning Disabilities
Locations

DePaul University has four major locations: the Lincoln Park Campus, the Loop Campus, and the O'Hare Center and the Oak Brook Campus.

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 The Theatre School; the residential, social and athletic buildings for students; the residences for clerical faculty, and the Church of St. Vincent DePaul.

The Loop Campus includes the Frank J. Lewis Center, (LC), The Comerford J. O'Malley Place, and the Administration Center. These buildings are located on the corners of Jackson Boulevard and Wabash Avenue in the Chicago Loop.

The buildings contain 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.

The O'Hare Campus is located near O'Hare Airport at 3166 River Road, Des Plaines, Illinois (at the intersection of Devon Avenue and River Road). The College of Commerce, the College of Liberal Arts and Sciences, the School of Education, and the School for New Learning offer courses at this campus.

The Oak Brook Campus is located at Two Westbrook Corporate Center, Suite 200, Westchester, Illinois (on 22nd Street, just east of the I-294 tollway). The College of Commerce, the College of Liberal Arts and Sciences, the School of Education and the School for New Learning offer courses at this campus as well.

Libraries

The DePaul Libraries are divided into five different units: the Lincoln Park Campus Library, the Lewis Center Library, the Law Library, the Oak Brook Campus Library, and the O'Hare Campus Library. In the DePaul Libraries, the delivery of information and materials is increasingly linked to computer technologies. The Library Computer System (LCS) is an on-line circulation system that contains records for materials in the DePaul Libraries as well as the materials in the libraries of 27 other colleges and universities in Illinois. These universities include the University of Illinois at Urbana-Champaign, which is the third largest university library in the nation, and all the other state universities in Illinois. There are LCS terminals on all library floors that allow users to search for materials by author and/or title in any LCS library. The Circulation Departments can use LCS to order items from these LCS libraries and have them sent to DePaul. Another computer system, OCLC, can be used to locate and obtain materials throughout the United States. A third computer system accesses information resources in the sciences, social sciences, business, and humanities and produces customized subject bibliographies.
The combined collection consists of the DePaul University Libraries includes nearly 520,000 volumes, 116,000 microform volumes, over 8,500 current serials subscriptions, and a varied microcomputer software and audiovisual collection. Handbooks, brochures, and bibliographies explaining library services, describing the physical arrangement of the libraries, and detailing various aspects of the collection are available in all five locations.

The Lincoln Park Campus Library supports programs in the College of Liberal Arts and Sciences, the School of Education, the School of Music, and the Theatre School. Areas of particular strength are religion, philosophy, and Irish studies. The library also has a microcomputer laboratory with 20 IBM-compatible computers, a media area for using audio-visual materials, an Education Resource Center with materials for elementary and secondary school teaching, the Verrona Williams Derr Collection of Afro-American studies, an art slide collection, and a collection of music recordings and scores. Rare book collections include the Napoleon Collection, the Dickens Collection, and the Sporting Collection, as well as numerous titles dealing with nineteenth-century literature and book illustration. The University Archives contains various materials documenting the growth and development of DePaul.

The Lewis Center library primarily contains business materials to support the programs of the College of Commerce but also has core collections of materials in other areas. The Reference Department maintains the industry file and the corporate annual report file. A microfiche collection of annual reports dating back to 1978 and Moody's Manuals starting with 1920 also are available.

The library of the College of Law has an extensive collection of Anglo-American legal materials and provides both basic and advanced resources needed for study and research in the law school curriculum. The collection includes reports of American federal and state courts; court reports of Great Britian; the codes, constitutions and statutes of all fifty states and American territories; materials on tax law; and legal periodicals. Designated on official depository for government publications, the Law Library provides a comprehensive collection of federal documents.

The Oak Brook and O'Hare Campus Libraries offer an innovative approach to library service by providing access to information using computers and telecommunications. There are no permanent book or magazine collections; LCS or OCLC are utilized to identify needed books which are then sent to the suburban campuses in a scheduled intra-university shuttle. Journal articles are transmitted from the two main campus libraries by telefacsimile machines.
ACADEMIC COMPUTING SERVICES

Academic Computer Services (ACS) provides facilities and resources for the purpose of instruction and research at DePaul University. DePaul's academic network consists of a VAX cluster of two VAX 11/780s, an IBM 4381, and an AT&T 3B2. Microcomputers are also provided on all campuses to further aid in the objective of achieving computer literacy throughout the University community.

The academic computer facilities currently support 408 computer ports and 512 terminal ports of which 144 are dial-in lines. Approximately 200 terminals and 250 microcomputers are available for student use within the following lab facilities:

**Administration Center**
Terminal Lab
243 S. Wabash, 4th Floor
Chicago, IL 60604
312 341-8336

Microcomputer Lab
243 S. Wabash, Room 208
Chicago, IL 60604
312 341-6126

**Oak Brook Campus Terminal & Micro Labs:**
Two Westbrook Corporate Center
Westchester, IL 60153
312 562-2020
312 341-8873

**O'Hare Campus Terminal & Microcomputer Labs:**
3166 River Road
Des Plaines, IL 60018
312 296-5344

**Lincoln Park Campus—Schmitt Academic Center**
Terminal Lab: (SAC)
2323 N. Seminary, Room 193
Chicago, IL 60614
312 341-8342

Microcomputer Lab
2323 N. Seminary, Room 472
Chicago, IL 60614
312 341-8051

**Lewis Center**
Computer Learning Center
25 E. Jackson, 13th Fl.
Chicago, IL 60604
312 341-8796

Students have access to a variety of software applications, languages, and utilities. Word processing, statistical packages, financial modeling, and database management are available for coursework and research. Computers are used extensively in coursework within the traditional computer science curriculum as well as in commerce and the humanities.

Additional services provided by ACS include quarterly seminar offerings and a microcomputer purchase program. Both services are available to faculty, staff and students. The microcomputer purchase program provides discount purchase arrangements, hardware/software consultation, and end-user training.
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 on current university activities. For more information, contact the Alumni Relations Office, Seventh Floor, Administration Center, 243 South Wabash Avenue, Chicago, Illinois 60604 or call (312) 341-8584.

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, and at the Lewis Center, Room 1630. Daily Mass and Sunday Mass are offered on both campuses. For information call 341-8162 or 341-6910.

