1990-91

DePaul University Bulletin

Graduate Programs

College of Liberal Arts and Sciences
Schmitt Academic Center
2323 North Seminary Avenue Fifth Floor, SW
Chicago, Illinois 60614 (312) 362-8880

School of Education
Schmitt Academic Center
2323 North Seminary Avenue—Fifth Floor, NE
Chicago, Illinois 60614
(312) 362-8107

School of Music
The School of Music Building
804 W. Belden
Chicago, Illinois 60614
(312) 362-8373

School for New Learning
650 O'Malley Place
23 East Jackson Boulevard
Chicago, Illinois 60604
(312) 362-8001

The Theatre School
Founded as the Goodman School of Drama in 1925
The Theatre School Building
2135 N. Kenmore Avenue
Chicago, Illinois 60614
(312) 362-8374

To obtain a 1990-91 bulletin for the Graduate School of Business call (312) 362-8810, or for the College of Law call (312) 362-8701.


DePaul University does not discriminate on the basis of race, color, national origin, religion, sex, age, or handicap in admissions, employment, or the provision of services. Inquiries regarding this policy should be addressed to the Director of Human Resources, DePaul University, 243 S. Wabash, Chicago, Illinois 60604.

Editor: Gwyn Friend
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President’s Letter

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 a 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 of 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
ADMINISTRATION
Richard I. Meister, Ph.D.
Dean
Liberal Arts and Sciences Graduate Programs
Carolyn C. Narasimhan, Ph.D.
Associate Dean
Carol Goodman-Jackson
Graduate Administrative Assistant
Tina Barlow
Admissions Assistant
Education Graduate Programs
Joan M. Lakebrink, Ph.D.
Director, School of Education
John I. Lane, Ph.D.
Director of Graduate Programs

ACADEMIC DEPARTMENTS AND PROGRAMS

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PHILOSOPHY

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

The College of Liberal Arts and Sciences assumes as its direct educational task to foster in its students those traditions of scholarliness central to advanced studies and research. The programs for the master's and doctoral degrees are designed to develop in graduate students a broad and deep knowledge of their chosen discipline, the research methodology of the discipline and the development of those competencies necessary for their personal advancement in their scholarly, professional or creative careers.

Through the steady flow of its graduates into the community, the College strives to assist contemporary society to meet its need for educated individuals willing to be of service to others.

Richard J. Metzer, Ph.D., Dean
MASTER'S PROGRAMS

For the master's degree, all programs involve one or more of the following: 1) Credit Hours, 2) Degree Candidacy, 3) Language/Research Tool, 4) Thesis, 5) Paper on Approved Topic, 6) Integrating Critique of Examination, 7) Final Examination, and 8) Program Time Limitation.

Credit Hours. For the master's degree, most programs for graduate students require forty-eight quarter hours of course work. When the program includes a thesis, no more than eight quarter hours of registration in Thesis Research will be counted toward the degree.

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

Degree Candidacy. Admission to candidacy implies the faculty is satisfied that the master's candidate is knowledgeable in his or her area of specialization and is competent in the use of any required research tools.

Language/Research Tool. A department or program director, with the approval of the Dean, can require language/research tool requirements as the student's program and research may demand.

Thesis. The University offers the master's degree both with and without the thesis; however, the thesis is required by some departments. The thesis is limited to the student's field of specialization and should offer satisfactory evidence of the candidate's potential for scholarly research.

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

The student is advised to consult the College Office for information regarding the required form and type of paper to be used for the thesis. Responsibility for fulfilling these requirements lies with the student, not the typist.

The student, after completing the thesis, will submit it to the director of his or her Thesis Committee for consideration. Whatever changes or additions are necessary must be made by the final date of acceptance, or the student will not be permitted to graduate until a subsequent convocation. When the thesis is accepted, the student must file the designated number of typewritten copies in the College Office. The date for filing is published in the current Bulletin and the class schedule or may be obtained directly from the College Office. The responsibility for meeting this deadline lies with the student.

Paper on Approved Topic. The type and length of the paper is determined by the department or program that lists it as a requirement for the master's degree. The purpose of the paper is to give evidence of the student's ability to find, select, organize and interpret material in a manner consistent with the standards and practices of the discipline involved.

The student's choice of a paper topic is to be approved by his or her department or program. The paper is to follow the form approved for a thesis, and must be submitted within two months after the approval of the topic. Only one copy of the paper need be presented to the student's major department or program advisor.

Integrating Critique or Examination. Procedures for such a critique or examination are set in advance in each specific case through consultation between the student and the department or program advisor.
Final Examination. A student is eligible for the final examination only after all the other degree requirements have been completed. The type and the subject matter of the examination follow the regulations established in the various departments and programs. If the student does not pass the examination, the Dean may grant permission for another examination upon the written recommendation of the department or program advisor of the student's major field. The examination may not be repeated until after the next convocation nor may the examination be taken more than twice.

Program Time Limitation. Graduate students in master's programs are expected to complete their program degree requirements within a six-year period. When a graduate student fails to finish before the end of the sixth year, the department or program director may recommend, on receipt of the student's petition, in writing, to the Dean, an extension of time with or without additional courses, examinations, or other conditions.

DOCTORAL PROGRAMS

The Doctor of Philosophy, the highest academic degree that DePaul University confers, is offered in the departments of Philosophy and Psychology. The degree shows that the recipient has demonstrated proficiency in a broad area of learning, as well as the potential to explore and advance that field of knowledge by independent research.

Following are the minimum general requirements for all candidates for the Doctor of Philosophy degree in the areas of 1) Credit Hours, 2) Related Field of Study, 3) Academic Achievement, 4) Residence, 5) Language and Allied Requirements, 6) Examinations, 7) Admission to Candidacy, 8) Dissertation, and 9) Program Time Limitations. Additional requirements set by the departments are stated in the departmental sections of this Bulletin.

Credit Hours. For the doctoral degree the graduate student will complete a minimum of 108 quarter hours of post-baccalaureate credit of which a maximum of 36 quarter hours of credit is applicable to the dissertation. At the department's discretion, a student holding a Master's degree from an accredited institution may be accorded advanced standing. In such cases, the department will specify remaining program requirements, which must involve no less than 60 quarter hours of credit.

Related Field of Study and Language Requirements. The program of graduate studies chosen for the doctoral degree may include study in related fields and language requirements as determined by the student's Graduate Advisory Committee.

Academic Achievement. A student will be advised to withdraw from the doctoral program when the Graduate Advisory Committee judges that he or she is not maintaining satisfactory progress toward the degree. Students are required to maintain at least a 3.0 average. A course grade below 2.0 is unsatisfactory and will not be counted toward completing degree requirements. The determination of satisfactory progress is not limited to grades and grade point average, but includes all factors in the student's performance.

Residence. At least three consecutive quarters beyond the master's level must be spent in full-time study at DePaul University. Full-time study is defined as registration for a minimum of eight quarter hours in a quarter. With prior approval of the departmental Graduate Advisory Committee, the student may satisfy residency by coursework, by participation in seminars, or by research performed off campus.

To reflect the diversity of graduate study for the Ph.D. degree at stages other than the residency stage, doctoral candidates are full-time students who are registered for Reading and Research (four quarter hours), for Thesis Research (four quarter hours), or for Candidacy Continuation (zero hours credit).
Examinations. Two examinations are required for all doctoral candidates: the Comprehensive (or Doctoral Candidacy) Examination and the Final Examination on the dissertation. A department may, in addition, require an initial or preliminary examination. Toward the end of the year of residency and with the language and related fields requirements satisfied, the doctoral student may petition the department for the Comprehensive (or Doctoral Candidacy) Examination. The department will notify the Graduate Office of all approved petitions, and, as soon as the examinations have been graded will notify the College Office of the results. The examination may be written and/or oral. A student is not allowed to take it more than twice.

The Final Examination is on the doctoral dissertation. A doctoral candidate may not petition for his or her Final Examination prior to eight months after admission to candidacy. The chairperson of the Examination Committee will prepare a report of the results of the Final Examination, signed by all members, and send it to the College Office.

Admission to Candidacy. Admission to candidacy implies that the faculty is satisfied the doctoral candidate is sufficiently knowledgeable in his or her area of specialization and in the use of research tools to be able to prepare an acceptable dissertation.

For Admission to Candidacy the doctoral candidate shall complete a) three consecutive quarters of full-time study beyond the master's level; b) departmental language or allied requirements; c) and Comprehensive (or Doctoral Candidacy) Examination. The College Office will issue to each doctoral candidate a letter to authenticate admission to candidacy. Admission to Candidacy will be entered on the doctoral candidate's scholastic record.

There is a time limit of four years between admission to the College of Liberal Arts and Sciences and admission to candidacy. Once admitted to candidacy, the doctoral candidate must maintain registration in the University in each of the quarters of the academic year until the degree requirements have been completed. Among other courses, the following are appropriate to maintain registration: Independent Study (four quarter hours): Residency Candidacy Continuation (non-credit); or Non-Resident Candidacy Continuation (non-credit). Failure to comply with the policy governing registration in the University, in each of the quarters of the academic year, until the degree requirements have been completed may result in dismissal from the doctorate program. Candidacy status may be reinstated only after the student has applied for readmission (see Readmission Procedures).

Dissertation. The doctoral candidate will prepare a dissertation based on his or her research. The purpose of the dissertation is to evidence both one's scholarship and ability to carry on such independent research as definitely contributes to the advancement of knowledge. The topic of the dissertation should be submitted to the head of the department of specialization who will appoint a Dissertation Committee to approve the topic and to assist the doctoral candidate through all stages in the preparation of the dissertation. The chairperson of this committee is the dissertation director.

The dissertation is the principal basis of the Final Examination. When the doctoral candidate files the petition for the Final Examination, the College Office is to be notified by the department chairperson, of the date, time, and place of the examination, and of the names of the members of the examining committee.

All doctoral dissertations are to be microfilmed. After the Final Examination has been passed, the doctoral candidate submits to the College Office the designated number of typewritten, unbound, final copies of the dissertation. (The first copy is to be in satisfactory condition for microfilming.) The candidate also prepares and submits a 350-word abstract of the dissertation. The abstract will be published in Dissertation Abstracts and will include an announcement that the dissertation is available in film form. One microfilm copy will be deposited in the University Library and will be available for inter-library loan.
To defray the costs of microfilming and publication, a fee of $45.00 is assessed.
Microfilming is considered by the University to be a form of publication. Publication
by microfilm, however, does not preclude the printing of the dissertation in whole or
in part in a journal or monograph.
When these steps have been completed, the doctoral candidate becomes eligible for
degree conferment at the next convocation.

Program Time Limitations. For graduate students in a doctoral program, the time limits
to complete the requirements for the Doctor of Philosophy degree are 1) between ad-
mision to the doctoral program and admission to candidacy, not more than four years;
and 2) between admission to candidacy and the final examination, not less than eight
months, and not more than five years.

Admission Classifications

Applicants are admitted to the College of Liberal Arts and Sciences on the basis of their
ability to complete programs of study and research prescribed for the master's and doctoral
degrees. Specifically, admission qualifications are measured by academic criteria.
In accord with these criteria, applicants are admitted 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.

Full Degree-Seeking Status

The minimum requirements for this status are:
Bachelor's degree conferred by a regionally accredited institution.
Scholastic achievement in undergraduate studies satisfying all requirements for entering a
specific graduate program.
Unconditional approval by the department or program director of the applicant's proposed
course of graduate study, and
Submission to the LA & S Graduate Office of all required supporting credentials.
Please note these are minimum requirements for full admission. The departmental and
program sections of this Bulletin provide additional, more specific and selective, criteria for
admission to specific programs.

Conditional Degree-Seeking Status

The minimum requirements for this status are:
Bachelor's degree conferred by a regionally accredited institution.
Scholastic achievement in undergraduate studies indicating a capacity to pursue successfully
a specific program of graduate study.
Conditional approval by the department or program director of the applicant's proposed course
of graduate study, and
Submission to the LA & S Office 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 Dean, at his 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 a regionally accredited institution,
Scholastic achievement in undergraduate studies indicating a capacity to pursue successfully graduate course work,
Approval by the Dean, and Submission to the LASS Office of all required supporting credentials.

When such students file for re-classification, the departmental or program director of their specific graduate course of studies may recommend, in writing, to the Dean 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 College of Liberal Arts and Sciences 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 College Office. 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 the College of Liberal Arts and Sciences while completing their undergraduate program.

Admission Procedures

GENERAL PROCEDURES

Procedures for admission to the College of Liberal Arts and Sciences 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 LAS Graduate Office, DePaul University, 2323 North Seminary, Chicago, Illinois, 60614 or by calling (312) 341-8880. Please include your proposed field of study in your request because the composition of the "application packet" varies from department to department and from program to program.

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

Supporting Credentials: OFFICIAL TRANSCRIPTS, IN DUPLICATE, of your academic records at ALL universities, colleges, and junior colleges attended are required. Please direct the registrar(s) to mail these official transcripts directly to the LAS Graduate Office, 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 departments and divisional programs require additional supporting credentials. Please consult the specific departments or divisional program directors listed in this Bulletin to determine what additional materials are required for admission to the specific course of graduate study, and to determine deadlines for the completion of all application materials.

An undergraduate DePaul senior, making application, should request the Registrar to forward two official transcripts to the LAS Graduate Office, 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 LAS Office without the fee will be returned unprocessed. The fee is non-refundable.

Dean's Admission Letter: The Dean will notify you by letter of your admission status. It is the policy 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.

If you do not enroll at the University within one year of the date of your letter of admission, you must complete an application for readmission.

Graduate Credit Transfer

Credit transfer in degree programs leading to the master's or doctoral degree ordinarily is not allowed. However, the Dean may authorize an exception to this policy when, in the judgment of the Dean and the department chairperson or program director, the circumstances justify the exception.

INTERNATIONAL STUDENTS

Initially, all students educated outside the United States and its possessions should request general admission information and application forms from:

Graduate Admissions
Liberal Arts and Sciences
2323 North Seminary Avenue
Chicago, IL 60614 USA

After receiving general admission information, as an international student, your procedure for admission will involve 1) a completed application, 2) supporting credentials, 3) application fee, 4) deadlines, 5) letter of admission and/or Form I-20 and, 6) TOEFL (550).
Application Form: You can obtain a graduate application form either by mailing your request to the LAS/Graduate Office, DePaul University, 2323 North Seminary, Chicago, Illinois 60614 or by calling (312) 362-8880. Please include your proposed field of study in your request because the composition of the "application packet" varies from department to department and from program to program.

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

English Proficiency is required for admission. Evidence of adequate financial support is required of applicants who request student visas as scholarships are not available.

Admission Fee: A non-refundable fee of $20.00 (check or money order payable to DePaul University in U.S. dollars) must accompany the completed application form. The application will not be processed if this fee is not paid.

Deadlines: Application deadlines for international students are:

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<td>June 4</td>
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<tr>
<td>Winter Quarter</td>
<td>October 1</td>
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<td>Spring Quarter</td>
<td>January 2</td>
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<td>Summer Quarter</td>
<td>March 4</td>
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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 were previously enrolled in a graduate program in the College of Liberal Arts and Sciences but have not been in attendance for a period of one calendar year or longer, but not more than four calendar years, you must file a readmission form with the LAS Office. If more than four years have elapsed since you have been in attendance, you must file a new application. The form must be submitted at least two weeks prior to the day of registration for the term in which you expect to resume your studies. There is a $50.00 service fee for processing a readmission form.

TWO official copies of any transcript recording scholastic work taken while not enrolled at DePaul University must be submitted. As a general rule, students are held to the degree requirements that are in force at the time of readmission.

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 LAS Office.
Biological Sciences

FACULTY

Sidney L. Beck, Ph.D., Professor and Chair ............................................. Brown University
Stanley A. Cohn, Ph.D., Assistant Professor ........................................ University of Colorado
John R. Cortelyou, C.M., Ph.D., Professor ........................................ Northwestern University
John V. Dean, Ph.D., Assistant Professor ........................................ University of Illinois
Lester Fischer, D.V.M., Adjunct Associate Professor (Lincoln Park Zoo) .......... University of Illinois
Robert A. Griesbach, Ph.D., Professor Emeritus ................................ University of Chicago
Danute S. Juras, Ph.D., Associate Professor .......................................... Marquette University
Leigh A. Maginniss, Ph.D., Assistant Professor ..................................... University of Hawaii
Dolores J. McWhinnie, Ph.D., Associate Professor ................................ Marquette University
Dennis A. Merritt, Adjunct Associate Professor

(Lincoln Park Zoo) ................................................................................ University of Illinois at Chicago
Mary A. Murray, Ph.D., Associate Professor Emeritus ............................. University of Chicago
Robert L. Novak, Ph.D., Associate Professor

(joint appointment with Chemistry) ....................................................... University of Delaware
Daniel G. Oldfield, Ph.D., Associate Professor Emeritus ....................... University of Chicago
Robert C. Thommes, Ph.D., Professor Emeritus ................................ Northwestern University
James E. Woods, Ph.D.,

Professor Emeritus ................................................................................ Stritch School of Medicine, Loyola University

PURPOSES

The Department offers a program of advanced study which will enable qualified students to earn a degree at the master's level.

More specifically the Department provides:

- assistance in planning a specific program or sub-concentration of studies which will help the student to achieve his or her career goal,
- a series of lecture, laboratory, and seminar courses appropriate to the degree program offered, and a continuing series of seminars by renowned scientists from other institutions,
- opportunities for research leading to the thesis in accord with the student's and the faculty's research interests, and
- continuing opportunities for interaction between faculty and students in order to promote the existence of a scholarly and collegial environment.

The learning objectives of the Department are:

- improved understanding of biology to the extent expected at the master's level,
- improvement in ability to synthesize, interpret and conceptualize biological information consistent with achievement of the master's degree,
- development of laboratory skills and methodologies which enable the student to acquire, independently, new knowledge relating to life and the principles governing living systems,
- achievement of the ability to communicate biological knowledge effectively to others in both an oral and a written fashion, and
- achievement of the habit of objective observations and evaluation as well as attitudinal values, in keeping with the expectations of Science and the community of professional biologists.
DEGREE PROGRAM

Master of Science

A program of study leading to the Master of Science degree in Biology is designed for students who

- have a strong desire to increase their understanding of the life sciences,
- plan additional education at the master's level for increased proficiency in teaching and/or research, or
- plan to continue study toward the Ph.D. degree.

The master's program provides lecture, laboratory and seminar courses—along with learning experiences in research and undergraduate laboratory assisting—to aid students in achieving their stated goals. Students develop a particular concentration of studies in consultation with their academic advisor.

MASTER OF SCIENCE BIOLOGICAL SCIENCES

Admission Requirements

For full admission, students will generally have the following:
Bachelor's degree: major in biological sciences or its equivalent.
Chemistry: minimum two academic years, including one year of organic.
General Physics: one year.
Calculus: one course.
Prerequisite course work completed by the end of the first year of graduate study.
Transcript of credits.
Graduate Record Examination Scores.
Three letters of recommendation from science professors, preferably biology.
Grade point average of at least 2.7 on a scale of 4.

Degree Requirements

Courses: a minimum of 56 quarter hours of graduate credit, including ten graduate core courses (40 hrs.), BIO 400 Discussion of Selected Topics in Biology, BIO 495 Introduction to Graduate Study, one four-hour Biology, Computer Science or Biochemistry elective, and 8 hours of Research, of which at least four hours must be BIO 498 Research for Master's Thesis.
Graduate students are also required to attend all of the seminars presented in the Department's Seminar Series and to enroll in Bio 500 Seminar and/or Bio 301 Seminar Continuation. Note: Students are expected to have at least one course in each of the six core areas of study.

Master of Science Core Areas of Study

Immunology and Microbiology (BIO 425, BIO 471)
Cell and Molecular Biology (BIO 425, BIO 450, BIO 460, BIO 461)
Population Biology/Ecology (BIO 416, BIO 417)
Physiology and Neurobiology (BIO 409, BIO 446, BIO 452)
Endocrinology and Mineral Metabolism (BIO 410, BIO 412, BIO 486)
Development and Genetics (BIO 460, BIO 468)

Advancement to Candidacy: based upon the results of a colloquium between the departmental faculty and the student taken near the end of the third quarter of the student's first full year.
Participation in undergraduate laboratory instruction and/or research assisting; minimum of three courses and/or two quarters.

Thesis: results based upon an independent laboratory investigation.

Final examination: An oral examination, including presentation of a seminar based on the M.S. thesis research, and a period of questioning on the thesis, the area of research which the thesis addresses, and basic biology as it relates to the thesis area.

Courses

All courses are offered in Michael J. O'Connell Center, Lincoln Park Campus (1036 W. Belden Avenue).

ADVANCED UNDERGRADUATE COURSES

300 Psychobiology. Fundamental concepts of the structure and function of the nervous and endocrine systems, and their interplay with genetics, nutrition and the external environment in the expression of overt behavior. Lecture-only (4).

311 Histology. Microscopic study of vertebrate tissues and organs. Lecture-Laboratory (4). Laboratory Fee $20.00.

315 Ecology. Study of organismal interactions and responses of individuals, populations and natural communities to their external environment. Lecture Only (4) or Lecture-Laboratory (4). Laboratory Fee $20.00.

330 Developmental Biology. Developmental phenomena of animals including gametogenesis, fertilization, cleavage, organogenesis, metamorphosis and regeneration. Lecture-Laboratory (4). Laboratory Fee $20.00.

335 Concepts in Evolution. Study of continuity, change, and diversity in the animal kingdom. Lecture Only (4).

350 Animal Adaptations. An introduction to the ecological concept of adaptation. Adaptation is defined and illustrated using specific animal examples. Discussion will focus on how these specializations in structure and function equip the animal for survival. Lecture Only (4).

GRADUATE COURSES

400 Discussions of Selected Topics in Biology. (2).

401 Independent Study. Experimental and/or library study of selected topics in the life sciences. A-Cell Biology, B-Immunobiology, C-Developmental Biology, D-Physiology, E-Endocrinology, F-Genetics, G-Structural Biology, H-Ecology. Offered in the Autumn, Winter, Spring and Summer quarters (2 or 4). Laboratory Fee $15.00 per credit hour.

405 Biometry. The design and analysis of experiments in the Biological Sciences, and presentation by the student of analyses of published and/or unpublished data. Laboratory will consist of computer assisted data reduction (4). Laboratory Fee $25.00.

Advanced Endocrinology. Analysis of structure and biochemistry, and cell function in hard tissues of invertebrate and vertebrate organisms as these are influenced by hormonal factors (4).

Hormonal Regulation of Mineral Metabolism. Analysis of the regulation of structure, function, and biochemistry of hard tissues and of calcium metabolism. Lecture-Seminar (4) (Prerequisite: Biology 386 or equivalent).

Phycology. Introduction to algae with emphasis on freshwater forms: taxonomy, morphology, ultrastructure, physiology, life histories. Lecture Laboratory (4). Laboratory Fee $25.00.

Aquatic Biology. The study of physical, chemical, and biological phenomena in freshwater environments. Lecture-Laboratory (4). Laboratory Fee $25.00.


Neurobiology. Introduction to the structure and function of vertebrate and invertebrate nervous systems. Lecture (4).

Problems in Cell Biology. Analysis of basic contemporary problems in cellular morphology and physiology with emphasis on the regulation of cellular processes involving interactions of organelles. Seminar (4).

Advanced Comparative Physiology. Comparative and environmental approach to the function and regulation of vertebrate organ systems. Selected topics in comparative physiology will be addressed using a lecture/discussion/seminar format (4).

Molecular Biology. Study of biology at the molecular level, focusing on the regulation of gene expression and the principles of genetic engineering. Lecture-Laboratory (4). Laboratory Fee $25.00.

Topics in Molecular Biology. Discussion and seminars in selected areas.

Developmental Toxicology. The toxic effects of exogenous chemicals, especially on the developing mammalian organism including the human. Laboratory project in experimental teratology. Lecture-Laboratory (4). Laboratory Fee $25.00.

Immunobiology. Basic factors governing immune phenomena and antigen antibody reactions. Lecture-Laboratory (4). Laboratory Fee $25.00.


Special Topics. Occasional courses offered at the graduate level. See schedule for current offerings. (2 or 4) (Prerequisite: Graduate Standing).

Introduction to Graduate Study. A presentation of the faculty and facilities. Experience with various research and teaching laboratory methods in Biology. Consideration of such topics as laboratory safety, handling of radioactive chemicals, instrument and equipment use, living organisms, library and computer use, etc. Required of all graduate students. (2) Autumn quarter only.