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 550 of the Schmitt Academic Center, Lincoln Park Campus. The office of Career Planning and Placement also has a staff in Room 176 of the Stuart 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.
UNIVERSITY COUNSELING PROGRAM

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 is also 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 341-8292; and ask for the intake worker or Della Corirossi, ACSW, Director.

HEALTH INSURANCE

Accident and health group insurance is offered on a voluntary basis to graduate students. Health service is available through a contact with Grant Hospital. For information contact the offices of the Student Affairs on the Lincoln Park Campus, Stuart Center, room 328 or in the Lewis Center, room 1351 or call 341-8378.

RECREATION

Alumni Hall houses a swimming pool and a gymnasium. Hours are scheduled for student and faculty uses throughout the academic year. Monthly scheduling may be obtained through the Athletic Department.
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) Research, 4) Final Examination, and 5) 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 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 authentic admission to candidacy.

Research

Master of Arts Degree

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 research proposal to the Thesis 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 Thesis Committee may require the student to make some preliminary investigation to test the availability of sources. An approval of Thesis Proposal form is filed with the Office of Graduate Education.
The student is advised to consult the Office of Graduate Education 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 in an Oral Examination. 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.

An oral examination is required of Master of Arts candidates. The examination is conducted by the student's Thesis Committee.

**Master of Education degree**

Two papers (2500-3500 words) will be completed ordinarily as extensions of courses taken. Students should confer with program faculty for specific courses eligible to fulfill requirements. Written approval is required. Forms are available in the Graduate Office. Completed papers and approval forms will be filed in Graduate Office.

One paper is to be a review of literature in a subfield of the program’s area of study and an accurate bibliography of the reference used. The types and number of articles and books to be reviewed should be determined with the professor. Students should consult with the professor to ensure that their choice of journals and books meets scholarly standards.

The other paper is to be an integrative paper, that is, a paper which connects theory with practice. A number of options are available for completing this paper. It may be written in conjunction with an internship or practicum; it may be a secondary analysis of data; it may be an observational case study.

The literature review and integrative paper must be completed within the quarter after the completion of the course in which the paper was undertaken. Faculty members supervising a paper will assist the student during this quarter at which time the project should be completed.

The Masters' papers are separate from course requirements. Therefore, papers completed for course requirements do not count as completing the M.Ed. paper.

Students who began their M.Ed. degree prior to 1986-87 have the option of fulfilling the above stated requirements or the requirements stated in the Bulletin of the year they began their program.

**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 of Graduate Programs, 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, Letters of recommendation from professors and/or supervisors, Unconditional approval by the program advisor of the applicant's proposed course of graduate study, and Submission to the Director of Graduate Programs 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, Letters of recommendation from professors and/or supervisors, Conditional approval by the program advisor of the applicant's proposed course of graduate study, and Submission to the Director of Graduate Programs 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 of Graduate Programs, 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 of Graduate Programs, and
Submission to the Director of Graduate Programs 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 of Graduate Programs 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 of Graduate Programs 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 of Graduate Programs. 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 Dean'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 530, DePaul University, 2323 N. Seminary Avenue, Chicago, Illinois, 60614 or by phoning (312) 341-8107. 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 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 an official transcript 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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<tbody>
<tr>
<td>Autumn Quarter</td>
<td>August 15</td>
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<tr>
<td>Winter Quarter</td>
<td>December 3</td>
</tr>
<tr>
<td>Spring Quarter</td>
<td>February 25</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.

**Dean's Admission Letter:** The Dean of the School of Education will notify you by letter of your admission status upon the recommendation of the Director of Graduate Programs.

No applicant is allowed to register for courses until the admission to the Graduate Program has been authenticated by the Dean's letter. This policy, however, may be waived by the Director of Graduate Programs 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.

**INTERNATIONAL STUDENTS**

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 Admissions Materials, as an international student, your procedure for admission will involve the following:

**A Completed Application form:** You can obtain a graduate application form either by mailing your request to the Graduate Programs, School of Education, Room 530, DePaul University, 2323 N. Seminary, Chicago, Illinois 60614 or by phoning (312) 341-8407. Please include your proposed field of study in your request because the composition of the "application packet" varies from program to program.

**Supporting Credentials:** OFFICIAL TRANSCRIPTS of academic record 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 should be demonstrated through an autobiographical statement and/or TOEFL.

Evidence of adequate financial support is required of applicants who request student visa as scholarships are not available.

A complete Educational History and syllabus of college work is necessary for evaluation of education.
Application 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: All above items must be in the Admission Office by the dates listed below:

<table>
<thead>
<tr>
<th>Initial enrollment</th>
<th>Deadline</th>
</tr>
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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>
</tr>
</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 Dean'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 but less than three years, you must file a readmission 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 readmission 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 readmission.

If you are a student previously enrolled as a graduate student but have not been in attendance for a period of three years or more, you must reapply for admission to the Graduate School of Education. All supporting documents must be submitted. Students are held to the degree requirements that are in force of the time of reapplication.

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 of Graduate Programs or the appropriate program advisor prior to registration. (Note: All graduate registration forms require the signature of the Director of Graduate Programs.)

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 1/3 semester hour; 4-1/2 quarter hours equal 3 semester hours.

Advanced undergraduate courses (300 level) may be accepted for graduate credit if listed in the Graduate Bulletin within the limitations stipulated by program advisors and the Graduate Director. Graduate credit is not granted for advanced undergraduate courses 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: (1) 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); (2) formally admitted new graduate students, and (3) 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) 341-8167, 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 within the time period 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 of the University. This registration requires the written permission of both their advisor and the College in which the course(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, 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 converted 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 3/4 semester hours) unless otherwise specified.

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

COURSE POLICIES
Course Numbering: Courses numbered 400 and over are graduate courses.

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 or 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 530, DePaul University, 2323 N. Seminary, Chicago, Illinois 60614, or by phoning (312) 341-8107.

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 Programs 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 thesis or master's papers “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. Please consult the current Academic Calendar for specific dates of the appropriate degree posting.

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 of Graduate Programs will notify you by letter of your confirmation for graduation.

Convocation: The Graduation ceremonies are held in June of each academic year. To graduate "in absentia," you must request in writing permission from the Director of Graduate Programs.

Diploma: The graduation ceremonies are symbolic. The diploma is mailed shortly after the convocation ceremony.
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 alumni, 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 1987-88 and are applicable only to graduate students.

GRADUATE STUDENT TUITION

Tuition for Education:
Courses in the 100-200 series, per quarter hour ........................................... $131.00
Courses in the 300-600 series, per quarter hour ............................................. 154.00

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
Delinquency Fee ................................................................................................. 50.00
Deferred Examination Fee
  On Designated Dates ......................................................................................... 10.00
  At Time Not Designated .................................................................................... 20.00
Graduation Fee ................................................................................................. 25.00
Thesis Binding (Per Copy) ................................................................................... 10.00
Fee for Each Transcript of Credits ...................................................................... 3.00
Service Fee Each Returned Check .................................................................... 20.00
Computer User Fee ........................................................................................... 20.00

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 is subject to cancellation.

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 Delinquency Fee.

The Guaranteed Loan Program is administered by the Loan Commission and the student’s bank. DePaul University assists the student in applying for these funds and does not delay the application process. However, the process may take as long as twelve weeks. Because the loan is a personal matter between the student and his/her bank, the University does not recognize payment until the loan check is endorsed by the student and applied to his/her account. Delinquency fees apply.

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,” “Refer to Maker” or “Account Closed,” a $20.00 charge will be assessed for each such occurrence. The University reserves the right to refuse acceptance of a personal check without prior notice.

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

Added Courses. A student adding a class will receive a revised confirmation and billing within one week of the change. The additional charges are payable immediately.

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

All tuition and fees are due DePaul University at the time of registration, but no later than the end of (Saturday, 1 p.m.) the first full week of the term. The University does not accept responsibility for delays in the U.S. Postal System. Payment must be received in the Cashier’s Office or one of its depositories by the due date. Payment may be made by Visa or Mastercard.

Students whose accounts show a balance due at the end of the first full week of the term:
1) Will be charged a $50.00 Delinquency Fee.
2) Will be prohibited from receiving transcripts.
3) Will be prohibited from future registration.
4) Will be prohibited from future room and board.

REFUNDS FOR WITHDRAWAL

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.

Withdrawals must be processed in the School of Education Graduate Office either in person or by mail. The withdrawal will be dated when the student submits the Enrollment Change Form to the School of Graduate Education office or the date his or her letter of withdrawal is postmarked.

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.

Upon processing the Enrollment Change Form, refunds will be calculated according to the following schedule for the academic quarters beginning Autumn through Spring:

Through the end of the second week of classes ....................... 100%
After the second week of classes ........................................ 0%

For courses of five weeks or less but more than two weeks duration, no refund will be granted after the first week of the term. For workshops or courses of two weeks or less duration, no refunds will be granted after the workshops or sessions begin.

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. Several types of financial aid are available to graduate students through awards funded by foundations or corporations, DePaul University graduate assistantships, traineeships, student loans, and part-time employment.

GENERAL PROCEDURES

Loans and Part-time Employment: Applicants for loan and work programs should contact the Office of Financial Aid, DePaul University, 25 East Jackson Boulevard, Room 1730, Chicago, Illinois 60604 either by mail or by phone (312)341-8526/8527 to obtain information and required applications.

DePaul University Assistantships and Traineeships: 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.

There is no priority deadline for new students for completing a financial aid file, but because funding is limited, students are encouraged to file early. Exact requirements involving what constitutes a complete file can be obtained from the Financial Aid Office by calling (312)341-8526/8527.

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 $3,500 to $4,000. Students offered assistantships may be offered a tuition grant based on academic potential.

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 the University's Office of Financial Aid by mail for a complete application packet, 25 East Jackson Boulevard, Room 1730, Chicago, Illinois, 60604 or by phone at (312) 341-8526/8527.

Perkins (formerly National Direct Student Loan) The Perkins Loan program is available to students enrolled at least half-time who meet the general eligibility requirements to qualify for this need-based loan.

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.

The Collections Office staff can provide information about loan deferments and cancellation provisions for borrowers who enter fields of teaching or who teach in designated schools. Telephone (312) 341-8487.

Guaranteed Student Loan (GSL) The Guaranteed Student Loan program enables an eligible student to borrow 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 $7,500 for graduate and professional students. The interest rate is eight percent 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 $54,750 for undergraduate and graduate borrowing.

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. Lenders are authorized to charge student borrowers an origination fee of five percent of the principal of the loan. The guarantee agency also charges an insurance premium of up to 3%. As a result the actual loan disbursement will be less than the amount for which the loan was approved. However, repayment of the total approved amount is required.

Please check with the Financial Aid Office for application instructions.

Supplemental Loan for Students (SLS) (formerly ALAS) Students who are not eligible to borrow under either of the loan programs described above, may be eligible to borrow under the Supplemental Loan for Students (SLS). If you are a student who does not receive support of any kind from your parents, and wish to consider this loan program, please contact the Financial Aid Office to determine your eligibility. This loan carries a maximum interest rate of 12% and repayment begins 45 days after the loan is received. Students may borrow $4,000 from this program each year. Please check with the Financial Aid Office for application instructions.
Alternative Financing

Other sources of loan funding are made available through private agencies for those who feel their needs have not been met sufficiently or those who are determined to be ineligible for other types of financial aid. For more information about these alternative financing programs, contact DePaul University's Financial Aid Office, 25 E. Jackson Blvd., Chicago, IL 60604.

In addition, DePaul University offers an installment payment plan through the EFI Fund Management Program.

For more information about these alternative financing programs, contact DePaul University's Financial Aid Office, 25 E. Jackson Blvd., Chicago, IL 60604.
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 classifications. The student's earnings cannot exceed his or her need. Application should be made to the Office of Financial Aid
Room 1730
25 East Jackson Boulevard
Chicago, Illinois 60604
Telephone: (312) 341-8091.