Research

Research. Experimental work in selected areas of biology. These studies do not necessarily relate to a thesis or dissertation. Autumn, Winter, Spring, Summer. Laboratory (2,4) Laboratory Fee $15.00 per credit hour. (Prerequisite: Approval of the Department).
498  **Research for Master's Thesis.** Original study of a specific biological problem leading to a thesis. Autumn, Winter, Spring, Summer. Laboratory (2,4). Laboratory Fee $15.00 per credit hour. *(Prerequisite: Approval of the Department.)*

500  **Seminar.** Presentation, throughout the academic year, of their research by practicing scientists from a variety of institutions. Required of first year graduate students. *(0)*

501  **Seminar Continuation.** Presentation, throughout the academic year, of their research by practicing scientists from a variety of institutions. Required of second year graduate students. *(0)*
FACULTY
Avrom A. Blumberg, Ph.D., Professor and Chair ................................... Yale University
Sharif U. Ahmed, Ph.D., Assistant Professor .................................................. Auburn University
Juris A. Anysas, Ph.D., Associate Professor ..................................................... Illinois Institute of Technology
Fred W. Breitbeil, III, Ph.D., Professor ............................................................. University of Cincinnati
Sanat K. Dhar, Ph.D., Professor ................................................................. Wayne State University
Sara Steck Mellord, Ph.D., Associate Professor ................................................ Northwestern University
Edwin F. Meyer, Ph.D., Professor ................................................................. Northwestern University
Thomas J. Murphy, Ph.D., Professor ............................................................... Iowa State University
Robert L. Novak, Ph.D., Associate Professor (Joint Appointment with Biological Sciences) ................................................................. University of Delaware
William R. Pusterczyk, Ph.D., Professor Emeritus ........................................ Loyola University, Stritch School of Medicine
Franklin S. Prout, Ph.D., Professor Emeritus .................................................. Vanderbilt University

PURPOSE
The degree of Master of Science in Chemistry is designed to prepare students for advanced work in the profession of Chemistry or Biochemistry and for further graduate study.

MASTER OF SCIENCE CHEMISTRY

ADMISSION REQUIREMENTS
For full admission, students must have the following:
Bachelor's degree: Chemistry or equivalent.
Calculus: one year.
Physics, with laboratory: one year.
General Chemistry: one year.
Quantitative Analysis: one year, including one course in instrumental analysis.
Organic Chemistry: one year, including spectral analysis.
Inorganic Chemistry: one upper-level course.
Physical Chemistry: one year.

DEGREE REQUIREMENTS
Chemistry: Thesis Courses: a minimum of 44 quarter hours, including:
CHE 422, 424 Advanced Inorganic Chemistry I, II
CHE 430 or 432 or 434 Polymer Synthesis or Physical Chemistry of Polymers or Polymer Characterization
CHE 450, 452 Advanced Organic Chemistry I, II
CHE 470, 472 Advanced Physical Chemistry I, II
CHE 490 Statistical Analysis of Data

Twelve quarter hours of research credit.
Satisfactory thesis.
Oral examination: in two parts: The first part is the thesis presentation and defense; the second part, an oral examination concerning the candidate's general knowledge of chemistry.

**Chemistry: Non-Thesis**

Courses: a minimum of 44 quarter hours, including:
- CHE 422, 424 Advanced Inorganic Chemistry I, II
- CHE 430, 432 or 434 Polymer Synthesis or Physical Chemistry of Polymers or Polymer Characterization.
- CHE 450, 452 Advanced Organic Chemistry I, II
- CHE 470, 472 Advanced Physical Chemistry I, II
- CHE 480 Special Topics in Analytical Chemistry
- CHE 490 Statistical Analysis of Data

Two elective courses.

**Biochemistry: Thesis**

Courses: a minimum of 44 quarter hours, including:
- CHE 340, 342, 440 Biochemistry I, II, III
- CHE 341 Experimental Biochemistry I

One set of two courses from:
- CHE 422, 424 Advanced Inorganic Chemistry I, II
- CHE 450, 452 Advanced Organic Chemistry I, II
- CHE 470, 472 Advanced Physical Chemistry I, II

Two elective courses (eight quarter hours). Fourteen quarter hours of research credit.

Satisfactory thesis

Oral examination: in two parts. The first part is the thesis presentation and defense; the second part, an oral examination concerning the candidate's general knowledge of chemistry.

**Coatings Technology: Nonthesis**

This program, which has been set up with the cooperation of the Chicago Society for Coatings Technology, is designed to provide students with the skills necessary for work in research and development in the coatings field. Since coatings systems are complex combinations of polymers, pigments and other chemicals, the course of study involves most branches of chemistry including organic, polymer, physical, inorganic, and analytical chemistry. Courses: a minimum of 44 quarter hours, including any five from this set of six (substitutions, with other 300 or 400 level chemistry courses, may be made with permission of chair):

- CHE 422, 424 Advanced Inorganic Chemistry I, II
- CHE 450, 452 Advanced Organic Chemistry I, II
- CHE 470, 472 Advanced Physical Chemistry I, II

and all of the following:
- CHE 430 Polymer Synthesis
- CHE 432 Physical Chemistry of Polymers
- CHE 434 Polymer Characterization
- CHE 460 Coatings Technology I
- CHE 461 Coatings Technology Laboratory I
- CHE 462 Coatings Technology II
- CHE 463 Coatings Technology Laboratory II.
Chemistry as a Minor Field

Six quarters of chemistry and three quarters each of physics and calculus must be completed before a minor sequence can be started. The 200-level courses listed below can be used for graduate credit only by chemistry minors.

210  **Physical Chemistry I.** (Prerequisite: CHE 113) Offered: Autumn.

211  **Physical Chemistry II.** (Prerequisite: CHE 210) Offered: Winter.

215  **Physical Chemistry III.** (Prerequisite: CHE 211) Offered: Spring.

261  **Instrumental Analysis.** (Prerequisite: CHE 215) Offered: Winter.

265  **Air Chemistry.** (Prerequisite: CHE 127 or 147) Offered: Spring of even-numbered years.

267  **Water Chemistry.** (Prerequisite: CHE 127 or 147) Offered: Autumn quarter of even-numbered years.

269  **Industrial Chemical Hazards.** (Prerequisite: CHE 127 or 147 and CHE 125 or 175) Offered: Spring of odd-numbered years.

Courses

All of the following courses are held in the Michael J. O'Connell Center, 1036 West Belden Avenue or the Arthur J. Schmitt Academic Center on the Lincoln Park Campus. Courses with laboratory are odd numbered. All courses carry four quarter hours of credit unless otherwise noted.

ADVANCED UNDERGRADUATE COURSES:

312  **Quantum Chemistry.** (Prerequisite: CHE 211) Offered: Spring.

321  **Intermediate inorganic Chemistry.** (Prerequisite: CHE 123 or 175; 210 or consent; and 312 strongly recommended) Offered: Autumn.

325  **Solid Waste Chemistry.** (Prerequisite: CHE 210) Offered: Spring of odd-numbered years.

340  **Biochemistry I.** (Prerequisite: CHE 125 or 175) Offered: Autumn of odd-numbered years.

341  **Experimental Biochemistry I.** (Corequisite: CHE 340) Offered: Autumn of odd-numbered years (2).

342  **Biochemistry II.** (Prerequisite: CHE 340) Offered: Winter of even-numbered years.

343  **Experimental Biochemistry II.** (Prerequisite: CHE 341; 261 or consent) Offered: By Arrangement (2).

356  **Spectral Interpretation.** (Prerequisite: CHE 125 or 175; 261 or consent) Offered: Spring.

374  **Selected Topics in Physical Chemistry.** (Prerequisite: Permission of instructor) Offered by arrangement. This course may be repeated for credit if topic is different (2). This course may be any topic in the field of polymers, transport phenomena, etc.
Advanced Chemical Techniques. [Prerequisite: Permission of Chairman.] This is a laboratory course which may be in the fields of analytical, biochemistry, inorganic, organic, physical, or polymer chemistry. This course may be repeated for credit if topic is different. (2) Offered: By arrangement.

Independent Study.

GRADUATE COURSES

Advanced Inorganic Chemistry I. [Prerequisites: CHE 312 and 321 or consent of instructor.] Offered: Winter of even-numbered years.

Advanced Inorganic Chemistry II. [Prerequisite: CHE 422.] Offered: Spring of even-numbered years.

Bioinorganic Chemistry. [Prerequisite: CHE 422.] Offered: By arrangement.

Polymer Synthesis. [Prerequisite: CHE 175 or 125 or equivalent.] Offered: Spring 1992, 1994.


Biochemistry III. [Prerequisite: CHE 342.] Offered: Spring of even-numbered years.

Advanced Organic Chemistry I. [Prerequisites: CHE 175 and 210.] Offered: Autumn.

Advanced Organic Chemistry II. [Prerequisite: CHE 450.] Offered: Winter.

Coatings Technology I. [Prerequisite: CHE 175 or 125 and 215 or equivalent.] Offered: Spring 1991, 1993.

Coatings Technology Laboratory I. [Prerequisite: CHE 175 or 125, and 215, or equivalents.] Offered: Every year (2 quarter hours).

Coatings Technology II. [Prerequisite: CHE 175 or 125; 215 or equivalent; and CHE 430, or permission of instructor.] Offered: Fall 1991, 1993.

Coatings Technology Laboratory II. [Prerequisite: CHE 175 or 125 and 215 or equivalent.] Offered: Every year (2 quarter hours).

Advanced Physical Chemistry I. Thermodynamics. [Prerequisite: CHE 215.] Offered: Autumn of even-numbered years.

Advanced Physical Chemistry II. Kinetics. [Prerequisite: CHE 215.] Offered: Winter of odd-numbered years.

Advanced Topic in Physical Chemistry. [Prerequisite: Permission of Chairman.] By arrangement. This course may be repeated for credit if the topic is different.

Special Topic in Analytical Chemistry. [Prerequisite: CHE 261.] This course may be any topic related to chemical analysis, such as mass spectroscopy, electrochemical analysis, principles of chromatography, polymer properties, coatings, sampling methods, design of experiments, etc. This course may be repeated if the topics are different. By arrangement.

Statistical Analysis of Data. [Prerequisite: ability to program in BASIC.] Offered: Spring of odd-numbered years.

Research. [Prerequisite: Permission of Advisor.] Students doing laboratory research must register for this course. This course may be repeated for credit. Offered every quarter, variable credit (1-4 quarter hours).

Independent Study. Variable credit. [Prerequisite: Permission of Chairman.] Offered by arrangement. This course may be repeated for credit.
Computer Science

FACULTY

Helmut Epp, Ph.D., Associate Professor and Chair  Northwestern University
L. Edward Allemand, Ph.D., Professor  University of Louvain
Gary Andrus, Ph.D., Associate Professor  Wayne State University
Ronald Benjamin, M.S., Adjunct Associate Professor  DePaul University
Gregory Brewster, M.S., Lecturer  University of Wisconsin
Walter Cabot, Ph.D., Associate Professor  Illinois Institute of Technology
Sussy S. Chan, Ph.D., Associate Professor  Syracuse University
Olivia Chang, Ph.D., Assistant Professor  Northwestern University
Hion-Wing Cheng, M.S., Instructor  Chinese University of Hong Kong
J-Ping Chu, Ph.D., Associate Professor  S.U.N.Y. at Stony Brook
Peter Chu, Ph.D., Assistant Professor  McGill University
Lawrence Dribin, Ph.D., Lecturer  Illinois Institute of Technology
Br. Michael Driscoll, M.S., Instructor  Notre Dame University
Clark Elliott, M.S., Instructor  DePaul University
Richard Exon, M.B.A., Lecturer  University of Chicago
Robert James Fisher, Ph.D., Associate Professor  Harvard University
Bing Yuen Foo, Ph.D., Assistant Professor  University of Illinois, Chicago
Robert Galka, B.S., Lecturer  DePaul University
Gerald Gordon, Ph.D., Associate Professor  University of California, Berkeley
Daniel Gorski, B.B.A., Lecturer  University of Wisconsin
Henry Harr, Ph.D., Associate Professor  Illinois Institute of Technology
James Heatherly, M.B.A., Lecturer  DePaul University
James Janossy, M.S., Instructor  California State University
Richard Johnsonbaugh, Ph.D., Professor  University of Oregon
Steve Jost, Ph.D., Assistant Professor  Northwestern University
Martin Kalin, Ph.D., Associate Professor  Northwestern University
George Knall, Ph.D., Professor  Northwestern University
Walen Krueger, Ph.D., Associate Professor  University of Wisconsin
Glenn Lancaster, Ph.D., Associate Professor  University of California, Irvine
Mira Latoszek, M.S., Instructor  DePaul University
Kam-Chun Le, Ph.D., Lecturer  University of Nice
Peter Logothetis, M.B.A., Lecturer  DePaul University
Edward Manzo, B.D., Lecturer  State University, New York
David Miller, Ph.D., Associate Professor  University of Chicago
Thomas J. Muscariello, M.S., Instructor  DePaul University
Rosalee Nerheim, Ph.D., Assistant Professor  Indiana University
David Nordstrom, Ph.D., Assistant Professor  University of California, Berkeley
Richard Orth, M.S., Lecturer  DePaul University
Girish Patkik, B.E., Lecturer  Gujarat University, India
Jessie Pinkham, Ph.D., Assistant Professor  Harvard University
Edward Pudlo, M.S., Instructor  DePaul University
Stephen Samuels, M.A., Lecturer  DePaul University
Thomas Sheridan, M.S., Lecturer  University of Pittsburgh
Conrad Weissert, B.A., Lecturer  George Washington University
Charlie Wilcox, B.A., Lecturer  Southern Illinois University
Jacek Wikszcz, Ph.D., Assistant Professor  Warsaw University
PURPOSE
The Department of Computer Science and Information Systems offers graduate level professional training in these areas: information systems, artificial intelligence, computer science, data communications, telecommunication systems, data analysis, telecommunications management, software engineering, and management information systems. Students choose from a broad collection of courses to develop, in depth, the research habits and practical skills needed for the workplace or for further academic study. The department's programs are designed to provide its graduates with the technical competence and flexibility necessary to respond to both present and future opportunities in the computing professions.

PROGRAMS
The graduate division offers degree programs in Computer Science, Information Systems, Telecommunication Systems, Management Information Systems and a non-degree program in Professional Development. All four degree programs offer advanced, comprehensive training in various computing fields; their curricula cover theoretical foundations, state-of-the-art techniques and skills, and major trends. The non-degree program in Professional Development offers flexible, intensive training for computing professionals, and can be adapted easily to fit specific interests and needs. For more information, students should contact the Institute for Professional Development at (312) 362-6282.

MASTER OF SCIENCE: COMPUTER SCIENCE
The masters degree program consists of three phases:
- Prerequisite Phase
- Core Knowledge Phase
- Advanced Phase

The Prerequisite Phase guarantees that all students have a common background. The Core Knowledge Phase prepares students for their chosen concentration. In the Advanced Phase, students specialize in their concentration area. The concentration requirements are tailored to meet individual student needs. The student must pass an examination to move from one phase to another.

PREREQUISITE PHASE—COMPUTER SCIENCE
All applicants who satisfy general graduate college admission requirements initially receive conditional admittance and may then pursue either a degree program or the Professional Development program. For full admission to a degree program, students must have the following:
- Bachelor's degree (not necessarily in computer science).
- Counselling session with a graduate counselor.
- A grade of "B-" or better in each prerequisite phase course.
- A course in assembly language (with a grade of "B-" or better) or equivalent work experience.

PREREQUISITE PHASE COURSE REQUIREMENTS
The following courses are required as part of the Prerequisite Phase. Those students with extensive coursework and/or experience in the computer science field may take an equivalency exam, the Graduate Assessment Exam (GAE), for the courses listed under Graduate Assessment Prerequisites. The exam is offered at the beginning of each quarter. Applications for the exam must be received at least two weeks before the exam. A late fee will be charged for applications after this date. Exam dates, application forms and a detailed study guide are available from the department (phone 312/362-8381). For more information on this exam, contact a graduate advisor.
GRADUATE ASSESSMENT PREREQUISITES

Programming skills in two languages. A knowledge of two high-level programming languages is required. At least one must be chosen from C, PASCAL or PL/I. The other language must be selected from ADA, C, COBOL, FORTRAN 77, PASCAL or PL/I. (Note that a reading knowledge of C will be assumed in many graduate courses.) Suggested courses are:

- CSC 203 COBOL Programming
- CSC 205 FORTRAN
- CSC 210 PL/I Programming
- CSC 215 Introduction to Programming Using C
- CSC 220 Programming in PASCAL
- CSC 225 C Language for Programmers
- CSC 230 Programming in ADA

Principles of Computer Science. Suggested courses are either the undergraduate two quarter sequence:

- CSC 310-311 Computer Science I-II (Prerequisite: CSC 215)
  or a one quarter equivalent restricted to graduate students with programming experience:
- CSC 410 Principles of Computer Science (Prerequisite: CSC 225.)

File structures and file processing. A suggested course is:

- CSC 342 File Processing and Data Management (Prerequisite: CSC 311 or CSC 410.)

Discrete Mathematics. A suggested course is:

- MAT 140 Discrete Mathematics

OTHER PREREQUISITES

The following competencies are required as part of the Prerequisite Phase. Equivalency exams are not offered for the following courses. Students with related coursework and/or experience in these areas should consult with a graduate advisor.

Assembly language. Either documented work experience in an assembly language or documented course work in assembly language programming (with a grade of "B-" or better) will be accepted as fulfilling this requirement. Only one course is required. (Note: Assembly Language is not required for students choosing the Data Analysis concentration.) Suggested courses are:

- CSC 312 Assembly Language and Machine Organization
  OR
- CSC 344 IBM Assembly Language

Quantitative Methods. The quantitative methods requirements are met by taking courses equivalent to the following:

- MAT 145 Calculus (or MAT 150-151)
- CSC 323 Introduction to Data Analysis

DEGREE REQUIREMENTS

CORE KNOWLEDGE PHASE—COMPUTER SCIENCE

Successful completion of the Core Knowledge Phase in Computer Science consists of:
• Completion of Core Knowledge Phase Courses
• Passing the Core Knowledge Examination

Conditionally admitted students will receive credit for at most three graduate courses completed prior to successful completion of the Prerequisite Phase.

The Core Knowledge Phase courses for Artificial Intelligence, Standard Computer Science, and Data Communication are:

**CSC 420** Discrete Structures  
**CSC 442** Data Structures  
**CSC 445** Computer Architecture  
**CSC 446** Operating Systems  
**CSC 491** Design and Analysis of Algorithms

The Core Knowledge Phase courses for Data Analysis are:

**CSC 420** Discrete Structures  
**CSC 423** Data Analysis and Regression  
**CSC 442** Data Structures  
**CSC 446** Operating Systems  
**CSC 449** Database Technologies

**Passing the Core Knowledge Examination.** The examination covers the subject matter of the Core Knowledge Phase courses required for the student's chosen concentration. Students take this examination as soon as they successfully complete their Core Knowledge Phase course requirements. The exam is offered in the Autumn and Spring quarters. Students are allowed at most two attempts at this examination. Two failures result in dismissal from the graduate program. Call the department at (312) 362-8381 for further details on this examination.

Deadline: The student must submit a written application three months before taking the Core Knowledge Phase examination.

**ADVANCED PHASE—COMPUTER SCIENCE**

Students must fulfill the course requirements of their concentration. Consult the Advanced Phase Courses section below for details. Waiver of some of these courses is possible in individual cases but requires approval by the Director of Graduate Studies.

Conditionally admitted students receive credit for Advanced Phase courses only after successful completion of the Prerequisite Phase. Fully admitted students will receive credit for at most three courses completed prior to passing the Core Knowledge Phase examination.

**Minimal Course Requirement**

Students must complete 13 courses (52 hours) beyond the Prerequisite Phase and after receiving full degree-seeking admission.

**Advanced Phase Course Requirements**

Students must complete the Advanced Phase courses required for their chosen concentration. The course requirements by concentration are:
Artificial Intelligence Concentration

CSC 480 Artificial intelligence
CSC 580 Artificial Intelligence Programming
CSC 583 Knowledge Representation
CSC 696 Master’s Project

Two of the following:

CSC 481 Pattern Recognition and Machine Perception
CSC 581 Knowledge-based Systems
CSC 582 Robotics
CSC 583 Natural Language Understanding
CSC 584 Computer Vision
CSC 586 Advanced Artificial Intelligence Programming
CSC 587 Cognitive Psychology with Computer Applications

Two elective courses (see the Elective Course Restrictions Section below).

Standard Computer Science Concentration

Concentration Four of the following courses including at least one 500 level course:

CSC 432 Computer and Information Systems Modeling
CSC 447 Concepts of Programming Languages
CSC 448 Compiler Design
CSC 463 Software Engineering
CSC 469 Introduction to Computer Graphics
CSC 470 Three-Dimensional Graphics
CSC 480 Artificial Intelligence
CSC 490 Theory of Computation
CSC 493 Formal Grammars and Automata Theory
CSC 495 Logic Design and Switching Theory
CSC 520 Advanced Discrete Structures
CSC 535 Formal Semantics of Programming Languages
CSC 545 Advanced Computer Organization
CSC 546 Operating Systems Design
CSC 548 Advanced Compiler Design
CSC 591 Advanced Topics in Algorithms
CSC 696 Master’s Project
CSC 698 Master’s Thesis

Four elective courses (see the Elective Course Restriction Section below).

Data Communications Concentration

Four of the following including at least one 500 level course:

CSC 432 Computer and Information Systems Modeling
CSC 462 Data Communications
CSC 463 Computer Networks
CSC 489 Queueing Theory with Computer Applications
CSC 561 Distributed Processing
CSC 562 Computer Communications Network Design and Analysis
CSC 563 Protocols and Techniques for Data Networks
CSC 564 Local Area Networks
CSC 696 Master's Project
CSC 698 Master's Thesis

Four elective courses (see the Elective Course Restrictions Section below).

Data Analysis Concentration

Two of the following:

CSC 451 Database Design
CSC 459 File Management and Organization
CSC 462 Data Communications
CSC 465 Software Engineering I
CSC 466 Software Engineering II
CSC 469 Introduction to Computer Graphics
CSC 474 Decision Support Systems
CSC 480 Artificial Intelligence
CSC 491 Design and Analysis of Algorithms
CSC 549 Advanced Database Technologies

Two of the following:

CSC 424 Advanced Data Analysis
CSC 432 Computer and Information Systems Modeling
CSC 467 Software Reliability
CSC 468 Software Measurement
CSC 481 Pattern Recognition and Machine Perception
CSC 489 Queuing Theory with Computer Applications
CSC 498 Digital Signal Processing
CSC 584 Computer Vision
CSC 598 Topics in Data Analysis
ECO 512 Applied Time Series and Forecasting

One course from either of the above listings or

CSC 590 Research Seminar or
CSC 696 Master's Project.

Three elective courses

Personalized Concentration

Students with superior results on the Core Knowledge Phase examination for one of the above concentrations may be allowed to personalize their Advanced Phase requirements. After planning their personalized concentration with their advisor, they must submit the plan to the Director of Graduate Studies for approval. Permission for the personalized concentration must be obtained prior to completion of most of the concentration courses.
Elective Course Restrictions

Elective courses are those Computer Science courses in the 400-599 range. Credit will be given for courses taken at other institutions only if they are approved by the Associate Dean of the College of Liberal Arts and Sciences (consult the appropriate section on the transfer credit policies of the College) and the Director of Graduate Studies. An application can be obtained from the department.

Courses suggested for the Prerequisite Phase never count for elective credit. (This includes 500 level GSB courses.) Courses required for the Core Knowledge Phase only count for elective credit if they are not required for the student's own concentration.

Any course required for the student's concentration but taken as part of the requirements of another degree earned by the student may be waived but cannot be used for elective credit. Conditionally admitted students may not receive elective credit for courses taken prior to passing the Graduate Assessment Examination. Fully admitted students will receive elective credit for courses taken before passing the Core Knowledge Examination only if the total number of advanced courses taken does not exceed three.

Grade Requirements

Fully admitted students must maintain an average of at least 2.50 (out of a maximum of 4.00). Students who do not maintain this average are dismissed from the program. The department will notify such students as soon as possible. However, students who take courses after their average falls below 2.50 but before departmental notification will not receive any special tuition refunds.

In order to graduate, students must have an overall grade point average no less than 2.50 (out of a maximum of 4.00).

Incomplete grades are only given if the course instructor considers them justified and if the student obtains the departmental chairman's permission. The departmental secretary will provide the appropriate permission form. Incompletes must be completed within one quarter or else they may change to grades of F.

MASTER OF SCIENCE INFORMATION SYSTEMS

The masters degree program consists of three phases:

• Prerequisite Phase
• Core Knowledge Phase
• Advanced Phase

The Prerequisite Phase guarantees that all students have a common background. The Core Knowledge Phase prepares student for their chosen concentration. In the Advanced Phase, students specialize in their concentration area. The concentration requirements are tailored to meet individual student needs. The student must pass an examination to move from one phase to another.

PREREQUISITE PHASE – INFORMATION SYSTEMS

All applicants who satisfy general graduate college admission requirements initially receive conditional admittance and may then pursue a degree program.

For full admission to a degree program, students must have the following:

• Bachelor's degree (not necessarily in computer science)
• Counseling session with a graduate counselor
• A grade of “B-” or better in the Prerequisite Phase courses.
• A course in systems analysis (with a grade of “B-” or better) or equivalent work experience.
PREREQUISITE PHASE COURSE REQUIREMENTS

The following courses are required as part of the Prerequisite Phase. Those students with extensive coursework and/or experience in the computer science field may take an equivalency exam, the Graduate Assessment Exam (GAE), for the courses listed below.

The exam is offered at the beginning of each quarter. Applications for the exam must be received at least two weeks before the exam. A late fee will be charged for applications after this date. Exam dates, application forms and a detailed study guide are available from the department (phone 312/362-8381). For more information on this exam, contact a graduate advisor.

GRADUATE ASSESSMENT PREREQUISITES

Programming skills in two languages. A knowledge of two high-level computer languages is required. At least one must be chosen from C, PASCAL or PL/I. Students who choose the Standard Information Systems concentration must qualify in COBOL. Students who choose the Software Engineering concentration must qualify in Ada. (Note that a reading knowledge of C will be assumed in many graduate courses.)