Student Service

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. For job availability, please contact the Office of Career Planning and Placement
Room 1776
25 East Jackson Boulevard
Chicago, Illinois 60604
Telephone: (312) 341-8526/27
Graduate Academic Offerings
Curriculum Development

Curriculum design and implementation have become increasingly significant concerns for hospitals, community organizations, business 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**
- **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

A portion of the curriculum program has been set aside to respond to students' particular circumstances and career goals. These can be individualized concentrations based on carefully planned course selections or they can be an existing sequence of courses. Career concentrations have been specifically designed in:

- Computing in Education
- Economic Education
- Language Arts
- Liberal Studies
- Mathematics and Science
- Supervision

**MASTER OF ARTS OR MASTER OF EDUCATION:**

**CURRICULUM DEVELOPMENT**

**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

Two letters of recommendation from professors or supervisors
Degree Requirements

Courses: (52 quarter hours)
Three Foundations courses (12 quarter hours)
- CUG 400 Education Research Design and Statistics
- CUG 401 Advanced Developmental Psychology or
- CUG 402 Psychology of Learning
- CUG 408 Contemporary Issues in Education

Two Curriculum Theory courses (8 quarter hours)
- CUG 487 Introduction to Curriculum Deliberation
- CUG 488 Designing and Interpreting Curriculum

One Course in Supervision or Human Relations (4 quarter hours)
- A&S 498 Principles and Practices of Supervision

One course in Instructional Methodology (4 quarter hours)
(chosen with consent of advisor)

Two/three courses in Curriculum Development and Evaluation (8 quarter hours)
- CDG 483 Practicum in Developing Curriculum Materials
- CDG 485 Planning Curriculum/Program Evaluation
- CDG 486 Practicum: Conducting Curriculum/Program Evaluation

Three Career Emphasis courses (12 quarter hours).
These courses should be a set of carefully chosen electives to support the student's career goals. Usually these courses will be a sequence especially designed as a career emphasis. If it is an individual sequence planned in consultation with the student's advisor, the student must write a rationale for the sequence which, when approved, will be placed in his/her file.

One course (4 quarter hours) from
- Master of Arts: CDG 589 Thesis Research in Curriculum Development
- Master of Education: One Elective course

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. Oral examination on thesis.

Master of Education
Two papers with course work: Review of Literature Integrative Paper

Illinois Supervisory Certificate
Students holding valid Illinois teaching certificate with two years successful teaching experience may be eligible for the Illinois General Supervisory Endorsement upon completion of the program. See Director of Graduate Programs.
CONCENTRATIONS (CAREER EMPHASIS SEQUENCES)

COMPUTING IN EDUCATION

A student who wishes a Master's degree may apply up to six courses toward a degree in Curriculum Development. The degree prepares educators to design, organize and coordinate educational programs working with computers and computers.

Instructional Methodology

CDG 581 Computers in Instruction
Curriculum Development and Evaluation
CDG 583 Utilizing Microcomputers in Curriculum Development
CDG 584 Practicum: Developing Computer Based Curriculum Materials

Career Emphasis Courses
Three electives to support the student's career goals chosen from offerings of the School of Education or the Department of Computer Science. These courses must be planned in consultation with the student's advisor and should include the necessary background in programming and/or computer concepts.

ECONOMIC EDUCATION

This concentration 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.

One course in Instruction Methodology

CDG 430 Teaching Consumer Education
CDG 431 Teaching the American Economic System
CDG 443 Teaching Economics: Applied Basic Concepts

Two courses in Curriculum Development and/or Curriculum Evaluation

CDG 485 Curriculum/Program Evaluation and one of the following:
CDG 417 Introduction to Economics
CDG 433 Development of Economic Education Programs
CDG 434 Implementing Economic Education
CDG 436 Integrating International Trade in the Curriculum
CDG 445 Integrating Economics in the High School Curriculum
CDG 483 Practicum in Developing Curriculum Materials
CDG 486 Practicum: Conducting Curriculum/Program Evaluation

Four Career Emphasis courses

GSB 505 Contemporary Economic Analysis (or its equivalent)
CDG 435 Teaching Money and Banking
and two of the following:

CDG 406 U.S. Macroeconomy and Chicago
CDG 429 Teaching Economics in U.S. History
CDG 432 Introduction to Labor and Industry
CDG 440 Social Economic Development
CDG 441 Introduction to American Economic Development
CDG 442 Introduction to Business and Public Policy
CDG 444 Chicago's Current and Future Economy
CDG 456 The Global Economy and the Chicago Economy

LANGUAGE ARTS

The following courses may be taken as the career emphasis within the program or as a non-degree sequence.

CDG 426 The Teaching of Writing
CDG 427 Curriculum in Language Communication
CDG 428 Literature and the Reader

LIBERAL STUDIES

Courses may be selected from the following list:

MLS 401 Visions of Self
MLS 402 Perceptions of Reality
MLS 403 The American Experience
MLS 404 The City

MATHEMATICS/SCIENCE CONCENTRATION

Courses may be selected from the following list:

CDG 410 The Psychology of Learning Mathematics and Science
CDG 411 Science Processes I
CDG 412 Science Processes II
CDG 413 Foundations of Mathematics: Geometry
CDG 414 Foundations of Mathematics: The Real Numbers
CDG 415 Practicum: Curriculum and Methods in Science
CDG 416 Practicum: Curriculum and Methods in Mathematics
CDG 583 Utilizing Microcomputers in Curriculum Development.

SUPERVISION

A&S 496 Community Relations
A&S 499 Clinical Supervision
A&S 590 Personnel Administration
CERTIFICATE PROGRAMS

Computing in Education

The work required for this Certificate prepares educators especially those in elementary and middle schools (K9) to develop and implement programs of computer use. Depending on background and career goals, the Certificate also may qualify educators for curriculum work in programs for older students.

Two courses in programming or computer concepts chosen from
- CDG 420 Microcomputers in Education
- CDG 421 Computer Programming with Logo
- CDG 422 Intermediate Logo Programming

or courses in programming or fundamental concepts of computing offered by the Department of Computer Science.

Two courses in curriculum and instruction
- CDG 581 Computers in Instruction
- CDG 583 Utilizing Microcomputers in Curriculum Development

One practicum course
- CDG 584 Developing computer Based Curriculum Materials

One elective

Chosen in consultation with the programs advisor from offerings of the School of Education or the Department of Computer Science.