Suggested courses are:

- **CSC 203** COBOL Programming
- **CSC 210** PL/I Programming
- **CSC 215** Introduction to Structured Programming Using C
- **CSC 220** Programming in PASCAL
- **CSC 225** C Language for Programmers
- **CSC 230** Programming in ADA

Principles of Computer Science. Suggested courses are either the undergraduate two quarter sequence:

- **CSC 310-311** Principles of Computer Science I-II or a one quarter equivalent restricted to graduate students with programming experience.
- **CSC 410** Principles of Computer Science (Prerequisite: CSC 225)

File structures and file processing. (Required for the Standard Information Systems concentration only) A suggested course is:

- **CSC 204** Advanced Topics in COBOL (prerequisite CSC 203)

Discrete Mathematics. A suggested course is:

- **MAT 140** Discrete Mathematics

OTHER PREREQUISITES

The following competencies are required as part of the Prerequisite Phase. Equivalency exams are not offered for the following courses. Students with related coursework and/or experience in these areas should consult with a graduate advisor.

Systems Analysis. Required for the Standard Information Systems concentration only:

- **CSC 375** Information Systems Analysis and Design

Quantitative Methods. The quantitative methods requirements are met by having taken courses equivalent to the following:

- **MAT 145** Calculus (or MAT 150-151)
- **CSC 323** Introduction to Data Analysis
CSC

Accounting. (Required for the Standard Information Systems concentration only) A suggested course is:

GSB 504 Financial Accounting (or both ACC 101 and ACC 103)

Software Development. Students who choose the Software Engineering concentration must have 2 years of documented work experience in the development of large-scale software systems. One year of experience is sufficient to gain full admission to the graduate program, however, students will not be allowed to take the Core Knowledge examination until they have documented a full 2 years of experience.

DEGREE REQUIREMENTS:
The requirements for the Core Knowledge and Advanced Phases are presented below:

CORE KNOWLEDGE PHASE—INFORMATION SYSTEMS

Successful completion of the Core Knowledge Phase in Information Systems consists of:

• Completion of Core Knowledge Phase Courses
• Core Knowledge Phase courses

Conditionally admitted students will receive credit for at most three graduate courses prior to successful completion of the Prerequisite Phase.

Students complete the following Core Knowledge Phase course requirements for the Standard Information Systems concentration:

CSC 442 Data Structures
CSC 446 Operating Systems
CSC 449 Database Technologies
CSC 459 File Management and Organization
CSC 475 Information Systems Analysis & Design

Students complete the following Core Knowledge Phase course requirements for the Software Engineering concentration:

CSC 420 Discrete Structures
CSC 423 Data Analysis and Regression
CSC 442 Data Structures
CSC 465 Software Engineering I
CSC 466 Software Engineering II

Passing the Core Knowledge Examination

The examination covers the subject matter of the Core Knowledge Phase courses required for the Information Systems degree. Students take this examination as soon as they successfully complete their Core Knowledge Phase course requirements. The exam is offered in the Autumn and Spring quarters.

Students are allowed at most two attempts at this examination. Two failures result in dismissal from the graduate program. Call the department at (312) 362-8381 for further details on this examination.

Deadline: The student must submit a written application three months before taking the Core Knowledge Phase examination.
ADVANCED PHASE—INFORMATION SYSTEMS

Students must fulfill the course requirements of their concentration. Consult the Advanced Phase Courses section below for details. Waiver of some of these courses is possible in individual cases but requires the approval of the student's advisor.

Conditionally admitted students receive credit for Advanced Phase courses only after successful completion of the Prerequisite Phase. Fully admitted students will receive credit for at most three courses completed prior to passing the Core Knowledge Phase examination.

Minimal Course Requirement

Students must complete at least 13 courses (52 hours) beyond the Prerequisite Phase after having received full degree-seeking admission.

Advanced Phase Course Requirements

Students must complete the Advanced Phase courses required for their chosen concentration. The course requirements by concentration are listed below.

Information System Concentration:

Two of the following:
- CSC 423 Data Analysis and Regression
- CSC 432 Computer and Information Systems Modeling
- CSC 457 Software Reliability
- CSC 468 Software Measurement

Three of the following including at least one at the 500 level, but not if applied above.
- CSC 432 Computer and Information Systems Modeling
- CSC 445 Computer Architecture
- CSC 450 Office Systems
- CSC 451 Database Design
- CSC 452 Database Programming
- CSC 461 Basic Communication Systems
- CSC 464 Telephone Systems
- CSC 465 Software Engineering
- CSC 466 Software Engineering II
- CSC 467 Software Reliability
- CSC 468 Software Measurement
- CSC 469 Introduction to Computer Graphics
- CSC 473 Information Systems for Management
- CSC 474 Decision Support Systems
- CSC 477 Software Management
- CSC 480 Artificial Intelligence
- CSC 483 Information Processing Management
- CSC 484 Computerized Accounting Systems
- CSC 491 Design and Analysis of Algorithms
- CSC 494 Software Methodologies
- CSC 549 Advanced Database Technologies
- CSC 571 Software Maintenance
CSC

CSC 572 Computer Security
CSC 587 Cognitive Psychology with Computer Applications
CSC 590 Research Seminar
CSC 696 Master's Project
CSC 698 Master's Thesis
SOC 415 Information Systems and Society

Three elective courses (see the Elective Course Restrictions Section below).

Software Engineering Concentration

CSC 696 Master's Project

Four of the following, including either CSC 467 or CSC 468:

CSC 424 Advanced Data Analysis
CSC 449 Database Technologies
CSC 451 Database Design
CSC 467 Software Reliability
CSC 468 Software Measurement
CSC 474 Decision Support Systems
CSC 477 Software Management
CSC 480 Artificial Intelligence
CSC 494 Software Methodologies
CSC 581 Knowledge-based Systems
CSC 587 Cognitive Psychology with Computer Applications
CSC 590 Research Seminar

Three elective courses (see Elective Course Restriction section below).

Elective Course Restrictions

Elective courses are those in the 400-599 range. Credit will be given for courses taken at other institutions only if they are approved by both the Associate Dean of the College of Liberal Arts and Sciences (consult the appropriate section on the transfer credit policies of the College) and the Director of Graduate Studies.

Courses suggested for the Prerequisite Phase never count for elective credit. (This includes 500 level GSB courses.) Courses required for the Core Knowledge Phase only count for elective credit if they are not required for the student's own concentration.

Any course required for the student's concentration but taken as part of the requirements of another degree earned by the student may be waived but cannot be used for elective credit. Conditionally admitted students may not receive elective credit for courses taken prior to passing the Graduate Assessment Examination. Fully admitted students will receive elective credit for courses taken before passing the Core Knowledge Examination only if the total number of advanced courses taken does not exceed three.

Grade Requirements

Fully admitted students must maintain an average of at least 2.50 (out of a maximum of 4.00). Students who do not maintain this average are dismissed from the program. The department will notify such students as soon as possible. However, students who take courses after their average falls below 2.50 but before departmental notification will not receive any special tuition refunds.
In order to graduate, students must have an overall grade point average no less than 2.50 (out of a maximum of 4.00).

Incomplete grades are only given if the course instructor considers them justified and if the student obtains the departmental chairman's permission. The departmental secretary will provide the appropriate permission form. Incompletes must be completed within one quarter or else they may change to grades of F.

MASTER OF SCIENCE TELECOMMUNICATION SYSTEMS

The masters degree program consists of three phases:

- Prerequisite Phase
- Core Knowledge Phase
- Advanced Phase

The Prerequisite Phase assures that all students have the proper background to enter the degree program. The Core Knowledge Phase provides the fundamentals of computer and communication systems. In the Advanced Phase, students delve more deeply into the theories and techniques of communications systems and to pursue elective interests. The student must pass an examination to move from one phase to another.

PREREQUISITE PHASE–TELECOMMUNICATION SYSTEMS

All applicants who satisfy the graduate college admission requirements initially receive conditional admittance and may then pursue a degree program.

For full admission to a degree program, students must have the following:

- A Bachelor's degree (not necessarily in computer science)
- Counselling session with a graduate counselor
- A grade of "B-" or better in the Prerequisite Phase courses

PREREQUISITE PHASE COURSE REQUIREMENTS

The following courses are required as part of the Prerequisite Phase. Those students with extensive coursework and/or experience in the computer science field may take an equivalency exam, the Graduate Assessment Exam (GAE), for the courses listed below. The GAE is offered at the beginning of each quarter.

The exam is offered at the beginning of each quarter. Applications for the exam must be received at least two weeks before the exam. A late fee will be charged for applications after this date. Exam dates, application forms and a detailed study guide are available from the department (phone 312/362-8381). For more information on this exam, contact a graduate advisor.

GRADUATE ASSESSMENT PREREQUISITES

Programming skills in one high-level language. (Note that a reading knowledge of C will be assumed in many graduate courses). Suggested courses are:

- CSC 210 PUI Programming
- CSC 215 Introduction to Structured Programming Using C
- CSC 220 Programming in PASCAL
- CSC 225 C Language for Programmers
- CSC 230 Programming in ADA
CSC

Principles of Computer Science. (Required for the Computer Science concentration only.)
Suggested courses are either the undergraduate two quarter sequence:
CSC 310-311 Computer Science I-II
or a one quarter equivalent restricted to graduate students with programming experience:
CSC 410 Principles of Computer Science
A detailed study guide for the Graduate Assessment Examination and further information is available from the department (phone 312/362-8381).

OTHER PREREQUISITES
The following competencies are required as part of the Prerequisite Phase. Equivalency exams are not offered for the following courses. Students with related coursework and/or experience in these areas should consult with a graduate advisor.

Physics

PHY 405 Physical Principles of Communication Systems

Quantitative Methods

MAT 145 Calculus for Information Systems
CSC 323 Introduction to Data Analysis

DEGREE REQUIREMENTS:
The requirements for the Core Knowledge and Advanced Phases are presented below:

CORE KNOWLEDGE PHASE—TELECOMMUNICATION SYSTEMS
Successful completion of the Core Knowledge Phase consists of:
• Completion of Core Knowledge Phase Courses
• Core Knowledge Phase courses
Conditionally admitted students will receive at most three graduate courses completed prior to successful completion of the Prerequisite Phase.
Students complete the following Core Knowledge Phase course requirements for the Computer Science concentration:

CSC 445 Computer Architecture
CSC 446 Operating Systems
CSC 461 Basic Communication Systems
CSC 462 Data Communications
CSC 464 Telephone Systems
CSC 567 Telecommunication Systems Design and Management

Students complete the following Core Knowledge Phase course requirements for the Standard Telecommunications concentration:

CSC 411 Computers in Telecommunication
CSC 461 Basic Communication Systems
CSC 462 Data Communications
CSC 463 Computer Networks and Data Systems
CSC 464 Telephone Systems

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Passing the Core Knowledge Examination

The examination covers the subject matter of the Core Knowledge Phase courses required for the Telecommunication Systems degree. Students take this examination as soon as they successfully complete their Core Knowledge Phase course requirements. The exam is offered in the Autumn and Spring quarters.

Students are allowed at most two attempts at this examination. Two failures result in dismissal from the graduate program. Call the department at (312) 362-8381 for further details on this examination.

Deadline: The student must submit a written application three months before taking the Core Knowledge Phase examination.

ADVANCED PHASE—TELECOMMUNICATION SYSTEMS

Students must fulfill the course requirements of the Telecommunication Systems degree program. Consult the Advanced Phase Courses section below for details. Waiver of some of these courses is possible in individual cases but requires the approval of the student's advisor.

Conditionally admitted students receive credit for Advanced Phase courses only after successful completion of the Prerequisite Phase. Fully admitted students will receive credit for at most three courses completed prior to passing the Core Knowledge Phase examination.

Minimal Course Requirement

Students must complete 12-13 courses (depending upon which concentration in the Telecommunications Program is chosen) (48-52 hours) beyond the Prerequisite Phase and after receiving full-degree-seeking admission.

Advanced Phase Course Requirements

Students must complete the Advanced Phase courses required for their chosen concentration:

**Computer Science Concentration**

Four of the following:

- **CSC 432** Computer and Information Systems Modeling
- **CSC 450** Office Systems
- **CSC 463** Computer Networks
- **CSC 561** Distributed Processing
- **CSC 562** Computer-Communication Network Design and Analysis
- **CSC 563** Protocols and Techniques for Data Networks
- **CSC 564** Local Area Networks
- **CSC 565** Voice and Digital Systems
- **CSC 566** Integrated Telecommunication Systems

Three elective courses (See the Elective Course Restrictions below)

**Standard Telecommunications Concentration**

- **CSC 476** Economics of Telecommunication Systems
- **CSC 565** Voice and Digital Systems
- **CSC 566** Integrated Telecommunication Systems
- **CSC 567** Telecommunication System Design and Management
- **CSC 569** Telecommunications Regulation, Policy and Law

One of the following:

- **CSC 563** Protocols and Techniques for Data Networks
- **CSC 564** Local Area Networks
- **CSC 568** Network Management

One elective course (See the Elective Course Restrictions below)
Elective Course Restrictions

Elective courses are those in the 400-599 range. Credit will be given for courses taken at other institutions only if they are approved by both the Associate Dean of the College of Liberal Arts and Sciences (consult the appropriate section on the transfer credit policies of the College) and the Director of Graduate Studies. Courses suggested for the Prerequisite Phase never count for elective credit. Courses required for the Core Knowledge Phase only count for elective credit if they are not required for the student’s own concentration.

Any course required for the student’s concentration but taken as part of the requirements of another degree earned by the student may be waived but cannot be used for elective credit. Conditionally admitted students must not receive elective credit for courses taken prior to passing the Graduate Assessment Examination. Fully admitted students will receive elective credit for courses taken before passing the Core Knowledge Examination only if the total number of advanced courses taken does not exceed three.

Grade Requirements

Fully admitted students must maintain an average of at least 2.50 (out of a maximum of 4.00). Students who do not maintain this average are dismissed from the program. The department will notify such students as soon as possible. However, students who take courses after their average falls below 2.50 but before departmental notification will not receive any special tuition refunds.

In order to graduate, students must have an overall grade point average no less than 2.50 (out of a maximum of 4.00).

Incomplete grades are only given if the course instructor considers them justified and if the student obtains the departmental chairperson's permission. The departmental secretary will provide the appropriate permission form. Incompletes must be completed within one quarter or else they may change to grades of F.

MASTER OF SCIENCE MANAGEMENT INFORMATION SYSTEMS

The master’s degree program consists of three phases:

- Prerequisite Phase
- Core Knowledge Phase
- Advanced Phase

The prerequisite phase guarantees that all students have a common background. The Core Knowledge Phase prepares students for advanced study. In the Advanced Phase, students specialize in selected areas of management information systems.

PREREQUISITE PHASE – MANAGEMENT INFORMATION SYSTEMS

All applicants who satisfy the general admission requirements of the Graduate School of Business and the College of Liberal Arts & Sciences initially receive conditional admittance to the Management Information Systems degree program. They may then pursue the degree program but need to fulfill the following requirements to become fully admitted.
- Bachelor's degree completed.
- Satisfactory Completion of GMAT.
- Counseling session with a graduate counselor.
- A passing score on the MIS Assessment Examination or grade of "B-" or better in corresponding Prerequisite Phase courses.
- A course in assembly language or equivalent work experience.

**MIS Prerequisites**

The purpose of the Prerequisite Phase is to ensure a common background of knowledge in general business administration, software development, and quantitative methods. Successful completion of the Prerequisite Phase is required to move from the Prerequisite Phase to the Core Knowledge Phase and become fully admitted. To complete this phase, students either pass the DePaul courses listed below or they pass the corresponding written examinations. A grade of "B-" or better is required in the software development courses and MAT 140. The exam is offered at the beginning of each quarter. Applications for the exam must be received at least two weeks before the exam. A late fee will be charged for applications after this date. Exam dates, application forms and a detailed study guide are available from the department (phone 312/362-8381). For more information on this exam, contact a graduate advisor. The MIS Prerequisite Phase covers the following topics.

**General Business Administration**

- **GSB 503** Organizational Behavior: Micro Perspective
- **GSB 504** Financial Accounting
- **GSB 505** Contemporary Economic Analysis
- **GSB 507** Operations Management
- **GSB 508** Marketing Management
- **GSB 509** Legal Perspectives of Business—Fundamentals
- **GSB 510** Organizational Policy Formulation and Strategic Management
- **GSB 513** Money, Banking and Economic Activity

**Software Development**

- **CSC 203** COBOL Programming
- **CSC 204** Advanced Topics in COBOL
- **CSC 215** Introduction to Structured Programming Using C or
- **CSC 225** Programming in C
- **CSC 310-311 or 410** Principles of Computer Science

**Quantitative Methods**

- **GSB 501** Mathematical Analysis for Decision Making
- **MAT 140** Discrete Mathematics
- **CSC 323** Introduction to Data Analysis
Other Prerequisites

Students must pass one course in Assembly Language or demonstrate equivalent experience. However, this prerequisite is not considered part of the MIS Assessment Examination. Suggested courses are:

CSC 312 Assembly Language and Machine Organization OR
CSC 344 IBM Assembly Language

Degree Requirements

The requirements for the Core Knowledge and Advanced Phases are presented below. In total, students complete 13 graduate courses. At least 6 of these courses are chosen from the Computer Systems offerings and at least 6 of them from the Systems Management offerings. The remaining course is chosen from either of the two groups of courses.

CORE KNOWLEDGE PHASE—MANAGEMENT INFORMATION SYSTEMS

Successful completion of the Core Knowledge Phase consists of completion of the Core Knowledge Phase courses and passing the Core Knowledge Examination.

Core Knowledge Phase Courses.

These consist of 3 Computer Systems courses and 3 Management Information Systems courses for a total of 6 courses. Most students complete the courses listed below. However, waiver of some of these courses is possible for students with related coursework or experience. However, waivers are possible only if the permission of their advisor. Students are responsible for the content of these courses on the Core Knowledge Examination. The course requirements are:

Management Information Systems

MIS 673 Database Systems
MIS 674 Systems Analysis and Design: Concepts, Tools, and Techniques
MIS 676 Management Information Systems: Planning, Design, and Implementation
MIS 677 Information Systems Project Management

Computer Science

CSC 446 Computer Operating Systems
CSC 449 Database Technologies
CSC 459 File Management and Organization

Core Knowledge Examination

This examination covers the subject matter of the 6 Core Knowledge Phase courses listed above. Students take this examination as soon as they successfully complete their Core Knowledge Phase courses.

Students who have related coursework or experience may earn a waiver of some of these courses by passing the Core Knowledge Examination but require the permission of their advisor to attempt this. Students earn a waiver only if they pass the associated Core Knowledge Examination material in one attempt. Waived Management Information Systems courses are replaced by Management Information Systems electives. Waived Computer Science courses are replaced by Computer Science electives.
Students must pass this examination in two attempts or they will not be allowed to continue in the program. 
Deadline: Students must submit a written application three months before taking the Core Knowledge Examination.

ADVANCED PHASE—MANAGEMENT INFORMATION SYSTEMS

The Advanced Phase consists of 7 graduate level courses. Students must fulfill the course requirements in both Management Information Systems and Computer Science. Three of these courses must be selected from the Advanced Phase Management Information Systems courses and three from the Advanced Phase Computer Science courses. The seventh course must be chosen from MIS 686 Introduction to Telecommunications Management or from CSC 461 Basic Communication Systems. Waiver of some of these courses is possible in individual cases but requires the approval of the student’s advisor.

Advanced Phase Management Information Systems Courses

Students must take at least two courses from Group A and one from Group B or one from Group A and two from Group B. Waiver of these requirements is possible in individual cases but requires the permission of the student’s advisor.

Group A:

- MIS 675 Advanced Systems Techniques
- MIS 678 Problems in Systems Design
- MIS 689 Decision Support Systems and Expert Systems

Group B:

- MIS 683 Information Processing Management
- MIS 684 Computers in Society
- MIS 685 Security, Accuracy, and Privacy in Computer Systems

Students who have extra Management Information Systems electives due to waivers of required courses choose from the following courses or from courses in the above groups. With the permission of the MIS Program Director for Systems Management, they may also take other graduate courses offered by the College of Commerce.

- ACC 535 Accounting Systems
- ACC 526 Microcomputer Uses in Decision Making
- ACC 527 Construction and Use of Decision Models
- ACC 588 Management Consulting in the Accounting Profession
- GSB 511 Accounting Analysis for Decision Making
- MGT 510 Topics in Production Operations Management
- MGT 580 Operations Research
Advanced Phase Computer Science Courses

Students must take 3 Advanced Phase Computer Science courses chosen from the following two groups. Waiver of these requirements is possible in individual cases but requires the permission of the student's advisor.

1 course chosen from:
- CSC 423 Data Analysis and Regression
- CSC 432 Computer and Information Systems Modeling
- CSC 467 Software Reliability
- CSC 468 Software Measurement

2 courses chosen from:
- CSC 450 Office Systems
- CSC 462 Data Communications
- CSC 474 Decision Support Systems
- CSC 480 Artificial Intelligence
- CSC 494 Software Methodologies
- CSC 560 On-Line Systems and Telecommunications
- CSC 572 Computer Security
- CSC 581 Knowledge Based Systems

Students who choose their elective course from the Computer Science courses or who have extra Management Information Systems electives due to waivers of required courses choose from the following courses or from courses in the above three groups. With the permission of Dr. Martin Kalin, Program Administrator for CSC, they may also take other graduate courses offered by the Department of Computer Science and Information Systems.

CSC 442 Data Structures
- CSC 489 Queueing Theory with Computer Applications
- CSC 549 Advanced Database Technologies
- CSC 565 Voice and Digital Systems
- ECO 512 Applied Time Series and Forecasting

Courses

All courses carry 4 hours of credit unless otherwise indicated.

UNDERGRADUATE COURSES

These courses count only for Admission Phase requirements.

ACC 101 Principles of Accounting I. An introduction to accounting as the means of recording, storing, and summarizing economic events of the business enterprise. Emphasis is placed on financial statements and other financial reports to management and the public based on the accounting equation, accrual accounting concepts, and data gathering techniques.
CSC

**CSC 323**  **Introduction to Data Analysis.** Programming in the statistical language SAS. Introduction to data analysis, elementary statistical inference, regression and correlation. (Prerequisite: CSC 310 and MAT 140.)

**CSC 342**  **File Processing and Data Management.** File processing environment and file manipulation techniques using C. Algorithms and techniques for implementing stream files, sequential files, direct files, indexed sequential files. Inverted lists, multilists, and database structures will be discussed. Implementation of data management systems. (Prerequisite: CSC 311.)

**MAT 140**  **Discrete Mathematics I.** Boolean Algebra, graph theory, and combinatorial analysis with computer applications. (Prerequisite: 131 or three years of high school mathematics.)

**MAT 145**  **Calculus for Information Systems.** Limits, continuity, the derivative and rules of differentiation, applications of the derivative, exponential and logarithm functions, the definite integral and some methods of integration, improper integrals. (Prerequisite: MAT 141.)

**MAT 150**  **Calculus I.** Limits and derivatives, extrema, curve sketching, convexity, inverse functions, continuity. (Prerequisite: MAT 131 or three years of high school mathematics)

**MAT 151**  **Calculus II.** Definite and indefinite integral; volume; arc length; trigonometric functions; logarithmic and exponential functions. (Prerequisite: MAT 150.)

**GRADUATE COURSES**

410  **Principles of Computer Science.** Conceptual models of a computer, machine and assembly language. Internal data representations, programming methods, recursion. Stacks, queues, linked lists. Trees, tree searches and string processing. This course applies only for Prerequisite Phase Credit. Restricted to students with programming experience; other students should enroll in CSC 310-311. (Prerequisite: CSC 225 or consent from graduate program advisor.)

411  **Computers in Telecommunications.** An introduction to computer organizations and operating systems. Computer components and functions, logic circuits, internal processing, multiprogramming, timesharing, memory management, file management, interrupts and I/O peripheral devices. (Prerequisite: CSC 215.)

420  **Discrete Structures.** Basic set theoretic and finite algebraic structures with their applications to computer science, graph theory, switching circuits, finite state machines, and other topics. (Prerequisite: MAT 140.)

423  **Data Analysis and Regression.** Multiple regression and correlation, residual analysis, analysis of variance, and robustness. These topics will be studied from a data analytic perspective, supported by an investigation of available statistical software. (Prerequisite: CSC 323 or consent.)

424  **Advanced Data Analysis.** Topics chosen from among multivariate statistical methods, discriminant analysis, principal components analysis, factor analysis, discrete multivariate analysis, and non-parametric statistics. (Prerequisite: CSC 423 or consent.)

432  **Computer and Information Systems Modeling.** Simulation, analytic modeling, and measurement of computer and information systems. Operational analysis. Introduction to queueing theory. (Prerequisite: CSC 446 or consent.)

442  **Data Structures.** Representation and management of data in a computer. Searching, hash functions, string searching and pattern matching, multi-linked structures, graphs, parallel algorithms and NP-complete problems. (Prerequisite: CSC 410.)
ACC 103 Principles of Accounting II. A companion and sequel course to Accounting 101. This course continues the exploration of basic accounting fundamentals and concepts as well as financial statements and their use in the business world. An overview of management accounting concepts is also provided. (Prerequisite: ACC 101.)

GSB 504 Financial Accounting. An introduction to Financial Accounting; provides both a theoretical foundation and an opportunity to apply accounting logic in increasingly complex situations. The Accounting Model and information processing cycle are developed. The content of the Income Statement, Balance Sheet, and Statement of Changes in Financial Position are studied in detail and analyzed. Prerequisite: Graduate Standing.