Economic Education

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

Two courses that consider concepts essential to economics:
- GSB 505 Contemporary Economic Analysis
- CDG 435 Teaching Money and Banking

Any three (3) of the following courses in economic education:
- CDG 417 Introduction to Economics
- CDG 429 Teaching Economics in U.S. History
- CDG 430 Teaching Consumer Education
- CDG 431 Teaching the American Economic System
- CDG 432 Introduction to Labor and Industry
- CDG 433 Developing of Economic Education Programs
- CDG 434 Implementing Economic Education Programs

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 (ECON).
Courses

CURRICULUM DEVELOPMENT (CDG)

406  **The U.S. Macroeconomy and Chicago.** Profile of Chicago’s economy, with emphasis on its development and current structure and contemporary links to international trade. The course will present principles of economics in terms of the Chicago economy and the national economy. (Cross listed with ECO 406.)

410  **The Psychology of Learning Mathematics and Science.** This course will develop a rationale for teaching mathematics and science in the elementary 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.

415  **Practicum: Curriculum and Methods in Science.** Materials, methods, and classroom management techniques appropriate for teaching science in the elementary grades. In addition to specific activities, topics will include questioning skills, equipment handling, resources for materials, program planning, and evaluation.

416  **Practicum: Curriculum and Methods in Mathematics.** Materials, methods, and classroom management techniques appropriate for teaching mathematics in the 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 417.)

Microcomputers in Education. An introduction to microcomputers for educators and administrators who have no previous computer experience. The course includes: an overview of the present state of hardware and of educational software; an introduction to basic concepts in computing and computer usage; a framework for classifying educational uses of the computer; an analysis of selected research on educational computing; and discussion of the likely social and organizational consequences of the increased use of computers in schools. Hands-on experience with a variety of hardware and software will be provided.

Computer Programming with Logo. An introduction to computer programming using Logo, a powerful yet easy-to-learn language that both adults and children can use to express their ideas. This course covers the programming concepts needed for turtle graphics, including procedure definition, use of variables, file management, structured programming, and recursion. Extensive hands-on experience will be provided, and classroom applications (especially for students in grades 3 through 8) will be discussed. No previous computer experience is required.

Intermediate Logo Programming. A continuation of CDG 421 which extends the principles learned to the manipulation of words and other symbols. The course includes arithmetic and logical operations, list processing, tree and hierarchical structures, and recursion. Extensive hands-on experience will be provided, and classroom applications (especially for students in grades 5 through 10) will be discussed. A knowledge of turtle graphics in Logo will be assumed.

Microcomputer Based Science Labs. This course demonstrates how a microcomputer can be used to measure force, light, pressure, temperature, velocity, acceleration, heart rate, response time, muscle activity, and many other quantities observable in the world around us. After experiencing how such an instrument can transmit a feel for phenomena, participants will use a variety of software to record, graph, and analyze the data they have collected. This will be followed by discussion of ways to use the hardware and software to revitalize science teaching. For elementary as well as secondary science teachers.

Computers and Writing. An analysis of how the use of word processors affects composing, editing, and revising skills. The course focuses on writing as a process, theory and research about writing and motivation, and current computer capabilities. Participants will use and evaluate a variety of word processing software.

Workshop for Inservice Teachers. Topics of particular interest and concern to educators will be presented in a high involvement seminar format.

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.

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.

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 economics development into junior and senior high school courses. (Cross listed with ECO 429).

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 ECO 430.)

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.)

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.)

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.)

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.)

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.)
Integrating International Trade in the Curriculum. This course will combine curriculum principles with the presentation of models for incorporating international trade in courses in economics, geography, political science, and urban studies. (Cross listed with ECO 436.)

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.)

The Global Economy and the Chicago Economy. An introduction to international economics with a focus on the role of Chicago in the world economy. The course will deal with economic and financial aspects of international business and the impact of conditions and shifts in the international economy on Chicago's economy. (Cross listed with ECO 456.)

Curriculum for Religion Education. Recent developments in the formation of religious studies curriculum for public and private school settings, including materials, resources, and criteria.
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.

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 CDG 485. (2 quarter hours) (Prerequisite: CDG 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.
Designing and Interpreting Curriculum. An examination of the underlying structures of diverse curriculums and of the processes by which they are developed and implemented. 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. Students will analyze curriculum guides and materials to uncover their underlying structures and their explicit and implicit assumptions about subject matter.

Teaching English as a Second Language. An examination of the factors that affect the communicative, language and academic proficiencies of Limited English Proficient students. Linguistic principles of language learning, assessment procedures, program design and teaching methods are included.

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.

Computers in Instruction. (Prerequisite: CDG 420 or equivalent preparation.) An examination of how computers are being used in educational settings and of the impact they may have on learners. The course includes consideration of the roles which teachers and computers play, the social organization of classrooms in which computers are being used, research on the impact computers have within educational settings, demonstrations and discussion of uses which have so far not been widely implemented. Participants will be expected to observe educational settings in which computers are being used and report the analysis of their observations to the class.

Practicum in Curriculum Development. (Prerequisite: Advisement 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.

Utilizing Microcomputers in Curriculum Development. (Prerequisites: CDG 420 or equivalent preparation.) Fundamentals of educational software design and evaluation for teachers and curriculum workers. After a brief introduction to the complexities of writing educational programs in a conventional programming language such as BASIC, participants will learn how to use Pilot and other authoring systems. They will be asked to test and evaluate a wide variety of programs written by others, including commercially prepared software related to their career goals. The course also includes discussion of how particular software does or does not fit the overall design of a curriculum.
Practicum: Developing Computer Based Curriculum Materials. 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. (Prerequisite: CDG 583 or equivalent preparation.)

Independent Study in Curriculum Development. (Prerequisite: Permission of the instructor.)

Thesis Research in Curriculum Development. (Prerequisites: CUG 400 and thesis proposal 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.

Registered Student in Good Standing This registration is required of all students who are not enrolled in a course but are completing course requirements and/or research. It provides access to University facilities. Non-credit, $40.00 per quarter.

Workshop—Alternative Approaches to Early Childhood Education. (Offered during summer sessions only.)

Methods of Secondary Science Education The course is designed to update teachers in the methods of science teaching. This involves reviewing the processes of science, theories of learning and instructional strategies appropriate to laboratory science. The course also provides an update on the current trends and issues in science education as well as an analysis of successful science curricula programs.
Educational Leadership

The major purpose of the Educational Leadership programs 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
- Two years teaching or other work experience
- Two Letters of Recommendation from professors or supervisors
Degree Requirements

Courses: minimum of 12 (48 quarter hours)

Foundations (12 hours)

- CUG 400 Education Research Design and Statistics
- CUG 401 Advanced Developmental Psychology or
- CUG 402 Psychology of Learning
- CUG 408 Contemporary Issues in Education

Curriculum (4 hours)

- CDG 487 Introduction to Curriculum Deliberation or
- CDG 488 Designing and Interpreting Curriculum

Administration and Supervision (20 hours)

- A&S 491 Administrative Theory and Behavior
- A&S 494 School Finance
- A&S 495 School Law
- A&S 496 Community Relations
- A&S 498 Principles and Practices of Supervision

Electives (8 hours)

- A&S 492 The Principalship
- A&S 499 Clinical Supervision
- A&S 590 Organizational Development
- A&S 593 Practicum in Educational Leadership
- A&S 594 Internship in Educational Leadership
- A&S 596 Personnel Administration
- A&S 597 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: Elective Course

Thesis/Papers

- 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: Two papers with course work

Review of Literature
Integrative Paper

Examinations:

- Master of Arts: oral examination on Thesis
- Illinois Administrative Certificate

Students holding valid Illinois teaching certificates with two years successful teaching experience may be 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
Two years teaching or other work experience
Evidence of adequate background for the program
Two Letters of recommendation from professors or supervisors

Degree Requirements

Courses: minimum of 12 (48 quarter hours)

Foundations (8 hours)

CUG 400 Education Research Design and Statistics
CUG 401 Advanced Developmental Psychology or
CUG 402 Psychology of Learning

Curriculum (4 hours)

CUG 488 Designing and Interpreting Curriculum

Administration and Supervision (24 hours)

A&S 491 Administrative Theory and Behavior
A&S 494 School Finance: The Catholic School
A&S 495 School Law
A&S 496 Community Relations
A&S 498 Principles and Practices of Supervision
A&S 590 Organizational Development in Catholic School Administration

Electives (8 hours)

A&S 492 The Principalship
A&S 499 Clinical Supervision
A&S 593 Practicum in Educational Leadership
A&S 594 Internship in Educational Leadership
A&S 596 Personnel Administration
A&S 597 Politics of Education

One course (4 quarter hours) from

Master of Arts: A&S 599 Thesis Seminar in Educational Leadership
Master of Education: Elective course

Thesis/Papers

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

Master of Education: Two papers with course work

Review of Literature

Integrative Paper

Examination:

Master of Arts: oral examination on thesis
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
Two years teaching or other work experience
Evidence of adequate background for the program
Two Letters of Recommendation from professor or supervisors

Degree Requirements

Courses: minimum of 12 (48 quarter hours)

Foundation (12 hours)

CUG 400  Education Research Design and Statistics
CUG 401  Advanced Development Psychology or
CUG 402  Psychology of Learning
CUG 408  Contemporary Issues in Education

Administration and Supervision

A&S 491  Administrative Theory and Behavior
A&S 495  School Law
A&S 496  Community Relations
A&S 498  Principles and Practices of Supervision

Physical Education (16 quarter hours)

PE 450  Psychology of Sport Behavior and Athletic Performance
PE 451  Current Issues and Trends in Athletics and Physical Education
PE 452  Exercise Science and Sport
PE 453  Advanced Health Concepts
PE 454  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: Elective course Thesis/Papers

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: Two papers with course work:

Review of Literature
Integrative Paper

Examination:

Master of Arts: oral examination on thesis

Illinois Athletic Coaching Certification

Students may be eligible for coaching certification in the State of Illinois through the Illinois Athletic Coaching Certification Board upon completion of the program.
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.

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.

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.
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.

Administrative Uses of Microcomputers. Applications will include word processing, record keeping, reporting, budgeting, forecasting, and instructional management. Hardware, software, personnel, and cost questions will be addressed. There will be an opportunity for extensive hands-on experience with representative hardware and software. (Prerequisite: CDG 420 or equivalent preparation.)

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 standing 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 factions policies, and problems of administration and supervision and (2) intensive study of certain critical administrative and supervisory practices.

Internship in Educational Leadership. (Prerequisites: Advanced standing 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)
Thesis Seminar in Educational Leadership. (Prerequisites: CLU 400 and thesis proposal 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.

Registered Student in Good Standing This registration is required of all students who are not enrolled in a course but are completing course requirements and/or research. It provides access to University facilities. Non-credit, $40.00 per quarter.

Legal Aspects of Special Education for Classroom Teachers.

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 COURSE (PE)

Psychology of Sport Behavior and Athletic Performance. 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.

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.

Exercise Science and Sport. 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.

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.
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.

Workshop in Physical Education. Topics of particular interest to physical education teachers, coaches and others involved in sports or physical education will be presented in a high involvement seminar format.

Medical and Legal Aspects of Coaching. Training and conditioning practice and procedures to prevent athletic injuries. Emergency treatment and care of injured athletes including first aid and CPR protocols will be practiced. Nutrition/ergogenic aids, and their effects on athletic performance, as well as legal issues associated with coaching will be discussed.

Advanced Coaching Theories and Techniques. Applied administrative theory to coaching. Emphasis on personnel and supervision, facility and equipment management, budgeting, programming, record keeping, scheduling, transportation, use of support personnel, scouting, AV aids.
Human Services and Counseling

The Human Services and Counseling programs present a core of courses designed to provide professionals with skills, 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.

PROGRAMS: DEGREE, CERTIFICATION, CONCENTRATIONS

Master of Arts or Master of Education:
Human Services and Counseling

Human services management and higher education concentration
Elementary school concentration
Secondary schools concentration
Higher education, agencies, and family concerns concentration

MASTER OF ARTS: HUMAN SERVICES AND COUNSELING

Human Services Management 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
Two Letters of recommendation from professors or supervisors
Interview with program advisor

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Degree Requirements

Courses: minimum of twelve (48 quarter hours)

- CUG 400 Educational Research Design And Statistics
- CUG 401 Advanced Developmental Psychology or
- CUG 402 Psychology of Learning
- HSC 452 Seminar in Human Services Organization
- HSC 453 Human Services Information Systems
- HSC 458 Facilitating Human Services through the Group Process
- HSC 462 Counseling and Communication Theory
- HSC 464 Human Services Consulting
- A&S 491 Organizational Theory and Behavior
- A&S 495 Law and the Human Services
- A&S 496 Community Relations
- A&S 498 Principles and Practices of Supervision
- HSC 582 Practicum in Managing the Human Services
- HSC 569 Thesis Research in Managing the Human Services

Thesis

The master's thesis is written to fulfill the requirements of this course.