CSC 203 COBOL Programming. An introduction to programming in the business oriented language COBOL. The emphasis will be on business problems involving the processing of large quantities of data.

CSC 204 Advanced Topics in COBOL. File management, tape and direct access devices, indexed sequential, relative, and direct files. Access methods. Subprograms, sort/merge feature. Database applications. (Prerequisite: CSC 203.)

CSC 295 FORTRAN Programming. An introduction to programming in the scientific language FORTRAN. Input and output, branching, looping, subscripted variables, functions, subroutines, non-numerical procedures, algorithm construction and problem solving. (Prerequisite: Math 101 or equivalent.)

CSC 210 Programming with PL/I. An introduction to structured computer programming using the language PL/I. Topics include simple data types, control structures, character string processing, array processing, procedures, and functions.

CSC 215 Introduction to Structured Programming Using C. An introduction to structured computer programming. Topics include: simple data types, control structures, character string processing, array processing, functions, and structures. (Recommended. Students should have completed or be concurrently enrolled in MAT 140 or CSC 420.)

CSC 220 Programming with Pascal. An introduction to structured computer programming using the language Pascal. Topics include: elementary data types, program control structures, character strings, array processing, procedures and functions, and an introduction to user defined data types.

CSC 225 Programming in C. Introduction to the programming language C. Data types, pointers, structures, function and block structures. Preprocessors. Input and output. UNIX operating system. (Prerequisite: Experience in at least one high level programming language.)

CSC 230 Programming with ADA. An introduction to structured computer programming using the language ADA. Topics include: elementary data types, program control structures, character strings, array processing, procedures and functions. An introduction to user defined data types, packages, generic program units, exceptions and tasks.

CSC 310 Principles of Computer Science I. Conceptual models of a computer, machine and assembly language, internal data representation, programming methods, recursion, stacks, queues. (Prerequisite: CSC 215.)

CSC 311 Principles of Computer Science II. Basic data structures, stacks, queues, linked lists, trees, tree searches and string processing. (Prerequisite: CSC 310.)

CSC 312 Assembly Language and Computer Organization. Data representation, addressing schemes, and instruction charts for the VAX/MACRO assembly language. A comparative study of past and present computers. Introduction to computer organization. (Prerequisite: CSC 311 or consent.)
Computer Architecture. A structured comparative study of computer organizations and design strategies. Memory organization, general register processors, stack processors, register transfer level, microprogramming and emulation. (Prerequisite: CSC 312 and CSC 420 or PHY 405.)


Concepts of Programming Languages. Formal treatment of programming language principles, particularly as they relate to translation and compiler design concepts. Grammars, languages, and their syntax and semantics. Concepts of lexical scanning, parsing and ambiguity. Control structures and data flow. The effects of the run-time environment and binding time on various features of programming languages.

Compiler Design. Design and structure of high level languages. Lexical scan, top down and bottom up syntactic analysis. Syntax directed translation and LR(k) grammars. (Prerequisite: CSC 447 or consent.)

Database Technologies. An introduction to database technology and systems, including storage structures, integrated management systems, query languages, host language facilities, and on-line file organization. These topics will be discussed in relation to existing database systems. (Prerequisite: CSC 442.)


Database Design. Design methodologies. Requirement formulation and analysis, conceptual design, implementation design, physical design. Emphasis will be on data modeling techniques. Class team projects include the design of a complete database structure and implementations of design tools. (Prerequisites: CSC 449, a programming language.)

Database Programming. Programming in large-scale relational database environment using host languages such as C. Design and implementation of on-line applications and report generators. Micro-computer Database System programming. Concepts such as database integrity, transactions, transaction recovery, concurrency, and record locking will be covered. (Prerequisites: CSC 449, 215.)

File Management and Organization. The hardware and software involved in the creation and manipulation of files. Issues in the design, implementation, selection, and use of computer files for the external storage of data. Types of file organizations covered include: pile, sequential, indexed-sequential (static index), B-tree (dynamic index), hash, and multiring. (Prerequisite: CSC 446.)

Topics in Operating Systems. A survey of topics of current interest. (Prerequisite: CSC 446.)

Basic Communication Systems. A history of telecommunications and regulatory and regulatory agencies. The basic communication model and its application to different communication systems. Communication models. The telephone architecture, a typical data communication system, common carrier services, mediums and their characteristics. (Prerequisite: PHY 405.)

Data Communications. Theory and components of data communication systems, modes, codes, and error detection techniques for data transmission, network protocols and line control procedures, communication carrier facilities and system planning. (Prerequisite: CSC 411 and 461, or CSC 445 only.)
Computer Networks and Data Systems. A detailed discussion of the seven layers of the ISO reference model. Network topology. Introduction to ARPA-NET, SNA, DECNET, and public networks. (Prerequisite: CSC 462 or consent.)

Telephone Systems. Types of services and basic structure of the public network. Basic transmission systems, network and customer switching systems, carrier services, Customer-Services equipment and services. Basic traffic analysis and engineering. (Prerequisite: CSC 461.)

Software Engineering I. Project management fundamentals. Software requirements analysis. Software design and development. Software life cycle. Software tools. Software methodologies. (Prerequisite: 311.)

Software Engineering II. Testing techniques, strategies, and tools. Quality assurance. Verification and validation. Reviews, walkthroughs, and inspections. Management aspects. (Prerequisite: CSC 463 or consent.)

Software Reliability. The practical application and theory of software reliability models. Classification and comparison of software reliability models. Parametric estimation. (Prerequisite: CSC 323 and MAT 140.)

Software Measurement. Software metrics. Productivity, effort, and defect models. Software cost estimation. (Prerequisite: CSC 323 and either CSC 465 or CSC 475.)

Introduction to Computer Graphics. Basic graphics hardware. Output primitives. Attributes of output primitives. Two-dimensional transformations. Windowing. Segments. Interactive input methods. Students will implement a small graphics package using GKS calls while learning about these concepts. Topics in three-dimensional graphics. (Prerequisite: CSC 410.)


Mathematics, Logical Deduction and Computers. Deduction in formal theories; decidability, consistency and completeness; limits of formal reasoning. Godel's Theorem, the halting problem for Turing machines, other undecidable problems, elementary recursion theory. (Prerequisite: Some familiarity with formal mathematical reasoning.)

Information Systems for Management. Teleprocessing and data base fundamentals. Overview of business information systems. Information systems planning, development, and maintenance. Behavioral aspects of Information Systems. The systems approach. Organization, management, and control of information systems. (Prerequisite: CSC 203 or equivalent experience.)

Decision Support Systems. Analysis, design and implementation of decision support systems, structured decision systems and strategic planning systems. Data base and model base management aspects of DSS. Formal logic and artificial intelligence aspects of DSS. Case studies.

Information Systems Analysis and Design. Design skills for the analysis and design of Information Systems. Topics include logical data base design, data flow diagramming and preparation of data dictionaries, and preparation of mini-specs. Problems will include a case study in the design of an information system. (Prerequisite: CSC 375.)

Economics of Telecommunication Systems. Inventory concepts, asset amortization. Liabilities. Consolidated statements, cost accounting. Capital budgeting, investment decisions. (Prerequisite: CSC 461.)

Software Management. Planning, controlling, organizing, staffing and directing software development activities and personnel. (Prerequisite: CSC 469 or CSC 475.)
Artificial Intelligence. A survey of the basic problem areas, concepts, and techniques of artificial intelligence. Emphasis on how AI systems are accomplished via symbolic programming and the explicit representation of knowledge. Laboratory fee.

Pattern Recognition and Machine Perception. Decision theory, linear discriminant functions, clustering, image processing, scene descriptors, applications. (Prerequisite: One statistics course.)

Legal Aspects of Data Processing. Practical legal considerations arising in a data processing environment are discussed. Areas include: legislation, contracts, copyrights, patents and fraud.

Information Processing Management. The organization of the Information Systems Department, staffing, documentation and performance standards. The budget process. Design and layout of data processing facilities. Hardware/software specifications and selection. (Prerequisite: CSC 473 or 475.)

Computerized Accounting Systems. Responsibility accounting systems. Profitability accounting systems. Customer invoicing, cash receipts and accounts receivable information processing. Customer order entry, finished goods inventory, purchasing and receiving information processing. Accounts payable, fixed assets and employee payroll systems. General ledger, budget and profit planning, sales analysis and market planning systems. (Prerequisite: GSB 504 or ACC 103.)


Operations Research I. Linear Programming. The Linear Programming problem and its dual; the simplex method; transportation and warehouse problems; computer algorithms and applications to various fields. (Prerequisites: MAT 220 and any introductory programming course.)

Operations Research II. Optimization Theory. Integer programming; non-linear programming; dynamic programming; game theory. (Prerequisite: CSC 487.)

Queueing Theory with Computer Applications. An overview of queueing theory. Queueing systems, related random processes, classification of queues. Priority queuing. Computer time sharing and multi-access systems. (Prerequisite: CSC 432 or consent.)

Theory of Computation. An introduction to the mathematical foundations of computation. Random access and Turing machines, recursive functions, algorithms, computability and computational complexity, intractable problems, NP-complete problems. (Prerequisite: 420.)

Design and Analysis of Algorithms. Consideration of interesting and efficient algorithms for sorting, graph theory, matrix operations and integer arithmetic. Emphasis on measuring the complexity of algorithms and on methods of designing algorithms. (Prerequisite: CSC 420 and CSC 442.) Laboratory fee.

Automata Theory and Formal Grammars. An introduction to the most important abstract models of computation and their applications: finite state machines and pushdown automata. The relationship between formal grammars and automata. (Prerequisite: CSC 420.)
494 **Software Methodologies.** Recently developed techniques for software requirements analysis, specification, and design. (Prerequisite: CSC 465.)

495 **Logical Design and Switching Theory.** Binary and multi-valued switching algebra, logical completeness, minimization of switching functions, combinational logic design, design examples using ICS, sequential logic design, synchronous logic, building blocks for digital design, algorithmic state machines, asynchronous logic, hazards and races, logic testing, simulation, and verification. (Prerequisite: CSC 320 or CSC 420.)

496 **Microprocessors.** An introduction to the hardware and software aspects of microprocessors. Digital electronics, microprocessors, interfacing, programming. Laboratory work will involve hands-on work with microprocessor systems. (Prerequisite: one assembler course.)

497 **Information Theory.** An introduction to the basic concepts of information theory and coding theory. Measure of information, the fundamental theorem, Hamming, BCH, and other cyclic codes. (Prerequisite: CSC 420 and CSC 323 or consent.)

498 **Digital Signal Processing.** Elements of circuit and signal theory, theory of modulation, mathematical basis of sampling and coding, principles of digital filtering, applications to communications, process control, image and voice recognition, voice synthesis.

510 **Introduction to Systems Programming.** Introduction to macroassembly systems and general macroprocessors. Input and output control systems. Debugging tools. (Prerequisites: CSC 445, CSC 446 or consent.)

520 **Advanced Topics in Discrete Structures Continuation of CSC 420.** Topics vary but may include: groups and group codes; rings, fields, and polynomial codes; network algorithms; Petri nets, advanced topics in graph theory. (Prerequisite: CSC 420.)


545 **Advanced Computer Organization.** Parallel, array and pipeline processors and other topics of current interest. (Prerequisite: CSC 445.)

546 **Operating Systems Design.** An algorithmic approach to the design of an operating system. Topics include concurrent programming methods; process and resource control; deadlocks; file systems. (Prerequisite: CSC 446.)

548 **Advanced Compiler Design.** Emphasis on practical problems in implementing compilers, data flow analysis, code optimization, error analysis, discussion of compiler generators. As a class project students will write a compiler. (Prerequisite: CSC 448.)

549 **Advanced Database Technologies.** Study and comparison of relational, hierarchical and network database systems. Problems of implementation of database management systems. Critical evaluation of commercial database systems.

560 **On-Line Systems and Telecommunications.** On-line system design and development, technical design control; network topology; telecommunications systems; network architecture; telecommunications deregulation; technology forecast. Study of large scale on-line systems. (Prerequisite: CSC 446.)
Distributed Processing. Interconnect technologies, multicomputer software including synchronization problems and message communication software. Performance requirement analysis and system design. Case studies of distributed systems. The special problems of data base.

Computer-Communication Network Design and Analysis. Quantitative approaches to the design of data communications networks. Practical examples of networks. Statistical multiplexing and buffering at communication concentrators. Topics in overall network design. (Prerequisites: CSC 432, 462, or consent.)

Protocols and Techniques for Data Networks. Packet communications; transport protocols; terminal, file transfer, and remote job protocols; packet broadcast protocols; security; data base management in distributed networks. (Prerequisite: CSC 463 or consent.)

Local Area Networks. A detailed discussion of the current standards and technology. Medium access techniques, topologies, network operating systems, applications, and an introduction to several commercial and research networks. (Prerequisite: CSC 464.)

Voice and Digital Systems. Digitization, efficient speech coding, digital transmission, circuit switching, traffic engineering, microwave, satellite and fiber optic transmission. (Prerequisite: CSC 464, 462.)


Telecommunication Systems Design and Management. The theory and practice of Telecommunication system design. Ongoing systems management. Telecommunication management including selection of vendors/systems; structuring an RFP systems proposal analysis; computer aided telecommunications management. Telecommunication management strategies from a business perspective. (Prerequisite: CSC 566 or consent.)


Computer Security. Security issues and problems specific to the computer environment. Software and hardware protection mechanisms including encryption and authorization schemes. Special security problems in distributed and teleprocessing environments. (Prerequisite: CSC 446 or consent.)

Information Retrieval. Introduction to the design and analysis of computer based information storage and retrieval systems. Retrieval systems using natural language, question-answering techniques. Storage and retrieval of unstructured and well-structured data. On-line inventory systems and bibliographic search systems. (Prerequisite: CSC 459 or consent.)
580 **Artificial Intelligence Programming.** Introduces the basic concepts of symbolic programming as embodied in the language LISP. Basic data and control structures of LISP: symbolic expressions, the interpreter, functions, recursion, iteration. Advanced data and control structures. Making language extensions. How symbolic programming leads to new techniques of procedural and data abstraction. (Prerequisite: CSC 480.)

581 **Knowledge-based Systems.** A detailed study of development of artificial intelligence application systems. System architecture, knowledge engineering, rule-based programming. Existing systems will be surveyed. (Prerequisite: CSC 480.)

582 **Introduction to Robotics Systems.** Analysis of methods of the design and operation of robotic systems. Arm control: coordinate transformations, feedback control systems, hardware components. Application of distributed microcomputer systems to robotic control. Discussion of command languages and planning of job assignments. (Prerequisites: CSC 480 and CSC 445.)

583 **Understanding Natural Language.** Introduction to natural language understanding. Including representation schemes, grammars, parsers, text generation, and machine translation. An overview of some natural language processing systems. (Prerequisites: CSC 480.)

584 **Computer Vision.** Introduction to computer vision, including two- and three-dimensional geometry, knowledge representation, computational and stereo vision, and color and texture perception. With applications to robotics, medicine, and industrial processes. (Recommended: CSC 480.)

585 **Knowledge Representation.** Techniques of knowledge representation, including logic, associative networks, and frames. (Prerequisite: CSC 480.)


587 **Cognitive Psychology with Computer Applications.** Introduction to the principles and methods of cognitive psychology. Emphasis on information processing. Applications to computer/human interaction.

590 **Research Seminar.** Readings and discussion on current research topics. Students may register for this course at most twice. (Prerequisite: Consent of the instructor.)

591 **Advanced Topics in Algorithms.** An in-depth discussion of one or more of the following topics: algorithms for integer operations, polynomial arithmetic including applications of the fast Fourier transform, matrix operations, pattern matching algorithms, proving lower bounds on the complexity of algorithms, parallel algorithms, approximation algorithms. (Prerequisite: CSC 491.)

593 **Topics in Telecommunications.** (Prerequisite: Consent of instructor. Independent study form required.)

594 **Topics in Artificial Intelligence.** (Prerequisite: Consent of instructor. Independent study form required.)

595 **Computer Logic Design.** Combinational logic design. Sequential logic design. Fault detection and fault tolerant design. Multi-valued logic. (Prerequisite: CSC 445.)

596 **Topics in Information Systems.** (Prerequisite: Consent of instructor. Independent study form required.)

597 **Topics in Data Communications.** (Prerequisite: Consent of instructor. Independent study form required.)

598 **Topics in Data Analysis.** (Prerequisite: Consent of instructor. Independent study form required.)
Topics in Computer Science. (Prerequisite: Consent of instructor. Independent Study form required.)

Computer Science 1. An introduction to structured programming using PASCAL. Topics include: elementary data types, program control structures, character strings, array processing, procedures and functions, and an introduction to user-defined data types.

Computer Science 2. Conceptual models of a computer, machine and assembly language. Internal data representation, programming methods, recursion, basic data structures, stacks, queues, linked lists, trees, tree searches and string processing. (Prerequisite: CSC 610.)


Teaching Computer Science. A study of different programming languages used in high schools: PASCAL, BASIC, LOGO etc. A survey of computer topics covered in high school courses. Motivation and objectives in computer education. (Prerequisite: CSC 611.)

Executive Program. A course of study designed to provide executive and management professionals with the skills required to make effective use of personal computers. The course provides an integrated format covering popular database and spreadsheet software packages as well as topics in data communication, office automation, networks, and computer-based expert systems. (10 hours. Admission is restricted.)

Artificial Intelligence Program. (10 hours. Admission is restricted.)

Computer-Assisted Instruction. Study and analysis of the use of the computer as an aid in instruction. Use of CAI languages such as PILOT. (Prerequisite: CSC 630.)

Programming with LOGO. An introduction to LOGO, a powerful yet easy-to-learn language that both adults and children can use to express ideas.

Master's Project. Students may register for this course only after their advisor has approved a written proposal for their project. 2 credit hours. (Prerequisite: Consent of advisor. Independent study form required.)

Master's Thesis. Students may register for this course only after their advisor has approved a written proposal for their thesis. Students must continue to register for this course every quarter after their first registration in it until they complete their project or thesis to the satisfaction of their advisor. They earn two hours of credit for each such registration but only four hours of credit will apply for degree credit. (2 hours of credit. Prerequisite: consent of advisor. Independent study form required.)

COURSES FROM OTHER DEPARTMENTS

SOC 415 Information Systems and Society. Consult the Department of Sociology Section of this bulletin for the description of this course.

ECO 512 Applied Time Series and Forecasting. Consult the Department of Economics Section of this bulletin for the description of this course.
Courses Related to the MIS Degree

All GSB courses listed below will be offered each term.

**GSB 501 Mathematical Analysis for Decision Making.** The objective of this course is to introduce the student to mathematical concepts necessary for the analysis of business problems. Topics covered are: a brief review of college algebra; differential calculus and linear algebra. (Prerequisite: Graduate Standing.)

**GSB 503 Organization Behavior: Micro Perspective.** This course will consider those aspects of psychology and social psychology that impact on the individual in his or her role as a member of a formal organization or a group therein. Specific attention will be given to the following topics: Individual Topics: Job satisfaction, personality factors, learning, socialization, organizational commitment, and evaluating and rewarding individual effectiveness. Small Group Topics: Communications, organizational change and organizational development. (Prerequisite: Graduate Standing.)

**GSB 504 Financial Accounting.** An introduction to Financial Accounting; provides both a theoretical foundation and an opportunity to apply accounting logic in increasingly complex situations. The Accounting Model and information processing cycle are developed. The content of the Income Statement, Balance Sheet, and Statement of Changes in Financial Position are studied in detail and analyzed. (Prerequisite: Graduate Standing.)

**GSB 505 Contemporary Economic Analysis.** The fundamental concepts, models, and analytic tools of micro- and macroeconomics required for competent decision making are explored. Economics and the economic problem are defined, and the micro issues of demand and supply, elasticity, cost, pricing, and distribution are covered as one explanation of economic activity inside the firm. In the macro area, emphasis is placed on measurement of economic activity, simple models of national output, fiscal and monetary policy, and inflation and unemployment. (Prerequisite: GSB 500, 501, 502, or their equiv.)

**GSB 507 Operations Management.** This course provides an introduction and overview of the field of operations management. Major problems and issues in the field are addressed. Concepts both quantitative and qualitative and problem solving techniques used by operations managers are applied to both the manufacturing and services sectors. (Prerequisite: GSB 500, 501, 502 or their equiv.)

**GSB 508 Marketing Management.** Major marketing institutions and the processes which facilitate the flow of goods and services from production to final consumption are studied. Analysis is made of the major factors which are considered at various stages of the consumer decision process. (Prerequisite: GSB 501, 502, or their equiv.)

**GSB 509 Legal Aspects of Business—Fundamentals.** A study of the legal framework within which the U.S. businessman must operate in accordance with ethical considerations and social responsibilities is combined with the study of the application of substantive rules in the basic area of contracts. The second half of the term provides a study of the applications of the rules of the more specialized business contracts, namely, real and personal property, commercial paper, sales, and the laws of the agency. Landmark decisions in each of these areas will be discussed in exemplifying the manner in which law is applied to business. (Prerequisite: Graduate Standing.)
GSB 510 Organizational Policy Formulation and Strategic Management. This is a 'capstone course' drawing heavily on the subject matter covered in all prerequisite courses. Emphasis is upon the role of general management and the development of policies and strategies for the organization as a whole. Topics include: the relationship among functional, tactical, and strategic management; the identifications and integration of policy and strategy alternatives; the importance of the external environment; and the evaluation and execution of strategy. Case analyses will be used to afford the student the opportunity to apply some of the concepts and approaches developed in the course. (Prerequisite: GSB 500 through 509 and GSB 513 or their equiv.)

GSB 511 Accounting Analysis for Decision Making. The purpose of this course is to provide students with a conceptual understanding of cost and managerial accounting and with the skills for applying the knowledge to decision making. Topics include financial statement analysis, cost behavior, cost-volume-profit analysis, standard cost systems, budgeting and control and decision making. Emphasis is on the interpretation and use of accounting information rather than its creation and accumulation. (Prerequisite: GSB 501, 502, 503, 504 or equiv.)

GSB 513 Money, Banking and Economic Activity. A study of the complex relationship between fiscal and monetary policies and the business environment within which the individual investor, financial institutions, and the financial officers of business operate. Special topics include: role of money in the economy; financial markets and financial intermediaries with emphasis on commercial banks; commercial bank asset and liability management; central banking; monetary theories and monetary policy; and international finance. (Prerequisite: GSB 501, 502, 505 or their equiv.)

ACCOUNTING

526 Micro Computer Uses in Decision Making. This course is concerned with the applications of quantitative analysis techniques to the solution of business problems. Topics include probability distributions, simulation of complex decision situations, the use of game theory in competitive situations, and linear programming techniques for allocating limited resources. The case method is used in this course. The use of mini and microcomputers will be required. Offered Winter. (Prerequisite: Completion of Phase I or equiv.)

527 Construction and Use of Decision Models. This course covers the art of decision model construction and the application of existing decision models to managerial planning, control, and decision making. Existing models covered include linear programming and sensitivity analysis, learning curves, correlation analysis, inventory control models, PERT, and CPM. Students will learn to apply probability and utility theory to decision making under uncertainty, as well as to apply the concepts of game theory to conflict situations in a business setting. If time permits, the application of Markov processes and simulation to managerial planning and decision situations will be covered. Extensive microcomputer applications will be used in this course. Offered Spring. (Prerequisite: Completion of Phase I or equiv.)
Accounting Systems. Today’s business person requires a fundamental knowledge of computer-based information systems and their role in accounting functions and financial decision making. This course will enable the student to interface with accounting systems, to participate in their design and audit, and to use microcomputers effectively in financial planning, control, and analysis. Topics include: advance data processing concepts; computer security and controls; systems analysis, design, and implementation; hardware/software evaluation and selection; data base systems; data communications; and office automation. Students will gain substantial hands-on experience on microcomputers using Lotus 1-2-3 and Lotus Symphony.

Management Consulting in the Accounting Profession. This course provides an overview of the scope and practice of management consulting and management advisory services (MAS) in the accounting profession. The process of management consulting is examined including: problem identification, proposal development, fact finding, solution analysis and implementation of recommendations. Case studies will be used in the course to demonstrate the process of management consulting in various areas. The course reviews the professional standards and ethics of management consulting practice. In addition, the course includes the marketing and engagement management aspects of management consulting. Offered: varirely. (Prerequisite: Completion of Phase 1 or equiv.)

MANAGEMENT INFORMATION SYSTEMS

Systems Analysis and Design: Concepts, Tools and Techniques. This course focuses on the phases involved in the systems life cycle and the basic techniques used in each of these phases. The scope of coverage is broad as the concepts of systems analysis and design are applicable to both manual and computer systems. This course includes organizing and controlling the systems study feasibility studies, fact gathering systems design and implementation, preparation and presentation of reports, records management and other topics. Practical exercises and/or cases will give the students an opportunity to apply these techniques to realistic problems. (Prerequisite: Completion of Phase 1)

Advanced Systems Techniques. This course assumes a familiarity with basic systems techniques and tools such as data gathering, recording, and analysis, flowcharting, decision tables, system implementation, etc. Topics to be covered include systems concepts and philosophy, project management, advanced tools of systems analysis and design, the human element in systems, and the like. (Prerequisite: MIS 676 or equiv. or permission)

Management Information Systems: Planning, Design and Implementation. Information, to be useful, must be timely, relevant, accurate and delivered at a reasonable cost. All too often, management is required to extract pertinent information from masses of raw data. This course will establish a framework to determine information needs of management and how to satisfy them. A systems approach is used to develop the various information subsystems in the organization, and their integration into a management information system (MIS). This synergistic approach combined with the computer promises a new frontier in management planning and control. Topics covered include MIS concepts, planning, design and implementation. Theoretical and practical tools in MIS design are discussed using cases or problems to reinforce the students’ understanding. (Prerequisite: MIS 671 and MIS 674 or equiv.)
Information Systems Project Management. Projects are often late, over-budget, technically inoperable, operationally infeasible, and in some cases never finished. One of the roots of this problem has been the lack of experienced management. What is needed are appropriate managerial procedures of planning, scheduling and control that are responsive to the needs of the environment. This course will define the essential components of good project management. Although the emphasis will be on management of systems and data processing projects, the concepts and techniques presented will be general enough to be of value to those involved with the design and implementation of any project. (Prerequisite: MIS 674 or equiv. or permission.)

Problems in Systems Design. Problems in systems design, analysis, implementation and management are presented, discussed and analyzed. The emphasis in this course is on developing an analytical ability for dealing with systems problems and a professional capability in planning and managing systems. (Prerequisite: MIS 676 or equiv. or permission.)

Information Processing Management. The organization of the Information Systems Department. Staffing, documentation and performance standards. The budget process. Design and layout of data processing facilities. Hardware/software specifications and selection. (Cross-listed with CSC 483.) Offered variably. (Prerequisite: MIS 676 or equiv.)

Computers in Society. The computer has had a profound effect on individuals, organizations and society as a whole. Its effects have been both positive and negative. Computer-based systems are currently implemented in virtually every field of endeavor and in the future will in all likelihood have an even greater impact than they have until now. Developments within this field have occurred very rapidly over a relatively short period of time so that we must now consider the implications of this revolution on the individual, on organizations, and on society as a whole. This course will examine the historical perspective, the computer industry, implications for the individual, effects on organizational practice, privacy and the quality of life, professionalism and ethics, and future trends. Offered variably. (Prerequisite: MIS 670 or equiv.)

Security, Accuracy, and Privacy in Computer Systems. Management decisions are increasingly being made on the basis of information provided to managers by the data processing system rather than on the basis of experience and intuition alone. In order for this information to be reliable, it must be accurate and its integrity must be maintained. Data and records are vital assets to an enterprise and therefore must be guarded against unauthorized access and manipulation. Just as other more tangible assets are guarded, just as data and records are important to an enterprise and therefore must be accurate and secure, so are an individual's data and records important to him/her. Therefore, the issues of privacy—who is authorized to examine an individual's records—and accuracy—the completeness and correctness of the records—are critical. The three subjects are related in their technical solutions and hence should be considered together in the planning of computer installations. Offered variably. (Prerequisite: MIS 676 or equiv.)

Decision Support Systems and Expert Systems. A seminar on the planning, design and implementation of decision support systems (DSS) and expert systems (ES). The emphasis of the course is on developing and building decision support systems. Consideration will also be given to end-user computing and the evaluation and selection of DSS generators and ES skills. Students will gain hands-on experience in using DSS generators such as IFPS, prototyping languages such as FOCUS, and expert system skills. The course will include readings, a research paper and presentations. (Prerequisite: MIS 676 or equiv. or permission.)
CSC

MANAGEMENT

510 Advanced Production Management and Operations Research. An advanced treatment of production management activity, incorporating an intensive consideration of recent developments in management application of operations research. The techniques of operations research are examined and applied to production from the management point of view. (Prerequisite: Completion of Phase I or equiv)

580 Operations Research. This course focuses on a scientific approach to problem solving and model building. Topics covered include mathematical programming, integer programming, Markov processes, game theory and simulation. Emphasis is placed on application models, computer implementation and solutions. (Prerequisite: Mgt. 501)
FACULTY

James E. Ciecka, Ph.D., Professor and Chair ................................................. Purdue University
Ashok Batavia, M.B.A., M.S.A., Lecturer ......................................................... DePaul University
Bala Batavia, Ph.D., Professor ................................................................. North Carolina State University
Elijah Brewer, III, Ph.D., Lecturer ............................................................... Massachusetts Institute of Technology
Frank J. Brown, Ph.D., Professor Emeritus ..................................................... Catholic University of America
Gabriella Bucci, Ph.D., Assistant Professor ................................................... Johns Hopkins University
Jin Choi, Ph.D., Assistant Professor .............................................................. Iowa State University
James J. Diamond, Ph.D., Professor Emeritus ................................................. Northwestern University
Floyd R. Dill, Ph.D., Assistant Professor ......................................................... Cornell University
Thomas Donley, M.A., M.S., Assistant Professor ............................................. University of Illinois, University of Wisconsin
William Dugger, Ph.D., Professor ................................................................. University of Texas
Douglas Evanoff, Ph.D., Lecturer ................................................................. Southern Illinois University
Animesh Ghoshal, Ph.D., Professor ............................................................... University of Michigan
William A. Hayes, Ph.D., Professor Emeritus .................................................. Catholic University of America
Peter Heffernan, Ph.D., Lecturer ................................................................. The Ohio State University
Anthony C. Krautmann, Ph.D., Associate Professor ....................................... University of Iowa
Adolph E. Mark, Ph.D., Associate Professor ............................................... University of Illinois
Michael S. Miller, Ph.D., Associate Professor ............................................... University of Pittsburgh
Thomas Mondschein, Ph.D., Assistant Professor ........................................... University of Wisconsin
Larry R. Mote, B.A., Lecturer ................................................................. University of Maryland
Herbert E. Neil, Jr., Ph.D., Adjunct Professor ................................................ University of Michigan
Margaret A. Oppenheimier, Ph.D., Associate Professor ...................................... Northwestern University
Laura Owen, M.A., Assistant Professor ......................................................... Yale University
Barbara Redner, Ph.D., Director, Center for Economic Education ..................... University of Chicago
William Sander, III, Ph.D., Associate Professor ............................................ Cornell University
Gary Skoog, Ph.D., Lecturer ................................................................. University of Minnesota
Donald Szczesny, M.A., Lecturer ................................................................. Northern Illinois University
Richard M. Thornton, Ph.D., Associate Professor ......................................... Northern Illinois University
William R. Waters, Ph.D., Professor Emeritus ............................................... Georgetown University
Richard I. Wilgen, Ph.D., Professor .............................................................. University of Illinois

PURPOSE

The purpose of the graduate program of the Economics Department is to provide extensive knowledge and intensive analysis of economic theories and institutions. The program provides wide acquaintance with the basic sources in the field and initiates the student to habits of economic research. The degree in economics prepares the graduate, as a professional economist, to teach economics in high school and college, and to work as a business or a government economist forecasting and performing other tasks associated with that profession.
MASTER OF ARTS: ECONOMICS

Admission Requirements
For full admission, students must have the following:
Bachelor's Degree.
Nine courses in the social sciences. At least five of these courses are to be economics or
finance. The economics courses are to include ECO 305 Pricing and Distribution Analysis,
ECO 306 National Income Analysis, and ECO 342 Statistics for Economists or equiva-
 lent. The remaining courses may be in political science, sociology, psychology, statistics,
history, or geography. Often the number of required courses is reduced when the ana-
lytic background and the maturity of the student are taken into consideration.

Degree Requirements
The candidate for the Masters Degree in Economics may choose either the thesis or non-
thesis option.

Thesis
Courses: Eleven (44 quarter hours)
Core Courses: Five (20 quarter hours)
ECO 375 Introduction to Econometrics or equivalent
ECO 505 Advanced Microeconomics
ECO 506 Advanced Macroeconomics
ECO 530 History of Economic Thought
ECO 580 Topics in Quantitative Economics OR
ECO 599 Seminar in Economics
Thesis Research ECO 600 Thesis Research (8 quarter hours)
Additional Courses: Four (16 quarter hours) The additional courses, to be chosen from eco-
nomics and/or allied fields, require the student to have the written permission of the Program Co-
dinator or the Department Chair. Two of the four additional courses must be chosen from
the 500 levels.
Thesis: The student must seek the approval of a faculty member in the department to write
the thesis under his/her direction. Essential to this approval is acceptance of the thesis
topic by the professor. If the thesis is evaluated as 'excellent' and the student's grade
point is above average, the chairperson may dispense with the oral examination require-
ment that follows.
Oral Comprehensive Examination: This examination covers the thesis and the Area of Eco-
nomics Concentration of the thesis. The examination is taken after submission of the
approved final draft of the thesis.

Non-Thesis
Courses: Eleven (44 quarter hours)
Core Courses: Five (20 quarter hours)
ECO 375 Introduction to Econometrics I or equivalent
ECO 505 Advanced Microeconomics
ECO 506 Advanced Macroeconomics
ECO 530 History of Economic Thought
ECO 580 Topics in Quantitative Economics OR
ECO 599 Seminar in Economics
**Additional Courses:** Six (24 quarter hours) The additional courses to be chosen from economics and/or allied fields, require the student to have the written permission of the Program Coordinator or the Department Chair. Four of the six additional courses must be chosen from the 500 levels.

**Written Comprehensive Examination:** The comprehensive examination includes questions from the core courses (ECO 505, 506, 530, and 580 or 599) and two courses chosen by the student with the approval of the Chair or student’s advisor.

The examinations are usually given in the second weeks of December and June. Students interested in taking the exam must pick up a copy of the rules regulating the exams from the Department secretary or administrative assistant. Students who wish to take the exam must file an application with the Economics Department no later than six weeks prior to sitting for the exam.

Note: GSBI Courses, ECO 509, ECO 511 and ECO 536 cannot be used to fulfill degree requirements for M.A. students in economics.

**Economics as a Minor Field**

Economics may be combined as a minor field only with those departments whose chair permit such a minor. The undergraduate prerequisites for taking graduate-level economics courses are eight courses in the social sciences. Six of these must be in economics or finance; the remaining two courses may be in political science, sociology, history, or geography.

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**Courses**

All courses carry four quarter hours of credit unless otherwise noted.

**ADVANCED UNDERGRADUATE COURSES**

320  **Economics and the Common Good.** Economic theories, systems, and problems will be studied and analyzed in reference to the economic common good as defined in key modern documents, particularly the social encyclicals. Stress will be placed on both theory and practice.

325  **The Economics of Poverty.** Material and cultural, absolute and relative forms of poverty will be investigated as far as they derive systematically, directly, and indirectly, from the American economy. Taking elimination of poverty as an appropriate objective, existing private, institutional and governmental activities will be analyzed, including economic activity itself. Personal, social, demographic, technological, and political background factors will also be brought to bear in the consideration of more successful antipoverty economic programs and policy.

335  **Resource, Energy, and Environmental Economics.** Introduction to the fundamental problems of resource depletion and environmental deterioration; trade-offs between the use of natural resources, environmental pollution, and population growth; alternative methods to achieve an optimal ecological system. Economic analysis of cost-benefit techniques, the role of effluent fees, government subsidies, and legislative action.
ECONOMICS OF UNDERDEVELOPED COUNTRIES. Application of the analytic skills of the economist to the special problems of underdeveloped countries. The view that development requires authoritarian control by the state is contrasted with the position that it may be accomplished by private economic decision-making.

INTERNATIONAL TRADE. A study of international trade theory and policy. It examines the fundamental basis for trade and the question of equilibrium and disequilibrium in the world economy. It includes analyses of the Balance of Payments, international investment flows, and the position of the dollar in foreign exchange transactions. Modern international institutions are studied.

INDUSTRIAL AND COMMERCIAL LOCATION. Analysis of the factors involved in selecting locations for the development of commercial and industrial facilities. (Cross-listed with GEO 368 and MKT 368.)

INTRODUCTION TO ECONOMETRICS. This course introduces the student to the application of statistical methods to empirical testing of theoretical models of economic behavior. It proceeds from a discussion of mathematical models to probability theory and the methodology of statistical inference relevant to econometric work. Simple and multiple regression and correlation analysis will be emphasized along with a brief consideration of some problems raised by these methods of estimation.

MATHEMATICS FOR ECONOMICS AND BUSINESS I. This and Economics 581 are designed to provide a basic competency in the use of mathematics in Economics and Business. More and more, traditional as well as new concepts are discussed in the language of mathematics. In addition, successful study in the area of quantitative methods is greatly facilitated if the student has prior knowledge of the required mathematical tools. This first course consists of a general and elementary survey of three areas: the nature of a mathematical model, matrix algebra, and an introduction to calculus. All tools will be developed within the framework of problems common to Economics and Business. The student is assumed to have only a high school background.

GRADUATE COURSES

ADVANCED MICROECONOMICS. (Prerequisite: Graduate Standing) An advanced course in micro-economic theory. Extensive reading in the field is required and recent developments are examined. Emphasis is on those modern contributions which have made economic theory more realistic and applicable to the world of business.

ADVANCED MACROECONOMICS. (Prerequisite: Graduate Standing) An advanced course in macroeconomic theory that examines the determination of income, employment, and prices, and their interrelations. Covers traditional Keynesian as well as alternative models of output, consumption, investment, money demand, inflation, and unemployment. The dynamic character of income determination is emphasized, along with the effects of government policy, economic institutions, and social goals.

BUSINESS CONDITIONS ANALYSIS. (Prerequisite: Graduate standing) Examines the economist's measurement, analysis, and forecasts of the economy and relates various macroeconomic topics to the needs of the business sector. Topics include: economic methodology and method; measures of macroeconomic activity; models of output, consumption, investment, and government behavior; business cycles; international economic relations; and macroeconomic forecasting. (Cannot be used to fulfill degree requirements for M.A. students in economics.)
511 **Business and Economic Forecasting.** (Prerequisite: Graduate Standing.) This course surveys a number of quantitative techniques commonly used to forecast business and economic variables. Emphasis will be on the techniques, their relative strengths and weaknesses, and real-world economic applications. Topics include smoothing techniques, regression and econometric analysis, and Box-Jenkins time series. (Cannot be used to fulfill degree requirements for M.A. students in economics.)

512 **Applied Time Series and Forecasting.** (Prerequisite: Graduate Standing.) Theory and computer implementation of the Box-Jenkins techniques with emphasis on forecasting business and economic activity. (Cross-listed with MAT 512.)

514 **Industrial Organization.** (Prerequisite: Graduate Standing) This course is concerned with how the market system directs production decisions under varying deviations from the competitive environment. The links between market structure, conduct, and performance are examined. Topics include determinants of market structure, various theories of imperfect competition, price discrimination, predatory pricing, and antitrust policy.

515 **Business and Public Policy.** (Prerequisite: Graduate Standing.) Critical examination of the roles of government in business. A sketch of the historical relationship of government and business and the options open to the American people of different kinds of social control systems.

516 **Economics of Taxation.** (Prerequisite: Graduate Standing.) The economic effects of taxation and the objectives of taxation which include the collection of revenue for public sector projects, macro-economic stabilization and growth, and the attainment of social goals. Taxation is viewed as a pervading market distortion with corresponding effect on prices and resource allocation. The course also addresses the issue of the optimal tax system in light of the diverse goals of taxation.

518 **Labor Economics and Labor Relations.** (Prerequisite: Graduate Standing.) A study of the American labor force: measurement, characteristics, behavior under changing income, employment, and technology. An examination of recent trends in real and money earnings and the distribution of the national income provides the basis for a critical economic analysis and appraisal of contemporary wage theory.

530 **History of Economic Thought.** (Prerequisite: Graduate Standing.) A study of the evolution of the science of economics. Emphasis is on the important contributions made to the field by the great thinkers starting with the Physiocrats and extending to the work of contemporary institutional and Post-Keynesian economists.

539 **Comparative Economic Systems.** (Prerequisite: Graduate Standing.) A study of the theory and practice of modern economic systems. Attention will be devoted to the United States, the Soviet Union and other major nations.

550 **Regional and Urban Economics.** (Prerequisite: Graduate Standing.) This course investigates the spatial character of an economic system. The first part of the course is concerned with theories in regional economics, including business and household location theory, urbanization, and regional development. The latter part of the course deals with urban economics, a specialized area concerned with the economic forces behind many urban problems. Topics include the economics of housing, transportation, poverty, crime, and urban public finance.
The Global Economy. (Prerequisite: Graduate Standing) This course is designed to be an introduction to the economic environment in which international business operates. With the increasing interdependence of the global economy and the growing role of multinational enterprise, an understanding of international economic integration is vital to decision makers. The material covered will include both economic and financial aspects and cultural aspects of international business. (Cannot be used to fulfill degree requirements for M.A. students in economics)

International Economics. (Prerequisite: Graduate Standing; ECO 361 or equivalent) Modern theories of international trade: Classical theory of comparative advantage, factor proportion of theory, factor price equalization, application to international trade of welfare economics; including regional economic integration, commercial policy and tariff problems.

Development of the American Economy. (Prerequisite: Graduate Standing) This course describes the economic development of the United States by tracing the effects of the significant innovations. Consideration is divided among the various American metropolitan economies.

Economics of Underdeveloped Countries. (Prerequisite: Graduate Standing) An introduction to the analytic skills of the economist applied to the special problems of underdeveloped countries. The following topics are covered: the economic theory of development; development policy; and decision making in the developing world. In addition several case studies are examined.

Econometric Methods. (Prerequisite: ECO 375) The various fundamental problems in the application of statistical procedures to econometric estimation will be studied: multicolinearity, identification, serial correlation, and nonhomogeneity of error variance. In addition, more sophisticated estimation techniques will be studied, e.g., reduced form and multi-stage regression techniques.

Topics in Quantitative Economics. (Prerequisites: Graduate Standing, ECO 305 or GSB 512, and ECO 380 or equivalent) This course is designed to expose students to the applications of quantitative and mathematical economics. Exact topics will be chosen by the instructor.

Mathematics for Economics and Business II. (Prerequisites: Graduate Standing and ECO 380) This course is a continuation of ECO 380. Areas of concentration will include: a survey of the relevant concepts of both differential and integral calculus, differential equations, difference equations, and the mathematics of statistical inference.

Seminar in Economics. (Prerequisite: Graduate Standing.) The course content depends upon the choice of the instructor. In recent years, the material chosen was literature explaining the nature of the science of economics, including the competing paradigms of the Austrian School, Schumpeter, solidarism, Max Weber, institutionalism, and Post-Keynesianism.

Thesis Research. (Prerequisite: Permission of the Department Chair.) The student writing his thesis for the Master of Arts degree must register for this course. He will pursue his research under the direction and guidance of the graduate faculty. Eight quarter hours of credit is given upon the successful completion of the thesis.

Special Topics. (Prerequisite: As indicated in class schedule.) Content and format of this course are variable. An in-depth study of current issues in economics. Subject matter will be indicated in class schedule.

Independent Study. (Prerequisite: Written permission of supervising faculty member and Chair is required prior to registration.) Available to graduate students of demonstrated capability for intensive independent work in economics.
Courses cross-listed with CDG (not available for M.A. students in economics.)

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.

417 Introduction to Economics. (Cross-listed with CDG 417.) 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.

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

430 Teaching Consumer Education. (Cross-listed with CDG 430.) 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 the Chicago area sites as well as current consumer education resources to deal with consumer economics issues. Meets the certification requirements for teachers of consumer economics in Illinois.

431 Teaching the American Economic System. (Cross-listed with CDG 431.) 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.

434 Implementing Economic Education Programs. (Cross-listed with Education 434.) 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.

435 Teaching Money and Banking. (Cross-listed with CDG 435.) 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.

436 Integrating International Trade in the Curriculum. This course will combine curricular principles with the presentation of models for incorporating international trade in courses in economics, geography, political science, and urban science.

440 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.

441 Introduction to American Economic Development. (Cross-listed with CDG 441.) 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.
**Introduction to Business and Public Policy.** (Cross-listed with CDG 442.) 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.

**Teaching Economics: Applied Basic Concepts.** (Cross-listed with CDG 443.) 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.

**Chicago's Current and Future Economy.** (Cross-listed with CDG 444.) 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.

**Integrating Economics in the High School Curriculum.** (Cross-listed with CDG 445.) 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.

**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.
FACULTY

James S. Malek, Ph.D., Professor and Chair ......................... University of Chicago
Theodore G. Anton, M.F.A., Assistant Professor ..................... University of Iowa
Bernard A. Brunner, Ph.D., Professor ................................ University of Chicago
Carolyn Chaden, Ph.D., Assistant Professor ......................... University of Pennsylvania
Carolyn Ciganowski, Ph.D., Assistant Professor .................... University of Chicago
Stanley J. Damberger, M.A., Associate Professor .................... Saint Louis University
Richard de Cordova, Ph.D., Assistant Professor ...................... University of California, Los Angeles
William Fahrenbach, Ph.D., Assistant Professor and Director.

Graduate Program in English ............................................. University of Toronto

William J. Feeney, Ph.D., Professor Emeritus ......................... University of Oregon
Kristine Garrigan, Ph.D., Associate Professor ....................... University of Wisconsin
Hugh J. Ingrasci, Ph.D., Associate Professor ......................... University of Michigan
Richard Jones, M.A., Assistant Professor ............................. University of Virginia
Ellen M. Kelly, Ph.D., Professor ........................................ University of Wisconsin
Helen Marlborough, Ph.D., Assistant Professor ....................... Brown University
Zahava Mekeen, Ph.D., Professor Emeritus ............................ University of Chicago
Gerald P. Mulderig, Ph.D., Associate Professor ...................... The Ohio State University
Margaret M. Neville, Ph.D., Professor Emeritus ...................... Loyola University
John E. Price, Ph.D., Associate Professor .............................. Loyola University
Lavan Rasco, Ph.D., Professor Emeritus ............................... Northwestern University
Frank Sherman, Ph.D., Professor Emeritus ............................ University of California, Berkeley
Rev. John Smith, C.M., M.A., Professor Emeritus ................... DePaul University
Lulu C. H. Sun, Ph.D., Assistant Professor ............................ University of Michigan, Ann Arbor

PURPOSES

The purposes of the graduate program in English are to provide knowledge of English and American language and literature; to foster scholarly habits in bibliography, literary and cultural history, literary criticism, and the study of language; to cultivate independent critical ability, that is, the ability to read literary texts flexibly and comprehensively.

The Master of Arts program in English achieves these purposes through graduate courses, including a required core, a series of area courses in different periods of English and American literature, and electives in English and American literature, writing and linguistics, literary criticism, or special studies. The program also involves a written Master's Examination at the end of the student's course work, as well as options for independent study and thesis research.

MASTER OF ARTS: ENGLISH

Admissions Requirement

For full admission, students must have a bachelor's degree in English or the equivalent, or a bachelor's degree in another major with clear evidence of the ability to succeed in an advanced program in English and American language and literature.

In addition to the application for admission and undergraduate transcripts, students should submit a personal statement, from 300 to 500 words long, describing their special interests in English and American literature, and their plans for the future, including their immediate goals in applying to DePaul's M.A. in English. Students who have not done a B.A. in English are also encouraged to describe the strengths and weaknesses in their preparation for graduate work in English.
Degree Requirements
A) 48 hours of graduate credit in English
B) Achievement of candidacy:  A 3.0 average in four courses completed within two years of admission. Two of these courses must be ENG 400: Bibliography and Literary Research and ENG 470: Studies in Literary Criticism. Failure to meet these candidacy requirements will result in dismissal.
C) Completion of three core courses:
   ENG 400 Bibliography and Literary Research
   ENG 401 History of the English Language
   ENG 470 Studies in Literary Criticism
D) Six courses in literature, one each from these sections: Medieval, Renaissance, Restoration and Eighteenth Century, Nineteenth Century, Modern, and American Literature.
   NOTE: Students may take no more than three literature courses in any one of the areas listed under d) above.
E) Three electives drawn from English and American period courses, Writing and Language, Literary Criticism, Special Studies, Independent Study (maximum of four hours), or Thesis Research (maximum of four hours; available for students exercising the Thesis Option.)
F) A passing grade on a written Master’s examination, taken after course work is completed. The examination is based on a reading list drawn up by a department committee. The list is posted six months before the examination date.
   Note: Under special circumstances and with the Director’s approval, students may take a limited number of advanced undergraduate courses for graduate credit.

Thesis Option
A Thesis Option is available to students who have a promising idea for a scholarly or creative project. Proposals must earn the approval of an English Department graduate faculty member, who will serve as project director. Credit is earned through ENG 499 Thesis Research.

Courses

Courses carry four hours of credit unless otherwise noted.

Writing and Language

400 Bibliography and Literary Research. A general course for the guidance of students in methods of literary research.

401 History of the English Language. A systematic study of the nature, history, and usage of the English language. The course traces the language from its origin to its present status in England and America.

402 History of English Prose Style. A survey of alternative theoretical approaches to the study of style, followed by intensive study of changes in the conventions of English prose from the Renaissance to the present.

405 Composition Theory. Explores the development of contemporary theories of written composition; focuses on contexts for writing, the writing process, and reader-writer relationships.

406 The Classical Tradition in Rhetoric. A survey of Greek and Roman rhetorical theory. The course examines important definitions and discussions of rhetoric from Plato to Augustine, focusing on their implications for an understanding of the roles of rhetoric and writing in society today.
The Modern Tradition in Rhetoric. A survey of theories and practices in nineteenth- and twentieth-century rhetoric. The course examines psychological, social, and philosophical roots of contemporary rhetorics and the influence of scientific and literary styles on theories of discourse.

Stylistics. Theory and practice in examining features of prose style; linguistic, rhetorical, and literary perspectives on style.

Topics in Writing. See schedule for current offering.