Examination

Oral examination on thesis

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
Two Letters of Recommendation from professors or supervisors
Interview with program advisor
Degree Requirements

Courses: minimum of twelve (48 quarter hours)

Eleven Courses (44 quarter hours)

- CUG 400 Educational Research Design and Statistics
- CUG 401 Advanced Developmental Psychology or
- CUG 402 Psychology of Learning
- CUG 408 Contemporary Issues in Education
- HSC 453 Human Services Information Systems
- HSC 458 Facilitating Human Services through the Group Process
- HSC 460 Guidance in the Elementary School
- HSC 461 Use of Test in Appraisal and Development
- HSC 462 Counseling Theory and Practice for Human Services
- HSC 463 Techniques of Human Services and Counseling in Elementary and Junior High School
- HSC 464 Consulting in Human Services
- HSC 562 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: Elective course

Thesis/Papers

- 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: Two papers with course work:

Review of Literature
- Integrative Paper

Examination

- Master of Arts: oral examination on thesis

Note: Students holding valid teaching certificates 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
Two Letters of Recommendation from professors or supervisors
Interview with program advisor

Degree Requirements
Courses: minimum of twelve (48 quarter hours)
Eleven Courses (44 quarter hours)
  CUG 400 Educational Research Design and Statistics
  CUG 401 Advanced Developmental Psychology or
  CUG 402 Psychology of Learning
  CUG 408 Contemporary Issues in Education
  HSC 452 Seminar in Human Services Organization
  HSC 453 Human Services Information System
  HSC 456 Counseling the College Bound Student
  HSC 458 Facilitating Human Services through the Group Process
  HSC 459 Clinical Studies in Human Services and Counseling
  HSC 461 Use of Test in Appraisal and Development
  HSC 462 Counseling Theory and Practice for Human Services
  HSC 552 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 substitute 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: Elective course

Thesis/Papers
  The master's thesis is written to fulfill the requirements of this course.
  Master of Education: Two papers with coursework

Review of Literature
  Integrative Paper

Examination
  Master of Arts: oral examination on thesis

Note: Students holding valid teaching certification are eligible for the Illinois State Certificate in Guidance upon completion of the appropriate Master's sequence.
MASTER OF ARTS: 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 work experience
Letters of Recommendation: at least two from previous employers
Interview with program advisor

Degree Requirements

Courses: minimum of twelve (48 quarter hours)

CUG 400 Educational Research Design and Statistics
CUG 401 Advanced Developmental Psychology or
CUG 402 Psychology of Learning
HSC 468 Issues in Human Services and Counseling
HSC 452 Seminar in Human Services Organization
HSC 453 Human Services Information Systems
HSC 453 Human Services and Aging Progress

or

HSC 556 Family and Marriage Counseling
HSC 458 Facilitating Human Services through the Group Process
HSC 459 Clinical Studies in Human Services and Counseling
HSC 461 Use of Test in Appraisal and Development
HSC 462 Counseling Theory and Practice for Human Services
HSC 572 Practicum in Human Services and Counseling-Agencies, Higher Education, and Family Concerns
HSC 559 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

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.

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 the ones 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.

458 Facilitating Human Services through the Group Process. 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 care 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 counselee. 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 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.

Issues in Human Services and Counseling. Topics of particular interest and concern to human service personnel will be presented in a high involvement seminar format.

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 service 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.

Human Services and the Aging Process. This course is intended to afford training in basic helping and referral skills as well as training in interpersonal communications skills to service providers who are concerned with the needs of older persons. Gerontological counseling skill training is a prime factor in this course. Further, this course is intended to clarify attitudes toward aging as well as to identify the needs of the aging population.

Marriage and Family Counseling. This course focuses on providing theoretical formulations and practical illustrations applicable to the practice of marriage and family counseling. Students engage in role playing, case study and observation of counseling techniques. Skills expected in this course include understanding the process of marriage and family counseling and understanding the role of the counselor in the marriage and family setting. Students will learn to develop effective marriage and family counseling strategies and to conduct complete case analyses.

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

Thesis Research in Human Services and Counseling. (Prerequisites: CUG 400 and thesis proposal 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: CUG 400 and thesis proposal 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) Selected and directed experiences provided in various aspects of counseling materials, functions, procedures and services.

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.

Registered Student in Good Standing. This registration is required of all students who are not enrolled in a course but are completing course requirements and/or research. It provides access to University facilities. Non-credit; $40.00 per quarter.
Human Services in the Republic of Ireland. This course will focus on selected aspects and elements of the Human Services system in the Republic of Ireland. Topics will include the following: the organization and administration of Human Services in Eire; training for Human Services in Eire; higher education in Eire.

Personnel Services 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.

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.

Reading and Learning Disabilities

Combining the disciplines of Special Education (Learning Disabilities) and Reading Education (Developmental and Remedial Reading), 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, course work proceeds to develop in the graduate student, assessment techniques, and diagnostic strategies that produce appropriate remedial programming. Course work 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) the completion of two papers as extensions of course work: Review of Literature and Integrative 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; Endorsements, Approvals
Learning Disabilities, Type 10 Certification
Supervisory Endorsement
Reading Specialist Approval
Behavior Disorders Approval

Specializations: Reading and Learning Disabilities
Bilingual/Multicultural Learning Disabilities
Adolescent 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 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)
- CUG 400 Educational Research Design and Statistics
- CUG 402 Psychology of Learning
- CUG 408 Contemporary Issues in Education
- R&L 441 The Psychology of Reading
- R&L 442 Characteristics of the Exceptional Learner
- R&L 443 Psychological Tests and Methods in Diagnosis
- R&L 444 Characteristics and Diagnosis of Reading and Learning Disabilities
- R&L 445 Remediation of Reading and Learning Disabilities
- R&L 542 Testing and Diagnosis of Reading and Learning Disabilities Practicum I
- R&L 543 Diagnosis and Remediation of Learning Disabilities Practicum II
- R&L 544 Diagnosis and Remediation of Learning 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:** Students must select one additional course from the following:

- **R&L 447** Language Development and Learning Disabilities
- **R&L 448** Strategies for Teaching Learning Disabled Adolescents

**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:** Two papers with course work
  - Review of Literature
  - Integrative Paper

**Examination**

- **Master of Arts:** oral examination on thesis

**Clinical hours**

The program requires 200 clinical hours working with students with reading and learning disabilities. 150 of these hours are earned in practicum courses. The additional 50 hours must be earned in the center after the practicum courses are completed. (See academic counselor for details.)