Writing for Magazines. Covers the range of skills necessary for magazine writing. Discussion of the elements of style, humor, research, concept, and imagery that characterize the literature of fact. Students investigate, compose, and edit finished magazine articles to be submitted for publication.

Science Writing. An introduction to the forms of current science writing, from technical descriptions to highly crafted magazine pieces. Students develop a final project that may be marketed to magazines or journals.

Writing Fiction. A course in writing short stories. Emphasis is placed on class discussion of student writing. Intended for students who have had some previous creative writing experience.

Writing Poetry. A course in writing and reading poetry. Emphasis is placed on class discussion of student writing. Intended for students who have had some previous creative writing experience.

Writing in the Professions. Improves writing skills useful in semi- and nontechnical professions: emphasis on style, tone, awareness of purpose and audience; effective memo, proposal, and report writing.

Technical Writing. An advanced course in the issues, forms, and strategies of technical writing. Emphasizes audience analysis, organization, clarity and appropriateness of style, and document design. Offers experience in current computer applications in technical writing, including advanced word processing, computer graphics, desktop publishing, and professional editing and readability software.

Medieval

Chaucer. Chaucer's works in context of his milieu.


Studies in Medieval Literary Forms. Alternating emphasis on poetic, narrative, and dramatic genres of the 14th and 15th centuries.

Topics in Medieval Literature. See schedule for current offering.

Renaissance

Studies in English Renaissance Prose. Major prose works, including More's Utopia, Sidney's Apology for Poetry, Bacon's Essays, and Milton's Areopagitica.


Studies in English Renaissance Drama. Tudor-Stuart drama, including works by Kyd, Marlowe, Jonson, Webster, and Ford.

Studies in Shakespeare. Study of selected plays through various critical and scholarly perspectives.

Topics in Renaissance Literature. See schedule for current offering.

Restoration and Eighteenth Century


Studies in Restoration and Eighteenth-Century Authors. Alternating emphasis on, for example, Dryden, Pope, Swift, Johnson, or other authors.
Topics in Restoration and Eighteenth-Century Literature. See schedule for current offerings.

Nineteenth Century British


Studies in Victorian Poetry. Major Victorian poets, including Tennyson, Browning, and Arnold.

Studies in Nineteenth-Century British Fiction. Alternating emphasis on Austen, Scott, Dickens, Thackeray, the Brontës, Eliot, Trollope, and Hardy.

Nineteenth-Century Topics. See schedule for current offering.

Modern British

Studies in the Modern British Novel. Alternating areas of emphasis, including Woolf, Joyce, Lawrence, and Huxley.

Studies in Modern British Poetry. Alternating areas of emphasis, including Yeats, Auden, Lawrence, Dylan Thomas, and Hopkins.

Studies in Modern British Drama. Representative British and Irish plays from World War I to contemporary times.

Topics in Modern British Literature. See schedule for current offering.

American Literature

Studies in American Authors. Alternating emphasis on major writers, including Hawthorne, Melville, Poe, Whitman, Dickinson, Twain, Crane, and James.


Studies in Modern American Poetry. Alternating areas of emphasis, including Imagism, Eliot, Frost, and contemporary poetry.


Topics in American Literature. See schedule for current offering.

Literary Criticism

Studies in Literary Criticism. Study of the theoretical foundations of literary criticism, exemplified by major texts from ancient Greece to the present.

Topics in Literary Criticism. See schedule for current offering.

Special Studies

Teaching Writing. Prepares English teachers to teach composition at the secondary and college undergraduate levels. The course develops methods of teaching composition based on contemporary theories of rhetoric, acquisition of language skills, and reading.

Teaching Literature. Prepares English teachers to teach literature at the secondary and college undergraduate levels. The course develops methods of teaching all literary genres, addresses problems in literacy, and focuses on the transactional nature of reading and writing.

Studies in Literature. See schedule for current offering.


Studies in Drama. Comparative studies in English, Continental, and American dramatic literature.

Topics in Comparative Literature. See schedule for current offering.

Independent Study. Written permission of supervising faculty member and of the program director is necessary before registration. Variable credit.

Thesis Research. Written permission of supervising faculty member and of the program director is necessary before registration. Limited to four credits.
History

FACULTY
Cornelius Sippel, Ph.D., Associate Professor, and Chair ................. University of Michigan
Donald J. Abrams, Ph.D., Associate Professor ......................... University of Chicago
Thomas Croak, C.M., S.T.D., Ph.D., Assistant Professor .......... Carnegie-Mellon University
Lillie J. Edwards, Ph.D., Associate Professor ......................... University of Chicago
Albert Erlebacher, Ph.D., Professor ................................. University of Wisconsin, Madison
Bruce L. Penner, Ph.D., Associate Professor ....................... Cornell University
Robert F. Fries, Ph.D., Professor Emeritus ......................... University of Wisconsin, Madison
Robert Garfield, Ph.D., Associate Professor .................. Northwestern University
Gregory C. Kozlowski, Ph.D., Professor .......................... University of Minnesota
James P. Krokar, Ph.D., Associate Professor ..................... Indiana University
Joseph H. Lehmann, Ph.D., Professor ................................. Northwestern University
Ralph J. Maillard, Ph.D., Professor Emeritus ..................... Loyola University
Richard J. Meister, Ph.D., Professor ................................. Notre Dame University
Susan Ramirez, Ph.D., Professor .................................. University of Wisconsin, Madison
Ben Richardson, B.A., S.T.B., Professor Emeritus ............... Harvard University
Karen Scott, Ph.D., Assistant Professor .............................. University of California, Berkeley
Arthur W. Thurner, Ph.D., Professor Emeritus .................... University of Chicago

PURPOSE
The purpose of all courses offered by the Department of History is to provide a broad and critical acquaintance with the past experience of human society. Graduate courses involve wide contact with historical literature, including source materials; some practice in collecting, interpreting, and presenting data according to acceptable standards of method and style; and intensive discussion of the nature and problems of the discipline.

The degree program is intended to prepare the student for further advanced study, as well as to give him or her a disciplinary background adequate for those professions, in which a master's degree is ordinarily considered adequate, such as secondary school teaching and archival work.

MASTER OF ARTS HISTORY

Admissions Requirement
For full admission, students must have the following:

Bachelor's degree: 48 quarter hours in the social sciences. At least 36 of the hours must be in history and include both European and United States History. Remaining 12 hours are to be in other fields of the social sciences.

Note: In special cases the Department may accept applicants who have not completed the minimum number of credit hours in history.
Degree Requirements

Thesis

Courses: minimum of 48 quarter hours, including

- **HST 401** Historical Method and Bibliography
- **HST 499** Thesis Research

Four 400-level history courses

Six 300-level history courses, including

- one in American (if not previously taken in undergraduate program)
- one in European (if not previously taken in undergraduate program)
- one in Latin America
- one in East Asia
- one in Islam

Note: In an exceptional case a 300-level course may be substituted for a 400-level course in the same field with the written consent of the student's advisor and the chairperson.

Reading knowledge of one foreign language, preferably French, German or Spanish. The department will accept as evidence of reading knowledge of a foreign language 18 quarter hours (12 semester hours) of college study successfully completed, or four years of high school study. Students who have earned less than 18 quarter hours or the equivalent in the study of a single foreign language must have evidence of reading knowledge by passing an examination set by the department. Examinations are available only in languages taught at the University.

Written or Oral Comprehensive Examination: Type to be chosen by student. Examination covers two of the following fields of history:

- African
- Asian
- Medieval Europe 400-1500
- Modern Europe to 1850
- Modern Europe since 1850
- England to 1750
- Great Britain since 1700
- Islamic
- Latin America
- United States to 1860
- United States since 1860

Non-Thesis

Courses: minimum of 48 quarter hours, including

- **HST 401** Historical Method and Bibliography

Five 400-level courses

Six 300-level history courses, including one in American (if not previously taken in undergraduate program) one in European (if not previously taken in undergraduate program) one in Latin America one in East Asia one in Islam

Note: In an exceptional case a 300-level course may be substituted for a 400-level course in the same field with the written consent of the student's advisor and the chairperson.
Written or Oral Comprehensive Examination: Type to be chosen by student. Examination covers two of the following fields of history:
- African
- Asian
- Medieval Europe 400-1500
- Modern Europe to 1850
- Modern Europe since 1850
- England to 1750
- Great Britain since 1700
- Islamic
- Latin America
- United States to 1860
- United States since 1860

**History as a Minor Field**

History may be combined as a minor with Education, English, Economics, Geography, and Philosophy. The prerequisites in history are 24 quarter hours, of which at least four must be in United States and four in European history.

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**Courses**

All courses carry four quarter hours of credit unless otherwise noted.

**Advanced Undergraduate Courses**

301 **History of Chicago.** A history of the founding and evolution of Chicago from a frontier village to a major industrial, commercial, and cultural center.

304 **Ethnohistory: The Study of Pre-Literate Peoples.** Studies of traditional cultures and ethnic groups, especially of non-western societies throughout Latin America.

305 **Exploration and Conquest of the Americas, 15-16th Centuries.** A history of European expansion in the Americas, with special attention to voyages of discovery and the first encounters with native Americans.


307 **Independence and Nationalism: The Making of Modern Latin America.** A survey of 19th and 20th century Latin America, starting with the wars of independence and emphasizing the rise of nationalism and ideological struggles.

308 **Latin America: The Struggle Between Left and Right** (formerly 363). A survey of 20th century Latin America from the Mexican Revolution to the present, emphasizing populism, revolution and counterrevolution.

Inter-American Affairs (formerly 366). A mostly twentieth-century survey of political relationships between the United States and Latin American nations, emphasizing dependency and inter-dependence theories.

From Columbus to Castro: The History of the Caribbean. The history of the Caribbean from colonial times to the present, with special emphasis on the factors that give each nation its particular character (formerly 367).

Hispanics in the United States (formerly 368). A study of Spanish-speaking people in the United States and their relations with other Americans. The course will concentrate on Mexican Americans since the Mexican-American War, Puerto Ricans since 1898, and Cuban Americans since Castro.

Cross Cultural Contact and Conflict in the Americas. A survey of encounters between peoples of different ethnic groups from 1492 to the present.

Medieval People and Institutions. An introduction to the varied political, economic, social, and religious realities and developments which shaped the lives of Medieval men and women.

God, Self, and Society in Medieval Culture. The roots of Western thought in Medieval education, literature, philosophy, and science. The interactions between high theology, mysticism, and popular culture. History and autobiography.

Individual and Society in Renaissance Italy. The flowering of culture, humanism, and the arts in fourteenth and fifteenth century Italy. Renaissance politics, patronage, and diplomacy. Religion and the Papacy.

The Age of Reformations. Late Medieval religion and society; the Reformations of Luther and Calvin, and the Catholic reform movements. Nationalism and the state in sixteenth-century Europe. The expanding world.


English Constitutional History. A study of Anglo-Saxon institutions; feudalism after the Norman conquest; growth of the common law; foundations of Parliament and the development of central administrative systems.

French Revolution and Napoleon. Political and economic failure of the Old Regime, influence of the philosophers, the rise and fall of revolutionary idealism, the spread of revolutionary principles, the development of imperialism and dictatorship under Napoleon, the settlement of Europe and the Congress of Vienna.

Europe from Metternich to Bismarck. The decline of the aristocratic-clerical order, the emergency of capitalism, the appearance of liberal states, and the rise of nationalism in Italy and Germany.

Europe in the Age of German Ascendancy. Continental culture, development of imperial rivalries, failure of internationalism and the coming of World War I.

Europe Since 1914. A study of the main currents of international affairs during the period, and domestic problems of the leading states, with emphasis upon the dynamic of power politics.

Expansion of Europe I: The Age of Discovery. A survey of the political, intellectual and scientific roots of the expansion of Europe and of the main voyages of discovery between 1400 and 1825.

Expansion of Europe II: The Age of Empires. Causes of the establishment of European empires in the 19th and 20th centuries, the nature and effect of empires, the reasons for their disappearance and their legacy for Europe and the non-Western world.
Modern Britain Since 1715. (formerly 346) Development of Parliamentary sovereignty; social, political, and economic reforms; political parties and the rise of the labor movement; British foreign policy during the period.

Scholars and Samurai: Traditional Chinese and Japanese Civilizations. An examination of the major elements of traditional Chinese and Japanese civilization, emphasizing religion, philosophy, ethics, and political and social structures.

Revolutionary China and Modern Japan. An examination of the coming of the Europeans, the transformation of traditional Chinese and Japanese civilizations, the rise of nationalism and revolution in China, the modernization and militarization of Japan, and post-World War II developments in East Asia.

Islam in World History: the Foundations. A study of Islam as a religious faith, a civilization and a political system from the time of the Prophet to the 19th century.

Islam and the West in the Modern World. An examination of the economic, cultural and political interaction of Europe and the Islamic world.

The Origins of the Afro-Americans: Afro-American History to 1750. Europeans in West Africa, the middle passage, slavery in the West Indies, development of the Slave trade, Introduction of slavery into the American colonies.

From Slavery to Freedom: Afro-American History, 1750–1865. Black participation in frontier life; in the War of 1812; in the growth of the cotton industry; in the Civil War and Reconstruction.


The Black Mind in America. Black contributions in the areas of philosophy, theology, politics, literature, and art from 1619 to the present.

Themes in Afro-American History. Presents the historical roots of the conflict of the Black and White races in America and considers means proposed for resolving it.


Africa: The Age of Conquest, African History 1750–1900. The focus is on the origins of Afro-European relations and the political, economic, and military causes of the European partition and occupation of the continent.

Africa: The Age of Revolution; African History 1900 to the Present. The workings of the colonial system, the rise and course of independence movements, and the history of individual African states since independence.

India to 1700. Examines the social, cultural and political histories of South Asia from prehistoric times to the waning of the Mughal Empire.

India since 1700. Examines the modern history of India, giving special attention to India as a prototype of economic and political change in the “Third World.”

Russia Under Khans and Tsars. The Kievan period, the Mongol Invasions, Ivan the Terrible, the emergence of modern Russia, 19th century tsarist autocracy and the formation of the radical tradition.

Soviet Russia, 1905 to the Present. The Bolshevik revolution, Stalin’s rise to power, the Five Year Plans, the Second World War and Russia’s place in the modern world.

History of Spain and Portugal. An analysis of the social, economic, political, and intellectual development of the Iberian Peninsula from the time of Ferdinand and Isabella.
Eastern Europe to 1800. A survey of the area’s settlement by Slavic and non-Slavic peoples. The establishment of medieval states, the East European renaissance and reformation, and the growth and structure of multi-national empires.

Eastern Europe, 1800 to present. A survey of the decline of empires and the rise of nation states; the destruction of traditional, agrarian societies; the impact of World War II; and the establishment of communist regimes.

The Beginnings of American Civilization to 1760. The discovery, exploration, and settlement of the eastern seaboard, with discussion of significant political, economic, and social consequences.

The Age of the American Revolution. The establishment of American independence, adoption of the Constitution, the first years of the republic considered in analytical detail.

Jefferson, Jackson, and the Coming of the Civil War. The historical forces that shaped the early growth and development of the republic.

Civil War and Reconstruction, 1860–1877. The causes of the war, its development, and major problems of the peace.

The Emergence of Modern America, 1877–1914. New cultural patterns, political party battles, growth of big business and organized labor, Populism and the Progressive period.

America in the Age of World War I 1914–1945. A consideration of World War I, the Twenties, the Great Depression, the New Deal, World War II.

The United States Since 1945. Significant developments in American life during the period after World War II.

America in the Nineteenth Century: The Development of the Pragmatic Tradition. A study of the social development of the American people and of patterns of thought, religion, and art.

American Civilization in the Twentieth Century: Ideas and History. Continues course 378.


Topics in American Studies. (Cross-listed with ENG 367) Taught in cooperation with the English Department. May carry credit in English or History.

United States Constitutional History to 1865. Examines the English colonial charters, the constitutional aspects of the American Revolution and the federal constitution; explores the concepts of federalism and separation of powers with reference to major Supreme Court decisions.

United States Constitutional History since 1865. Problems of industrial regulation, civil liberties, constitutional issues of the New Deal and controversies arising during and after World War II, including the major decisions of the Warren court.

Teaching History and the Social Sciences. Introduces methods, techniques, and basic problems encountered in the teaching of history and the social sciences.

The Law, the State, and Freedom in America. A pre-law discussion course dealing with major ideas of the law, government, and civil liberties in the United States from 1620–1896.

Historical Sources and Evidence: Nuremberg to Central America. Designed to develop in the pre-law student analytic and adversary skills useful in the practice of law and to confront controversial issues dealing with values of the lawyer and the citizen.
Study Tour. An in-depth, on-site overview of the historical, political, social and economic reality of a foreign country. Credit is variable.

Independent Study. Prerequisites: approval of instructor and chair.

Graduate Courses

Historical Method and Bibliography.

Colloquium in Latin American History. (Prerequisite: one 300-level course in Latin-American History or consent of the instructor)

Colloquium in African History. (Prerequisite: one 300-level course in African History or consent of the instructor)

Colloquium in American History. (Prerequisite: one 300-level course in American History or consent of the instructor)

Colloquium in European History. (Prerequisite: one 300-level course in European History or consent of the instructor)

Colloquium in Islamic History. (Prerequisite: one 300-level course in Islamic History or consent of the instructor)

Colloquium in Asian History. (Prerequisite: One 300-level course in Asian History or consent of the instructor)

Extramural Internship. Internships in alternative careers for history majors. Students are placed in work-study positions under faculty supervision to help prepare themselves for non-teaching careers which require background in historical technique. Credit variable.

Thesis Research. (Prerequisite: Consent of Chair) Between four and eight hours credit to be determined by the department.
Interdisciplinary Studies

College Coordinators
Tom Dolan, M.A., Administrative Assistant to the Dean, College of Commerce
John J. Lane, Ph.D., Director of Graduate Programs, School of Education

PURPOSE
The Interdisciplinary Studies Program (ISP) at DePaul University offers a unique and flexible opportunity for the student to build a master's program around his or her individual interests. The program transcends traditional departmental boundaries by allowing the student, with the advice and support of an appointed academic committee, to design a series of courses in a variety of substantive fields.
For example: an urbanologist interested in communications management can design a sequence of interrelated courses in the Departments of Management, English, Political Science and Public Services; someone interested in Arts and Management may tailor a program of courses selected from Arts and Sciences and the College of Commerce.
With proper planning virtually any combination of courses is open to the self-guided master's degree candidate.

MASTER OF ARTS OR MASTER OF SCIENCE:
INTERDISCIPLINARY STUDIES

Admission Requirements
For full admission, applicants must have the following:
Bachelor's degree: adequate background in the appropriate fields required as preparation for the successful completion of the student's proposed program of study
Written rationale for a proposed program of study: rationale to include both a statement of educational and/or vocational objectives and a proposed listing of courses to make up that program
Evaluation and approval of proposed program
Foreign Language or Research Tool: need to be determined as part of the proposed program evaluation and approval
Degree Requirements

Thesis

Courses: 48 quarter hours of graduate credit, including

1) SP 499 Thesis Research (4 to 8 quarter hours)
2) maximum of 16 quarter hours of credit in 300-level courses, and
3) remainder of credit hours from 400/500 level courses.

Foreign Language or Research Tool: provided need for specific proficiencies in a foreign language, in computer science, or in statistics was determined initially as part of the student's proposed program of study.

Thesis

Final Oral Examination: conducted by the Thesis Advisory Committee members appointed by the Director of the Interdisciplinary Studies Program.

Non-Thesis

Courses: 48 quarter hours of graduate credit, including maximum of 16 quarter hours of credit in 300-level courses, and remainder of credit hours from 400/500 level courses.

Foreign Language or Research Tool: provided need for specific proficiencies in a foreign language, in computer science, or in statistics was determined initially as part of the student's proposed program of study.

Courses

ISP 498 Independent Study. No more than four quarter hours may be applied toward degree requirements.

ISP 499 Thesis Research. Registration for either four or eight quarter hours credit. Student must have written approval, before registering, of his/her thesis director.

ISP 602 Candidacy Continuation. This registration is required of all students who are not registered for courses but who occasionally use University facilities during completion of course requirements or research projects. Non-credit, $40.00 per quarter.
FACULTY

Charles R. Strain, Ph.D., Professor, Program Director ........ University of Chicago
Avram A. Blumberg, Ph.D., Professor ...................... Yale University
Caryn Chaden, Ph.D., Assistant Professor ...................... University of Virginia
Stanley I. Damberger, M.A., Associate Professor ........ Saint Louis University
Lillie J. Edwards, Ph.D., Associate Professor ........ University of Chicago
Jeanne LaDuke, Ph.D., Associate Professor ...................... University of Oregon
Richard J. Meister, Ph.D., Professor ...................... University of Notre Dame
John E. Price, Ph.D., Associate Professor ...................... Loyola University
Robert Rotenberg, Ph.D., Associate Professor ........ University of Massachusetts at Amherst
Arthur W. Thurner, Ph.D., Professor Emeritus ........ University of Chicago
I. Harry Wray, Ph.D., Associate Professor ........ University of North Carolina at Chapel Hill
Simone Zurawski, Ph.D., Associate Professor ........ Brown University

PURPOSE

The Masters of Arts in Liberal Studies (MLS) program is a multidisciplinary approach to graduate education which emphasizes liberal education rather than the preparation for a specific profession or career. It is particularly designed for mature learners established in a career or profession who wish to enrich their personal lives, to explore areas of knowledge that were bypassed in the earlier rush to prepare for a career and/or to pursue an avocation in a disciplined fashion.

The program is grounded in a set of four, team-designed core courses. These courses establish the aims and themes of the program, orient the student to a multidisciplinary approach to graduate education, and develop in the student advanced learning skills. They are organized around the theme "Sense of Person/Sense of Place."

The other components of the program are colloquia, electives, and the integrating project. Colloquia are five-week topical studies that employ various approaches to one particular theme. Colloquia use various formats—guest lectures, panels, films, field experiences—to provide an intensive examination of an issue.

Electives are graduate courses chosen from traditional departmental offerings in the College of Liberal Arts and Sciences. Students select these courses with the aid of an advisor to build a program of study tailored to individual goals and interests. Included under electives are MLS special topics courses. These courses are drawn from existing course offerings in other departments, but they have been redesigned particularly for MLS students. Special Topics courses frequently build upon certain aspects of the core program.

Finally, the Standard Concentration and the Women Studies Concentration students complete an integrating project designed to pull together learning experiences and skills developed throughout the student’s course of study in the MLS program. The integrating project may take the form of an individual research paper, original work of prose or poetry, an exhibition or performance, or community service (MLS 499). Alternatively, it may also take the form of completing the Integrating Seminar (MLS 500). In this Seminar MLS students work on individual projects in consultation with the instructor of the course and the other students. Students prepare a 25-30 page paper and present a summary of it to the class in order to complete their integrating project. The student chooses between MLS 499 and MLS 500 with the help of an advisor.
In addition to a Standard Concentration, the MLS program offers the Executive Concentration. This program has been specially designed to enhance the student's professional training and experience by emphasizing the development of the skills of critical thinking, written communication, and creative imagination. The basis of the executive concentration is an expanded, seven course core program. The Women's Studies concentration focuses on women's accomplishments, conditions and contributions within their cultural contexts. Using interdisciplinary approaches, the Women's Studies concentration crosses the boundaries of traditional fields of study, giving fresh views of their subject matter and creating a new coherent way of understanding human experience. Students choose one of the three concentrations with the help of an advisor.

MASTER OF ARTS: LIBERAL STUDIES

Admissions Requirements

For full admission, students must have the following:
Bachelor's degree from an accredited institution.
Admission essay: this essay describes why the student is considering the MLS program, how it fits into a process of personal and intellectual development, and what the student hopes to accomplish by enrolling in the program.

Degree Requirements

Standard Concentration

Courses: completion of 48 quarter hours of graduate credit which must include
Core Courses:

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

All students will be expected to complete the required core courses with a cumulative average of 2.50. Students who do not achieve a 2.50 average in the core will be warned that they will probably experience serious difficulties in the elective portion of the program. They will be advised to consider withdrawing from the program.

Colloquia: two courses chosen from the 430 series of colloquia. Topics vary from year to year. Unless otherwise indicated, all colloquia carry two hours of graduate credit. Students may take two additional colloquia in place of one elective as part of their program of study.

Electives: six courses chosen from MLS special topics courses or existing departmental graduate courses with the aid of the student's advisor. Courses must be selected from at least two different departments in order to preserve the multi-disciplinary character of the program. MLS students may take no more than three 300-level courses as part of their program.

Integrating Project: MLS 499 or MLS 500. Students choosing to work individually on a research or creative project must a) select a project committee with the aid of the Program Director, b) gain approval for their integrating topic.

Students choosing to complete an integrating paper of 25-35 pages by working in a seminar context with other students and the instructor register for MLS 500: Integrating Seminar. In the quarter prior to registering for this course students must a) receive permission from the Program Director to register, and b) discuss their proposed topics with the instructor.
Executive Concentration
Courses: Completion of 48 quarter hours of graduate credit which must include:
Core Courses
401  Visions of the Self
402  Perceptions of Reality
403  The American Experience
404  The City
442  Ethics and the Economy
452  Great Ideas, Business and Society
459  Writing in the Professions
Electives: five courses chosen from MLS special topics courses or existing departmental graduate courses with the aid of the student's advisor. Courses must be selected from at least two different departments in order to preserve the multi-disciplinary character of the program. MLS students may take no more than three 300-level courses as part of their program.

Integrating Project: Optional in the Executive Concentration. If the student chooses to do an integrating project, MLS 499 or MLS 500 must be taken in place of one of the student's elective courses.