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**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
- 200 clinical hours

**Supervisory Endorsement**

See an academic counselor for details

**Reading Specialist Approval**

See an academic counselor for details

**Behavior Disorders Approval**

see an academic counselor for details

**Bilingual (Spanish) Multicultural Learning Disabilities**

In addition to the R&LD course, students may specialize in Bilingual Learning Disabilities. If certification in Bilingual Education is desired, see an academic counselor for details.
Admission Requirements

Bachelor's degree in Education
A previous grade point average 2.75 or above on a 4.00 scale
Proficiency in both English and Spanish
Teaching certificate from the State of Illinois
Three letters of recommendation from instructors, professors, supervisors
Interview with academic counselor

Specialization Requirements

Courses: five (20 quarter hours)
  R&L 404  Child Rearing Across Cultures
  R&L 406  Psychology and Education of the Bilingual Child
  R&L 407  Non-Discriminatory Tests-SOMPA System
  R&L 425  Teaching Reading in First and Second Language
  R&L 466  First and Second Language Acquisition

Adolescent Learning Disabilities

Admission Requirements

Same as for regular program

Specialization Requirements

  R&L 448  Strategies for Teaching Learning Disabled Adolescents
Special sections of foundations, theory and practicum course will be offered that reflect the development, needs and characteristics of the LD adolescents. In practicum course students will assess and teach adolescents.

NON-DEGREE

For non-degree students who wish to increase their knowledge and expertise in the field of education, credit for designated courses are available.
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.

443 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.

444 Characteristics and Diagnosis of Reading and Learning Disabilities. (Prerequisite: R&L 443) 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.

445 Remediation of Reading and Learning Disabilities. (Prerequisite: R&L 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.

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

Strategies for Teaching Learning Disabled Adolescents. A study of the theoretical and practical approaches to the remediation of reading and learning disabilities in adults and adolescents. Instructional techniques will be presented and remedial materials evaluated.

Characteristics and Diagnosis of Behavior Disordered Children and Adolescents. This course explores the origins of behavior disorder from a family, biological, and school perspective. Screening, classification, and assessment procedures are discussed. Differential diagnosis of behavior disorders from other psychiatric disorders is discussed along with appropriate education placements.

Methods of Teaching the Behavior Disordered Child and Adolescent. A variety of models of education programming for students with behavior problems are presented. Specific teaching and management techniques are presented consistent with the various models. Data collection, accountability, computer utilization, and research methods will be included.

First and Second Language Acquisition. Study of language theories and their applications to first and second language acquisitions 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: R&L 441, 445) 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.

Strategies Teaching Comprehension. Comprehension is treated as an interactive process between reader and the instruction and text. By assuming roles of direct instruction and modelling, the teacher guides students in the interdependent use of prior knowledge, comprehension, metacognition habits, and attitudes using both narrative and expository text.
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 multisensory 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: CUG 400 and Thesis proposal approved) A Master of Arts candidate conducts original research, writes a thesis and presents an oral defense before a committee of faculty members.

Registered Student in Good Standing This registration is required of all students who are not enrolled in a course but are completing course requirements and/or research. It provides access to University facilities. Non-credit, $40.00 per quarter.

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.

Workshop in Reading and Learning Disabilities. Topics of particular interest and concern to the regular education teacher and special educator will be presented in a high involvement seminar format.

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.
Courses

FOUNDATIONS OF EDUCATION (CUG)

400  Educational Research Design and Statistics. Content of the course includes principles of research design, bibliographical skills and statistical procedures for the interpretation of educational data.


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 tests using a pluralistic model to make testing procedures more responsive to cultural pluralism. (Case Study Approach)

408  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.

409  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.

419  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.)

450  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.)

461  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.

509  Advanced Educational Statistics.

510  Advanced Educational Measurement.

511  Advanced Educational Design.
Comparative Education. Studies of school systems outside the United States, their methods, curriculum and achievements.

The Irish Educational System. This course will focus on selected aspects and elements of the educational system in the Republic of Ireland. Topics will include the organization and administration of education in Eire, educational curriculum in Eire, teacher training in Eire, and higher education in Eire.

STATE OF ILLINOIS CERTIFICATION

DePaul University School of Education offers approved programs for State of Illinois certification in four areas of study. This means students may receive the following certificates upon completion of the respective programs.

Type 10  Special (K-12): Learning Disabilities
Type 73  School Service Personnel Certificate: Guidance
Type 75  Administrative Certificate:
    General Supervisory
    General Administrative

Please note that other requirements also apply; generally a teaching certificate and successful teaching experience are prerequisites. Students are advised to confer with program faculty or the Director of Graduate Programs for further information.

Certification is not automatic upon completion of a program. The student must apply. Forms and procedural information are available in the Education Graduate office.

Timeliness is important. Ordinarily only graduate work completed within the past ten years is acceptable for purposes of applying courses for certification requirements. If the degree was granted more than ten years past, the Graduate Director in consultation with program faculty may grant certification recommendation upon the successful completion of appropriate courses and/or comprehensive examinations in the program. In all instances current certification requirements must be met.
The Vincentian Character of DePaul University

DePaul, a Catholic university, takes its name from St. Vincent DePaul. The religious community founded by Vincent, commonly known as "Vincentians," opened the university and endowed it with a distinctive spirit: to foster in higher education a deep respect for the God-given dignity of all persons, especially the materially, culturally, and spiritually deprived; to instill in educated persons a dedication to the service of others. In each succeeding generation the women and men of DePaul have pursued learning in this spirit of Vincent DePaul.