Women's Studies Concentration
Courses: Completion of 48 quarter hours of graduate credit which must include:
Core Courses
401  Visions of the Self
402  Perceptions of Reality
403  The American Experience
404  The City
440  Feminist Theories
441  Women Across Culture
Electives: five courses chosen from MLS special topics courses or departmental graduate courses with the aid of the student's advisor. Two of the five courses must meet the criteria of the Women's Studies concentration, that is, the topic, content and approach to the course must be focused upon the study of women or gender relations. MLS 467, 468, 474, 477, 478, for example, meet these criteria. Courses must be selected from at least two different areas of study in order to preserve the multi-disciplinary character of the program. MLS students may take no more than three 300-level courses as part of their program.

Integrating Project: MLS 499 or MLS 500. Students completing the Women's Studies Concentration may choose either the MLS 499, individual research option or MLS 500, seminar paper option. The topic, content and approach of the integrating project must be focused on the study of women or gender relations. In addition to an MLS advisor the student will work with a Women's Studies advisor. Otherwise, the student follows the procedures given under the Standard Concentration.

Courses

Core Courses
401  Visions of the Self. A study of the differing visions of the self as presented in significant documents from the history of ideas. Materials selected from classic texts of literature, philosophy, theology, psychology and social science.
402 Perceptions of Reality. A survey, beginning with ancient Greece and ending with the modern world, of models of universal order as developed by natural scientists and literary and visual artists.

403 The American Experience. A chronological and thematic study of the location of self within American culture. Readings chosen to reflect both dominant and dissenting ideas at specific points of American history.

404 The City. A topical examination of the urban experience using the methods and sources of both historians and social scientists. Topics include survey of various images of the city, utopian and dystopian visions, and the uniqueness of the modern city.

Colloquia

430 MLS Colloquium. Topics vary. See schedule for current offering.

Special Topics Courses

440 Feminist Theories. (Cross-listed with WMS 300). A discussion and assessment of the various theories concerning the place of women in society, including theories that have advocated a more positive role for and valuation of women than those of the dominant society. The course will take both an historical and a topical approach.

441 Women Across Cultures. (Cross-listed with WMS 394). A critical analysis of the roles of women in societies around the world, with special emphasis on economics, politics, and culture. Focus is on African, Asian, and Latin American cultures and non-dominant groups within Western Societies. Topics vary each quarter.

442 Ethics and the Economy. This course will present the thinking of social scientists, philosophers, and theologians on the impact of religious values on the origin and development of American capitalism, and their possible relevance to contemporary discussions of business ethics.

443 Work Leisure and the Quality of Life. (Cross-listed with SOC 390/495). The course examines the nature and meaning of work and leisure in western culture, and the relationship of work and leisure to contemporary issues associated with the concept "Quality of Life."

450 Chicago: Architecture and Urban Development. A study of urban architecture in Chicago from 1853 to 1984, including the role of planning, the purpose of open space, the place of tradition, the impact of modern design theories and evaluation of contemporary developments.

452 Great Ideas, Business and Society. (Cross-listed with GSB 540). A study using primary sources of the basic ideas, aspirations and values which humanity strives to attain and which constitute the basis of fundamental demands on the world of business and its managers, their policies and decisions.

453 Politics, Media and Everyday Life. (Cross-listed with PSC 321). An examination of various ways in which the mass media influence our perceptions of reality. Political, social and cultural implications of media processes are assessed.

454 Parable and Imagination: The Literature of Subversion from Jesus to Borges. The self's vision derives from narrative imagination. But parables are the genre that makes imagination self-conscious and narrative self-critical.

455 Community and The City. (Cross-listed with Soc. 346 and 423). The course explores the possibilities for community life within urban settings. It emphasizes the development of network relations and cross cutting ties.

456 The Uses of Autobiography. Study of selected autobiographical writings to serve as models for self-expression.
Endings and Imagination: The Literature of Ancient and Modern Apocalypse. Ancient apocalypse invoked a catastrophic vision of the self's future. Today religious visions are accompanied by the literature of secular apocalypse. Why does imagination become fascinated by apocalyptic endings?

Islam and the West in the Modern World. (Cross-listed with HST 342). An examination of the economic, cultural and political interactions of Europe and the Islamic World.

Writing in the Professions. (Cross-listed with ENG 301 and ENG 494). Improves writing skills useful in semi- and non-technical professions; emphasis on style, tone, awareness of purpose and audience; effective memo, proposal, and report design. Special attention given to writing skills connected with the MALS Integrating Project.

The Dilemma of the Modern Age. (Cross-listed with SOC 473). The crisis of the individual's place in society is exposed through social sciences, philosophy, literature, art, and music. The distinctive features of and responses to modern culture—individualism, alienation, and depersonalization—are illuminated through multiple perspectives.


Seminar in Business Ethics. (Cross-listed with PHL 640). A seminar in business ethics that centers on theoretical, practical, and pedagogical issues.

Nationalism and International Conflict. This course will explore the social origins and development of national identities. How these identities have been manipulated to serve specific competitive interests in the past two hundred years will also be discussed.

The Culture of American Catholics. This course will attempt a sociological and historical investigation of the culture of American Catholics, with special attention to the literary works of contemporary American Catholic writers including Flannery O’Connor, Mary Gordon and Eugene Kennedy.


Law, the State, and Freedom in America. (Cross-listed with HST 394). Examination of the relationship of the individual to the state in America. The course will focus on The Federalist Papers and other documents central to our constitutional structure.

Selected Topics on Women in Literature. Topics vary. See schedule for current offering.

Selected Topics: Women, Self and Society. (Cross-listed with WMS 394). Topics vary, see schedule for current offerings.


Scholars and Samurai. Traditional Chinese and Japanese civilizations. (Cross-listed with HST 339). An examination of the major elements of traditional Chinese and Japanese civilizations, emphasizing religion, philosophy, ethics, and political and social structures.

The Arts of Japan. The visual arts of traditional Japanese culture.

Islamic Art. The visual arts of traditional Islamic cultures.

Women and Art. Examines the work of the most significant women artists from the Renaissance to the present. It will also investigate how women have been represented in Western art by both male and female artists.
475 **Topics in Contemporary Film.** An examination of recent films and their relation to broader tendencies in contemporary culture. Topics vary. See schedule for current offerings.

476 **Chicago in Fiction and Film.** This course examines novels and short stories written by Chicagoans during the twentieth century. It also includes a few film adaptations of these works.

477 **Feminist Ethics.** (Cross-listed with PHL 660). Critiques of mainstream empirical and philosophical works and of Carol Gilligan’s work on ethics will include discussions on the women’s voice in morality, the nature of theories by women vs. men, the formation of plural positions concerning care versus justice, and alternative ethical stances.

478 **The Psychology of Women.** (Cross-listed with PSY 561). A review of research and theory on women including sexist biases and methodology, feminist therapy, violence against women, and gender differences in the development of power and sexuality.

479 **Writing Poetry.** (Cross-listed with ENG 493). A course in writing and reading poetry. Emphasis placed on class discussion of student writing. Prerequisite: permission of the instructor.

480 **Major Authors.** An examination of major writers in the English and American literary traditions. Topics vary. See schedule for current offerings.

**Advanced Study**

498 **Independent Study.** Written permission of the student’s advisor and the program director is necessary before registration.

499 **Integrating Project: Research and Preparation.** Students may register for this course after the integrating project proposal has been approved by the project committee. This course carries four hours of credit.

500 **Integrating Seminar.** Students may register for this course with the approval of the program director and after discussing proposed paper topics with the instructor. This course carries four hours of credit.
Mathematical Sciences

FACULTY
Constantine Georgakilas, Ph.D., Associate Professor and Chair … Illinois Institute of Technology
Louis Aquila, M.S., Adjunct Associate Professor … DePaul University
J. Marshall Ash, Ph.D., Professor … University of Chicago
Allan Berele, Ph.D., Associate Professor … University of Chicago
Jeffrey Bergen, Ph.D., Associate Professor … University of Chicago
W. S. Black, Ph.D., Lecturer … University of Wyoming
William Chin, Ph.D., Assistant Professor … University of Wisconsin
Jonathan Cohen, Ph.D., Associate Professor … Washington University
Barbara Cortzen, Ph.D., Associate Professor … University of California, San Diego
Susanna Epp, Ph.D., Associate Professor … University of Chicago
Thomas Farrell, M.S., Lecturer … University of Chicago
Eduardo Gatto, Ph.D., Associate Professor … Universidad de Buenos Aires
Lawrence Gluck, Ph.D., Associate Professor … Illinois Institute of Technology
Sigrun Goes, Ph.D., Associate Professor … Northwestern University
Jerry Goldman, Ph.D., Professor … Illinois Institute of Technology
Roger Jones, Ph.D., Professor … Rutgers University
Leonid Krop, Ph.D., Assistant Professor … University of Chicago
Ron Kuziel, M.S., Lecturer … University of Chicago
Jeanne LaDuke, Ph.D., Associate Professor … University of Oregon
Charles Lindblade, Ed.D., Lecturer … Loyola University
Michael Modica, Ph.D., Lecturer … University of Chicago
Effat Moussa-Hamouda, Ph.D., Associate Professor … University of Iowa
Carolyn Narasimhan, Ph.D., Associate Professor … Northwestern University
Rochelle Plager, M.S., Lecturer … Northeastern Illinois University
Janice Pranger, M.S., Lecturer … University of Illinois
Walter Pranger, Ph.D., Professor … Illinois Institute of Technology
Pervez Rahman, Ph.D., Lecturer … University of Illinois at Chicago
Eric Rieders, Ph.D., Assistant Professor … University of Syracuse
Beverly Suhrt, M.S., Lecturer … DePaul University
Jacob Towber, Ph.D., Professor … University of Chicago
Stephen Vagi, Ph.D., Professor … University of Chicago
Yuen-Fat Wong, Ph.D., Professor … Cornell University
Silham Zitzler, Ph.D., Lecturer … Lehigh University

PURPOSES
The Department of Mathematics offers a program in applied mathematics leading to a Masters of Science in Applied Mathematics. The program is designed to prepare students for careers in such areas as Statistics, Actuarial Science, and Operations Research. Many organizations realize the value of quantitative methods in their decision making process, consequently there is a need for individuals with such quantitative skills. The program is offered during the evening on DePaul's Lincoln Park campus. Students can complete the program in two years.

The purpose of the program leading to the degree of Master of Arts in mathematics education is to offer a timely response to the problem of a critical shortage of secondary and upper elementary school mathematics teachers. The program is intended to improve the quality
of mathematics education in schools within the greater Chicago area by providing a demanding sequence of course to individuals carefully chosen for their capacity to rapidly apply what they learn at DePaul to their own classroom settings.

MASTER OF SCIENCE: APPLIED MATHEMATICS

Admission Requirements

For full admission, students must have the following:

Bachelor's degree.

Four quarters of calculus.

A course in linear algebra.

A course in statistics.

A course in computer programming.

(Note: Students without this background are invited to enroll in appropriate mathematics undergraduate courses to build the necessary foundation.)

Degree Requirements

Courses: 48 quarter hours of graduate level work in mathematics.

Comprehensive Examination: Part I covers the material in MAT 451, 452 and 453.

Part II is based on courses from the students area of concentration.

Program Requirements:

The program consists of the following required courses:

- MAT 451 Probability and Statistics I
- MAT 452 Probability and Statistics II
- MAT 453 Probability and Statistics III
- MAT 456 Applied Regression Analysis
- MAT 470 Advanced Linear Algebra
- MAT 484 Mathematical Modelling
- MAT 485 Numerical Analysis
- MAT 487 Operations Research I

Students select four additional courses from the set of electives related to their concentration. Approval of the student's graduate advisor is required for all electives. With the approval of the student's graduate advisor, students may take up to two electives from related disciplines such as Physics, Computer Science, and Commerce.

COMPUTER USAGE

The computer plays an important role in the program. It is used to illustrate ideas that arise in various courses, to do the data analysis required in the statistics courses, to find solutions to problems in the operations research course, and to find numerical solutions to problems that arise in numerical analysis and mathematical modelling. Computer software is used throughout the courses and these packages are likely to play an important role in the solution of the problems the student ultimately finds in his or her place of employment.
MASTER OF ARTS IN MATHEMATICS EDUCATION

Program Description

This six quarter degree program will be offered on an accelerated basis during intensive weekend sessions and may be taken while in-service at the rate of two courses per quarter. The stress in the program is on mathematical content, but significant amounts of time will be spent on methods of incorporating new teaching strategies and technologies in the classroom. The program is directly tied to secondary and upper elementary curriculum needs and is directed toward previously or currently certified teachers with degrees in non-mathematics fields or to teachers with bachelor's degrees in mathematics who wish to upgrade their command of the field. This program is administered by the Department of Mathematical Sciences in conjunction with the School of Education through the College of Liberal Arts and Sciences. Details regarding admission requirements, course schedules, etc. may be obtained from the Chairperson of the Department of Mathematical Sciences.

Registration for M.A. in Mathematics Education program courses is open only to program majors or to those students who have the written authorization of the program director.

FIVE YEAR B.S./M.S. IN APPLIED MATHEMATICS

Promising undergraduate students may take up to 12 credit hours of graduate courses during their senior year. These may count towards the M.S. degree in Applied Mathematics. Serious students may thus finish the M.S. degree in one year after their B.S. degree.

Courses

GRADUATE COURSES

Actuarial Science

461   **Actuarial Science I. The Theory of Interest.** The theory and application of compound interest to annuities, amortization schedules, sinking funds, bonds, and yield rates. (Prerequisite: MAT 162 or 152.)

462   **Actuarial Science II. Basic Contingencies.** The theory and applications of contingency mathematics in life and health insurance, annuities, and pensions from both a probabilistic and a deterministic viewpoint. Topics include: survival distribution and life tables, life insurance and life annuities. (Prerequisite: MAT 461 and 451.)

463   **Actuarial Science III. Advanced Contingencies.** A continuation of MAT 462. Topics include: net premiums, net premium reserves, multiple life functions, multiple decrement models, and valuation theory for pension plans. (Prerequisite: MAT 462.)

**Applied Algebra and Analysis**

470   **Advanced Linear Algebra.** Matrix representation of linear transformations, inner product and rotations, eigenvalues and eigenvectors, diagonalization of symmetric linear transformations, principal axis theorem and positive definite quadratic forms. Applications to geometry and statistics. (Prerequisite: 262.)
Fourier Analysis and Special Functions. The course covers the basic principles of discrete and continuous Fourier analysis and some of its applications currently used in scientific modelling. Students will use the computer to implement the computational algorithms developed in the course. Some of the topics covered will include Fourier transforms and their application to signal and image processing, discrete Fourier series, the fast Fourier transform algorithm and applications to digital filtering, and the Radon transform and its applications to Tomography. (Prerequisite: MAT 262.)

Mathematical Modelling. Modelling of real world problems using mathematical methods. Includes a theory of modelling and a study of specific models selected from deterministic stochastic, continuous and discrete models. (Prerequisite: 220 or 262, and 419 or 438)

Quantitative Methods and Operations Research

Numerical Analysis I. Use of a digital computer for numerical computation. Error analysis, Gaussian elimination and Gauss-Seidel method, solutions of linear and non-linear equations, function evaluation, approximation of integrals and derivatives, Monte Carlo methods. (Prerequisite: 262 and a programming course.)


Operations Research I: Linear Programming. The Linear Programming problem and its dual; the simplex method; transportation and warehouse problems; computer algorithms and applications to various fields. (Prerequisite MAT 220 or MAT 262 and programming knowledge.)

Operations Research II: Optimization Theory. Integer programming; non-linear programming; dynamic programming; queuing theory; game theory. (Prerequisite: MAT 487.)

Statistics and Probability

Probability and Statistics I. Probability spaces; combinatorial probability methods, continuous and discrete random variables and distributions, moment generating functions, development of the classical discrete and continuous distributions and their applications (Corequisite: 260.)

Probability and Statistics II. Joint probability distributions and correlation; law of large numbers and central limit theorem; sampling distributions; theory of estimation. (Prerequisite: MAT 451.)

Probability and Statistics III. Principles of hypothesis testing, most powerful tests and likelihood ratio tests; linear regression; one-way analysis of variance; categorical data analysis; nonparametric statistics. (Prerequisite: MAT 452.)

Multivariate Statistics. The multivariate normal distribution. The general linear model. Multivariate regression and analysis of variance; Discriminant Analysis; principal component and factor analytic applications and use of statistical software. (Prerequisites: MAT 453.)

Applied Regression Analysis. Simple linear, multiple and polynomial regression models. Selection of best regression equation and examination of residuals for homoscedasticity and autocorrelation. Use of statistical software. (Prerequisite: MAT 453 or MAT 348 and consent.)
Design and Analysis of Experiments. Linear models and quadratic forms. Single, two and several factor experiments, incomplete designs, confounding and fractional factorial experiments. Response surfaces and partially balanced incomplete block designs. (Prerequisite: MAT 453 or MAT 348 and consent.)

The following courses may be offered if there is interest from a significant number of students. Some of these courses may be offered during the day.

Applied Abstract Algebra I. The course will serve as an introduction to the algebraic structures found useful in applied mathematics, electrical engineering, and computer science. Applications of abstract algebra to algorithms and algebraic computing as well as to computer engineering in general are covered. Specific applications include automata theory, analysis of algorithms, and the fast Fourier transform. Topics covered include sets, induction, functions, relations and graphs, rings and Boolean algebras and semigroups and groups. These topics have applications to finite state machines, graph theory, switching circuits and functions, formal language, and coding theory.

Applied Abstract Algebra II. This course is a continuation of MAT 400. Topics covered include lattices, linear algebra and field theory, linear machines, and algebraic coding theory. These topics have applications to decomposition and structure of finite state machines, to fast Fourier transforms, transfer functions and shift registers, and to BCH coding, decoding, and Reed-Solomon codes. (Prerequisite: MAT 400.)

Stochastic Processes. Discrete Markov chains and random walk, birth and death processes, Poisson process, queuing systems, and renewal processes. (Prerequisite: MAT 453.)

Nonparametric Statistics. Inference concerning location and scale parameters, goodness of fit tests, association analysis and tests of randomness using distribution free procedures. (Prerequisite: MAT 553 or MAT 348 and consent.)

Statistical Quality Control. Control charts for means, standard deviations and attributes; acceptance sampling and sampling inspection using one and multi-stage sampling methods. Emphasis on industrial quality control problems. (Prerequisite: MAT 453 or MAT 348 and consent.)

Simulation Models and the Monte Carlo Method. Techniques of computer simulation of the classical univariate and multivariate probability distribution models, and such random processes as random walk, Markov chains, and queues. (Prerequisite: MAT 453 or MAT 348 and consent.)

Queueing Theory with Applications. An overview of queueing theory, queueing systems, related random processes, classification of queues, Priority queueing, Computer time sharing and multi-access systems. (Prerequisite: MAT 453 or MAT 348 and consent.)


Game Theory. The minimax theorem for two-person zero-sum games, Two-person general sum games and non-cooperative person games, Nash equilibrium.

Applied Time Series and Forecasting. Development of the Box-Jenkins methodology for the identification, estimation, and fitting of ARIMA and transfer-function stochastic models for the purpose of analyzing and forecasting, stationary, non-stationary, and seasonal time series data. The course emphasizes practical time series data analysis using such computer packages as SYLIP/Runner and BMDP, and application to economic, business, and industrial forecasting. (Prerequisite: MAT 453 or consent.)
526  **Sampling Theory and Methods.** Simple random, stratified, systematic, and cluster sampling. Multistage and area sampling. Random response and capture-release models. (Prerequisite: MAT 453 or MAT 348 and consent.)

**Mathematics Education**

607  **LOGO for Mathematics Teachers.** Study of the LOGO programming language and its application to problems arising in school mathematics. Connections with artificial intelligence for problem solving.

608  **Secondary School Mathematics Curriculum Issues.** Issues underlying organization of mathematics curricula. Analysis of existing and proposed patterns of organization. Results of recent research in mathematics education regarding selecting and ordering content.

609  **Teaching and Learning Secondary School Mathematics.** Theories, methods, materials, and techniques for teaching and learning mathematics in secondary and upper elementary schools.

610  **Calculus and Analysis for Mathematics Teachers, I.** Functions, limits, the derivative and its applications. Study of some applications to classroom teaching using microcomputers.

611  **Calculus and Analysis for Mathematics Teachers, II.** The integral and its applications, exponential and logarithmic techniques of integration. Study of numerical algorithms and implementation using microcomputers. (Prerequisite: MAT 610.)

612  **Calculus and Analysis for Mathematics Teachers, III.** Infinite sequences and series. Applications to numerical analysis and approximation with computer applications, differential equations. (Prerequisite: MAT 611.)


621  **Explorations in Turtle Geometry.** Use of the LOGO language to investigate topics in Euclidean, analytic, and differential geometry, and in topology. Closed paths, space filling designs, mazes, the Jordan Curve Theorem, and spherical geometry are among the topics included. Emphasis is on understanding key concepts (symmetry, interior, invariant, curvature) as well as on the role computation and computers could play in enriching mathematics curricula. (Prerequisite: MAT 607 and MAT 620. Corequisite: MAT 611.)

630  **History of Mathematics Through Problem Solving, I.** Coverage of early classical problems and techniques in number theory, algebra, and geometry from an historical point of view. Stress on both evolutionary aspects of the subjects and the solution of concrete problems.

631  **History of Mathematics Through Problem Solving, II.** Continuation of MAT 630. (Prerequisite: MAT 630.)

650  **Probability and Statistics for Mathematics Teachers, I.** Combinatorics, sets, probability, random variables, distribution and density functions, standard probability laws, jointly distributed random variables. Use of computers to illustrate distributions.

651  **Probability and Statistics for Mathematics Teachers, II.** Central Limit Theorem, point and interval estimation of parameters, hypothesis testing, least squares and regression. Introduction to computer packages. (Prerequisite: MAT 650.)

660  **Discrete Structures for Mathematics Teachers.** Mathematical induction, modular arithmetic and number theory, graphs, matrices, fundamental algebraic structures and their morphisms.

699  **Topics in Mathematics for Teachers.** Diverse topics in mathematical modeling or mathematical appreciation germane to the secondary classroom. (Prerequisite: Consent of instructor.)

**Miscellaneous**

599  **Independent Study.** Offered by arrangement. Approval by Department Chairman required.
Nursing

FACULTY

Sister Mary Jeremy Buckman, R.S.M., Ph.D., R.N., Professor and Chair .......................................................... Saint Louis University
Marianne Araujo, M.S., R.N., Adjunct Professor ................... DePaul University
Sally A. Ballenger, M.S., R.N., Associate Professor ................. DePaul University
Ann Scott Blouin, M.S.N., R.N., Adjunct Professor ................. Loyola University of Chicago
Janie Lee Campbell, Ph.D., R.N., Adjunct Professor ............. University of Illinois
Veronica E. Drautz, Ph.D., Adjunct Professor ....................... DePaul University
Lin Drury, M.S., R.N., Assistant Professor ....................... Saint Xavier College
Ann Hahn-Bayler, M.S.N., R.N., Instructor ......................... University of Pennsylvania
Edith Hogle, Ph.D., R.N., Associate Professor .................... Loyola University of Chicago
Merle Kataoka-Yahiro, M.S.N., M.P.H., R.N., Instructor ........ Northwestern University
Richard E. Lyons, M.D., Adjunct Professor ....................... University of Buffalo
Michael Middleton, M.Ed., C.R.N.A., Adjunct Professor ........ University of Texas at Austin
Michele Poradzisz, M.S.N., R.N., Instructor ...................... Saint Xavier College
Sharon Rinaldi, M.S., R.N., Instructor ............................... DePaul University
Bernadette Roche, M.S., C.R.N.A., Adjunct Professor .......... Rush University
Daljeet Singh, M.D., Adjunct Professor ......................... Rangoon Medical College-Burma
Claudia Sittler, M.S.N., R.N., Instructor ............................ Rush University
Donald Vidger, M.D., Adjunct Professor ......................... Chicago Medical School
Patricia Wagner, Ed.D., R.N., Associate Professor ............... Northern Illinois University
Chang Ho Wee, M.D., Adjunct Professor ......................... Seoul National University

PURPOSE

The purpose of the graduate program in nursing is to prepare qualified nurses for leadership roles in teaching, administration and nurse anesthesia. Provision is made for testing various nursing theories and continued growth in clinical skills.

The three organizing strands of the program are nursing practice, nursing theory, and research based on the collaborative process. Through specifically designed learning experiences the student will pursue a functional role in either nursing education or nursing administration, or a clinical specialty in nurse anesthesia. Cognate courses are taken to support the clinical role of nurse anesthesia or the functional role of nursing education or nursing administration.

The first students will be admitted to the cooperative program between Ravenswood Hospital Medical Center School of Nurse Anesthesia and the graduate nursing program at DePaul University in the Fall, 1989. When taking courses at DePaul University, the students will pay tuition to DePaul. When taking courses at Ravenswood Hospital Medical Center School of Nurse Anesthesia, the students will pay tuition to Ravenswood. Graduates will receive a Master of Science Degree with a major in nursing from DePaul University and a Diploma in Nurse Anesthesia from Ravenswood Hospital Medical Center School of Nurse Anesthesia.

National League for Nursing accreditation for the Nurse Anesthesia Program will be sought at the next scheduled visit—Spring, 1993.
MASTER OF SCIENCE NURSING

Admission Requirements
Bachelor's degree in Nursing from a National League for Nursing accredited program. Acceptable baccalaureate and/or graduate cumulative grade point average. Satisfactory achievement on the Graduate Record Examination Aptitude Test (verbal, quantitative and analytical). (GRE tests taken five years or more prior to entry into the program must be retaken.) *Acceptance into the program is based upon an acceptable combination of the cumulative GPA and the GRE score. Basic statistics course or its equivalent. Physical assessment course. Certification as a basic rescuer in cardiopulmonary resuscitation. Current licensure as a registered professional nurse in Illinois. Physical examination. positive rubella titer. and any other requirements of specific clinical agencies within the year of clinical and practicum courses. Professional liability insurance must be maintained through the clinical and practicum courses and purchased through DePaul University. Nurse Anesthesia students will purchase insurance as prescribed by Ravenswood Hospital School of Nurse Anesthesia.

**For Students entering the Nurse Anesthesia track, these additional requirements must be met.
- One year of chemistry (organic and inorganic chemistry taken within the last five years)
- A minimum of one year employment in an Intensive Care Unit.

DEGREE CONCENTRATIONS

Nursing Education

Nursing Administration

Nurse Anesthesia

CORE COURSES

<table>
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<th>CORE COURSES</th>
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<td>NSG 470 Perspectives on Collaboration</td>
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DEGREE REQUIREMENTS FOR NURSING EDUCATION CONCENTRATION

Courses: minimum of 48 quarter hours
Thesis: (Optional, may be completed as a cognate)
Comprehensive Written Examination: qualification for this examination requires completion of all course requirements and professional portfolio.
QUARTER HOURS

Four Core Courses ........................................... 16
Two Cognates .................................................. 8
NSG 422 Applied Physiology ................................ 4
NSG 439 Advanced Clinical Nursing Practicum .......... 6
NSG 453 Dynamics of Curriculum ......................... 4
NSG 458 Dynamics of Teaching ............................. 4
NSG 459 Practicum in Teaching ............................ 6

DEGREE REQUIREMENTS FOR NURSING ADMINISTRATION CONCENTRATION

Courses: minimum of 48 quarter hours
Thesis: (Optional, may be completed as a cognate)
Comprehensive Written Examination: qualification for this examination requires completion of all course requirements and professional portfolio.

QUARTER HOURS

Four Core Courses ........................................... 16
Two Cognates .................................................. 8
NSG 439 Advanced Clinical Nursing Practicum .......... 6
NSG 451 Effective Organization and Administration of the Division of Nursing ........... 4
NSG 452 Dimensions of Nursing Administration .......... 4
NSG 457 Practicum in Administration .................... 6
MPS 406 Financial and Economic Foundations of Administration .................. 4

DEGREE REQUIREMENTS FOR NURSE ANESTHESIA CONCENTRATION

Courses: minimum of 66 quarter hours
Thesis: (Optional, may be completed as a cognate)
Comprehensive Written Examination: qualification for this examination requires completion of all course requirements and professional portfolio. NSG courses will be taught on the DePaul Lincoln Park Campus. Courses in nurse anesthesia will be taught on the Reservoir Campus and transferred to DePaul University in block credit.

QUARTER HOURS

Four Core Courses ........................................... 16
One Cognate to be taken from the following: .............. 4
NSG 405 Research in Nursing II (Thesis)
NSG 452 Dimensions of Nursing Administration
NSG 455 Dynamics of Curriculum
NSG 458 Dynamics of Teaching
Anatomy, Physiology and Pathophysiology I ............. 4
Principles of Anesthesia Practice I ......................... 4
Chemistry and Physics ..................................... 6
Pharmacology I .............................................. 6
Anesthesia Practicum I .................................... 6
Anatomy, Physiology and Pathophysiology II ............. 6
Anesthesia Practicum II .................................... 6
Courses

All courses are four quarter hours unless otherwise indicated.

400 Theoretical Components in Nursing. A seminar course designed to examine the nature, function and development of concepts, models and theories. The structure of a theory will be analyzed in reference to the relationship between its components and the type of theoretical statements utilized. Selected theories in nursing will be critiqued.

401 Research in Nursing I. A seminar course emphasizing the concepts of the research process through presentation, discussion, and analysis of various research approaches, methodologies, research designs, instrumentation, and ethical issues. Critiques of published nursing research will enable the student to utilize concepts presented to evaluate current studies. A thesis proposal will be developed. (Prerequisite: Advanced Statistics)

405 Research in Nursing II. This course will allow the student to conduct an original study terminating in a completed thesis. This study will be done under the guidance of a research advisor following a prescribed format. (Prerequisite: NSG 401.)

406 Extended Research. This course will be required for students who do not complete their thesis during the quarter after all other course work is completed. (Zero credit. Fee will be fifty dollars per quarter.)

410 Advanced Statistics. This course will emphasize the applied statistical approach focusing on parametric and non-parametric formulae. Examples will be derived from the health science disciplines.

421 Evaluation in Allied Health Education and Service. This course explores evaluation systems used in the extant settings of multidisciplinary health professional education and service. The focus is placed on development/synthesis and critiques of evaluation tools. (Prerequisite: Graduate standing or consent of instructor. This course is open to non-nurses.)
Applied Physiology. A seminar course focusing on physiological concepts examined within the context of current knowledge, research, and application to the clinical practice setting. Each body system will be explored and interrelated to provide a comprehensive base from which students will develop functional expertise. (Offered even numbered years.)

Advanced Clinical Nursing Practicum. A clinical and seminar course designed to provide the student with an opportunity to examine the collaborative, consultative, and teaching-learning processes, as well as the core roles of researcher, teacher, and manager in selected clinical settings. The roles of theory, professional standards, and ethical principles are emphasized. Students will develop learning contracts to identify experiences which will best enhance the advanced functional role. (6 hrs.)

Selected Topics in Nursing. This course is reserved for a) individual study at a graduate level; b) special seminars organized from time to time to accommodate the needs of groups interested in specific topics.

Effective Organization and Administration of the Division of Nursing. Theoretical concepts of nursing leadership, management, and supervision are explored. This examination is based on a synthesis of concepts, principles, and theories from organizational development, psychology, industrial psychology, social systems theory, nursing management and leadership, psychology of groups, and sociology. Systems theory provides an overall framework.

Dimensions of Nursing Administration. The various components of the role of the nurse executive officer are explored. Areas specific to nursing administration are examined such as the utilization of a professional standards board, staff development, and management by objectives. (Prerequisite: NSG 439 or consent of the instructor.)

Dynamics of Curriculum. Theories, principles, and methods for shaping and changing a nursing curriculum are examined. Sources and issues for curriculum decisions are analyzed, and curriculum evaluation strategies are discussed. A model nursing curriculum is developed utilizing curriculum principles. (Prerequisite: NSG 439 or consent of the instructor.)

Practicum in Nursing Administration. Guided experience in appropriate activities in a dynamic hospital division of nursing. Needs and interests of the student are integrated into the experience. Behavior and actions of various administrative and staff personnel are evaluated in relation to applicable theory with emphasis on the activities of the nurse executive officer. (6 hrs.) (Prerequisites: NSG 451 and NSG 452.)

Dynamics of Teaching. Theories, principles, and methods of teaching, learning and evaluation (for application to nursing education) are examined. Emphasis is placed on the implications of these theories, principles, and methods for specific teaching situations. A philosophy of teaching-learning-evaluation is synthesized and then integrated with a selected theory of nursing. (Prerequisite: NSG 439 or consent of the instructor.)

Practicum in Teaching. Observation, investigation and application of theories, principles and methods of teaching and learning is carried out in selected nursing education settings under the direction of a preceptor. The many facets of the academic role are examined and consideration is given to the individual's objectives for the practicum in the educational setting. (Prerequisites: NSG 455 and 458.) (6 hrs.)
Perspectives on Collaboration. A seminar course designed to share the talents, knowledge and skills of the graduate students with advanced preparation in the specialty area of nursing education, nursing administration or nursing anesthesia. The collaboration process will be utilized to provide an opportunity to know, trust, and appreciate one another as colleagues in the shared goal of quality nursing care.

Nurse Anesthesia.

Courses are to be taken in sequence. Credit hours are listed for each course. These courses will be taught on the Ravenswood campus. All practicum courses are under the supervision of a Certified Registered Nurse Anesthetist (CRNA) and/or a Medical Doctor of Anesthesiology (MDA). No credit will be given for practicum courses, but all practa must be sequentially passed at a satisfactory level to remain in the program. All courses are four quarter hours unless otherwise indicated.

Anatomy, Physiology and Pathophysiology I.

This course will focus on the origin, structure and functions of the different divisions of the nervous system, with special emphasis on the autonomic nervous system, conduction and transmission of neural impulses, major motor and sensory pathways, and the integration of reflex responses. Pathophysiology of intracranial, spinal cord, neuromuscular and peripheral neurological disorders are detailed with emphasis on anesthetic implications.

Principles of Anesthesia Practice I.

Basic principles of anesthesia are stressed including: pre-operative patient assessment, components of anesthesia machine and the different breathing circuits, signs and stages of general anesthesia, airway management, regional anesthesia, charting, monitoring and positioning of the surgical patient.

Chemistry and Physics.

(includes cell physiology) A review of the principles of inorganic, organic, and biochemistry, as well as cell physiology and physics is the focus of this course. Emphasis is placed on the application of principles in the practice of anesthesia. (6 hrs.)

Pharmacology I.

Pharmacokinetics and pharmacodynamics of anesthetic drugs are discussed in detail. This course includes inhalation anesthetics, intravenous anesthetics, local anesthetics, muscle relaxants and antagonists. (6 hrs.)

Anesthesia Practicum I.

The student will be introduced to the practice of anesthesia in the clinical area. This practicum includes a one week rotation in the pre-operative holding area and the post-anesthesia recovery room. (No Credit.)

Anatomy, Physiology and Pathophysiology II.

This course reviews in detail the endocrine and cardiovascular systems. Emphasis is placed on the pathophysiology, treatments and anesthetic implications of endocrine and cardiovascular disorders. (6 hrs.)
NSG

Anesthesia Practicum II.
The student will gain experience in the clinical application of the basic skills and techniques of anesthesia. In conjunction with this practicum, the student will participate in seminar discussions of current literature related to anesthesia. (No Credit.)

Pharmacology II.
The focus of this course is the anesthetic implications of the pharmacokinetics and the pharmacodynamics of cardiovascular and neurological pharmacology. (2 hrs.)

Anatomy, Physiology and Pathophysiology III.
The structure, function and disorders of the lung and kidney are the focus of this course. The student will study the control of breathing, pulmonary circulation, gas diffusion, transport, and non-respiratory functions of the lung as well as the impact of respiratory disease on anesthetic management. Disorders that lead to renal failure, laboratory assessment of renal function and the effects of anesthesia on the kidney will be emphasized. (6 hrs.)

Pharmacology III.
The pharmacokinetics and the pharmacodynamics of drugs used in the treatment of endocrine, renal and respiratory disorders and their effect on anesthesia are highlighted in this course. Ventilator management, pulmonary function testing and blood gas analysis are also discussed in the course. (2 hrs.)

Anesthesia Practicum III.
The student will gain experience in all aspects of anesthesia for elective and emergency surgery. One week of this practicum will be spent in the Respiratory Therapy and Pulmonary Laboratory. In conjunction with this practicum, the student will participate in seminar discussions of current literature related to anesthesia. (No Credit.)

Principles of Anesthesia Practice II.
Interpretation of 12 lead Electrocardiograms (EKG) and anesthetic management of obstetrical and pediatric patients is the focus of this course. Emphasis is placed on pre-operative assessment, fluid management, special equipment used for anesthetic management of neonates and children; as well as the evaluation and resuscitation of the newborn.

Anesthesia Practicum IV.
The student will gain experience in all types of anesthesia, which includes high risk patients and special surgical procedures. In conjunction with this practicum, the student will participate in seminar discussion of current literature related to anesthesia. (No Credit.)

Principles of Anesthesia Practice III.
This course is designed to assist the student in making pre-operative assessments and developing care plans for the anesthetic management of geriatric patients, trauma and burn victims, as well as patients undergoing head, neck, and peripheral vascular surgery. (2 hrs.)

Anesthesia Practicum V.
Experience for the student will include all aspects of anesthesia with a four week rotation in pediatric anesthesia. In conjunction with this practicum, the student will participate in seminar discussions of current literature related to anesthesia. (No Credit.)
Professional Aspects of Anesthesia.

This course is designed to enable the graduating student to move from a student role to that of an independent anesthesia practitioner. Topics include: historical, legal and professional aspects of nurse anesthetists, stress on the Certified Registered Nurse Anesthetist, drug abuse, burn out, ethics and anesthesia, as well as other current issues affecting the practice of nurse anesthesia. Completion of a clinical research paper is required.

Anesthesia Practicum VI.

The student will have an opportunity to practice all aspects of anesthesia. A four week rotation in both pediatric and open-heart surgery and administration of epidural anesthesia is a part of this practicum. In conjunction with this practicum, the student will participate in seminar discussions of current literature related to anesthesia. (No Credit.)

Anesthesia Practicum VII.

The focus of this practicum is an in-depth experience in pediatric and advanced adult anesthesia. In conjunction with this practicum, the student will participate in seminar discussions of current literature related to anesthesia. (No Credit.)

Anesthesia Practicum VIII.

This practicum will provide the student an opportunity to gain additional experience in special surgical procedures as well as to practice with greater self-direction. In conjunction with this practicum, the student will participate in seminar discussions of current literature related to anesthesia. (No Credit.)
Philosophy

FACULTY

David Farrell Krell, Ph.D., Professor and Chair .................................. Duquesne University
Kenneth D. Alpern, Ph.D., Associate Professor ................................. University of Pittsburgh
Bernard J. Boelen, Ph.D., Professor Emeritus .................................... University of Louvain
Robert A. Cooke, Ph.D., Associate Professor ................................. University of Chicago
Paul Davies, Ph.D., Assistant Professor ........................................ University of Sussex
Parvis Emad, Ph.D., Professor .................................................... University of Vienna
Manfred S. Frings, Ph.D., Professor ............................................. University of Cologne
Stephen G. Houlgate, Ph.D., Assistant Professor ........................... Cambridge University
Michael Hudac, M.A., Lecturer ..................................................... DePaul University
Gerald F. Kreyche, Ph.D., Professor Emeritus ................................. University of Ottawa
James W. Keating, Ph.D., Professor Emeritus ................................. Catholic University of America
Mary Jeanne Larrabee, Ph.D., Associate Professor ........................... University of Toronto
Robert Lechner, C.Ps.S., Ph.D., Professor Emeritus ........................ University of Fribourg
Bill Martin, Ph.D., Assistant Professor ......................................... University of Kansas
George D. Miller, Ph.D., Lecturer .................................................. DePaul University
Thomas N. Munson, S.T.L., Ph.D., Professor Emeritus ..................... University of Louvain
Michael Naas, Ph.D., Assistant Professor ...................................... SUNY-Stony Brook
David W. Pellauer, Ph.D., Associate Professor ............................... University of Chicago
Bruno Switalski, S.T.D., Ph.D., Professor Emeritus ........................ University of Toronto
Donald Hermann, Adjunct Professor ........................................... L.L.M. (Harvard), Ph.D. (Northwestern)
David White, Ph.D., Adjunct Associate Professor .......................... University of Toronto

PURPOSES

The Department's graduate programs seek 1) to prepare those for teaching and research who have the scholarly competence to pursue academic work culminating in the master's or doctor's degree; and 2) to offer to the capable adult whose philosophical goals are non-vocational the opportunity to study philosophy for personal enrichment.

In keeping with the interests of its faculty and the need for focus on the graduate level, the Department concentrates on nineteenth and twentieth-century Continental Philosophy and the historical sources of these movements. The Department also specializes in theoretical and applied ethics.

The Department offers directed research, courses, seminars, mini-courses, and colloquia to stimulate the student's investigation of various philosophies and philosophical problems. It also stresses faculty counseling so that the program of each student can be tailored to his or her particular needs.

Note: The Philosophy Department is now in the process of revising the entire graduate curriculum and revamping all requirements for its degrees. Its highly innovative programs will place greater emphasis on students' research papers, and less emphasis on comprehensive examinations. For more up-to-date information contact the Department's Director of Graduate Studies, 802 W. Belden, Chicago, IL, 60614, (312) 362-8217.

DEGREE PROGRAMS

Master of Arts

The Department offers a thesis program leading to the master's degree. Students taking a terminal Master's degree can profit from the experience of writing a thesis. A student advancing to the doctorate may find that the thesis offers a perspective for the doctoral dissertation.
Master of Arts/Master of Business Administration

DePaul University's Graduate Division of Liberal Arts and Sciences and the Graduate School of Business have designed a program which combines study in philosophy (emphasizing business ethics) with study in business leading to the Master of Arts and the Master of Business Administration degrees. The M.A./M.B.A. program recognizes the increasing concern of the public and the business community with ethical issues. The integrated curriculum combines the strengths of the two disciplines and enables the student to obtain the two degrees simultaneously at a considerable reduction in time.

Admittance into both the Graduate Division of Liberal Arts and Sciences and into the Graduate School of Business is required. The applicant must also be accepted by the joint committee which coordinates the M.A./M.B.A. curriculum. The program is restricted to highly qualified and motivated students.

Additional information may be obtained by requesting the brochure on this combined program from either college.

Doctor of Philosophy

The Department offers courses, seminars, independent studies and dissertation direction culminating in the award of a Ph.D. in philosophy. While the program touches diverse areas of philosophy, its chief orientation is toward Continental Philosophy.

MASTER OF ARTS PHILOSOPHY

Admission Requirements

For full admission, students must have the following:
Bachelor's degree in Philosophy or a related field, with evidence of excellent undergraduate performance.
Satisfactory completion of a minimum of 44 quarter hours (or its equivalent) in major sequence in philosophy. Students who did not major in philosophy may be admitted conditionally, with the requirement that they complete certain undergraduate courses or directed study.

Degree Requirements

Courses: 44 quarter hours of graduate study, including:
28 quarter hours of philosophy courses numbered 400 and over.
8 quarter hours in philosophy courses numbered 300 and over or, if the necessary prerequisites are met and the Department gives written approval, the 8 quarter hours may be taken in fields related to philosophy.
An M.A. thesis of approximately 50 pages, with scholarly apparatus.
The M.A. exams will be administered twice a year, in Fall and Spring, on three consecutive Saturdays. Students planning to take these exams should notify the department at the latest by the beginning of the Fall and Spring quarters.

Day 1: Ancient Philosophy—Plato or Aristotle
Medieval Philosophy—Augustine or Aquinas
Early Modern (Rationalism)—Descartes or Spinoza or Leibniz

Day 2: Empiricism—Locke or Berkeley or Hume
Later Modern—Kant or Hegel
Later Modern—Kierkegaard or Marx or Nietzsche

Day 3: Contemporary German—Husserl or Heidegger or Scheler
French Existentialism—Sartre or Merleau-Ponty or Ricoeur
Contemporary French—Derrida or Foucault or Levinas
PHL

The student will have 1½ hours to answer one of several questions in each section (i.e. Ancient, Medieval, Early Modern, etc.) The questions will be broad in scope, since the purpose of the examinations is to test the student’s grasp of the history of philosophy. A pool of questions will be developed as various courses are offered.

Grading

(1) The student may fail one section (e.g., Ancient, Early Modern) of the examinations.
(2) In the event of failure in more than one section on any given day, the day’s three sections must be repeated.
(3) The event of a failure of five sections or more, than the entire sequence of examinations must be repeated.
(4) An examination on only one thinker from each section may be repeated a third time. These procedures are currently under review.

MASTER OF ARTS PHILOSOPHY / MASTER OF BUSINESS ADMINISTRATION

Admission Requirements

For full admission, students must have the following: Bachelor’s degree Admittance into both the Graduate Division of Liberal Arts and Sciences and the Graduate School of Business Acceptance by the Joint Degree Committee coordinating the M.A./M.B.A. Program

Degree Requirements

Courses: 24 quarter hours of graduate Philosophy courses including: PHL 513, 514, 527, 640, 641, and one of PHL 639, PHL 656, or a specified REL graduate seminar. 56 quarter hours of cognate courses in the Graduate School of Business of which a minimum of 16 to 20 quarter hours are from the major field for the M.B.A. One 4 quarter hour integrated seminar, GSB 510.

Written Qualifying Examination: Successful completion of an examination that tests philosophical knowledge gained through coursework in the Joint Degree Program, and that measures the ability to integrate ethical analysis with the material from the GSB core courses.

Competence in Logic: Successful completion of a specified course in logic or of an examination.

DOCTOR OF PHILOSOPHY

Admissions Requirement

For full admission, student must have Master of Arts degree in Philosophy or its satisfactory equivalent. Academic work must present clear evidence of the applicant’s ability to pursue successfully the doctoral program. All applicants must submit the following material: (1) University Graduate Application Form; (2) official transcripts; (3) Graduate Record Examination general aptitude (verbal and quantitative) scores; (4) two letters of recommendation from teachers familiar with the applicant’s work; (5) a statement of proposed research; (6) a writing sample (e.g., a term paper, senior thesis, seminar paper, etc.).
Degree Requirements

Following are the minimal degree requirements. Additional study may be required depending on the student's academic background and his or her achievement in the program.

Courses: minimum of 108 quarter hours of post-baccalaureate credit including 48 quarter hours in philosophy offerings numbered 400 and above. These credit hours must include courses, seminars, and Independent study.

Eight or twelve additional credits in PHL 699 Thesis Research to complete total of required hours in post-baccalaureate work.

Residency: three consecutive quarters of full-time residence, i.e., registration for eight quarter hours.

Qualifying Examination: The doctoral examination are offered twice a year, in Fall and Spring, on three consecutive Saturdays. They consist of two-hour written examinations aimed at testing the student's ability to handle philosophical problems in metaphysics, theory of knowledge and ethics. In each examination, the student will be offered a choice of issues for discussion.

The student may repeat only one examination.

Foreign Language reading: The student is normally expected to exhibit a reading knowledge of two foreign languages, usually in the area of specialization. This examination need not be taken during the scheduled examination week.

Admission to doctoral candidacy: approval of the Graduate School given when the student has 1) successfully passed the Qualifying Examination, the language requirement, all course requirements (excluding PHL 699 Thesis Research), 2) completed the requirements for full-time residency; 3) submitted a detailed research proposal along with proposed arrangements for a doctoral committee of three.

Candidacy Continuation: registration in non-residency or resident candidacy continuation required each quarter between admission to candidacy and graduation.

Time Limitations: between admission to the doctoral program and admission to doctoral candidacy: not more than four years; between admission to candidacy and the oral examination: not less than eight months, and not more than five years.

Oral examination: defense of the dissertation or a public lecture.

Dissertation Abstract: 350-word abstract of the dissertation filed with the Graduate Division.

Liberal Arts Loop office.

The above requirements are currently under review.
Courses

Courses listed in the 300 series provide background or general orientation, and are intended for advanced students in undergraduate philosophy or beginning students in graduate philosophy. All courses carry four quarter hours of credit unless otherwise noted.

Cognitive Skills
301 Basic Logic.
302 Symbolic Logic. (301 recommended, but not required.)
303 Critical Thinking.
305 Philosophy of Language.

History, Traditions, and Foundations
304 Introduction to Analytic Philosophy.
310 Greek Thought: The Roots of Western Culture.
311 Medieval Thought: Reason and Faith.
312 Modern Thought: Ideas in Revolution.
313 Contemporary Thought: The Human Condition.
314 Existentialism.
315 American Philosophy: Political Ideals and Pragmatism.
320 Systems of Metaphysics.
321 Theories of Knowledge.
325 Basic Concepts of Phenomenology.

Value Studies
340 Philosophy of Religion.
341 Philosophy of the Arts.
342 Philosophy of Law.

Topics and Controversies
350 Philosophy and the Natural Sciences.
353 Philosophy of History.
361 Figures in Intellectual History.
362 Themes in Eastern Thought.
370 Existential Thinking.
383 Philosophical Themes in Literature.
385 Feminist Theories.
390-2 Selected Topics. (e.g., phenomenology of resentment, theory of interpretation, philosophy and technology, etc.).
395 Junior/Senior Seminar.
GRADUATE COURSES

Courses in the 400-500 series are intended to be specific, dealing with individual philosophers, their backgrounds and subsequent influences. They are meant to be detailed both analytically and critically. Normally they are open only to students with graduate academic standing. All courses carry four quarter hours of credit unless otherwise noted.

Traditional Philosophers

410 Plato I. A study of Plato's life and early dialogues.
411 Plato II. A study of the middle and later dialogues.
415 Aristotle I. A study of Aristotle's life and selected topics of his theoretical philosophy: Organon, Physics, Psychology, and Metaphysics.
416 Aristotle II. A study of aspects of Aristotle's practical and productive philosophy: Ethics, Politics, Rhetoric, and Poetics.
420 Augustine. A study of Augustine's philosophy through an examination of some of his major writings.
425 Aquinas. A study of his philosophy, especially its relations to theology, through an examination of selected major works.
435 Descartes. An examination of Descartes' role as the father of modern philosophy; issues of the Regulae, the Discours, and the Meditations.
438 Leibniz. A study of the major philosophical works.
440 Spinoza. A study of the Ethics and/or the Theologico-Political Treatise.
510 Kant I. An introduction to the critical philosophy of Kant by concentrating on the Critique of Pure Reason.
511 Kant II. A study of the Critique of Practical Reason or the Critique of Judgment.
515 Hegel I. An introduction to Hegel: The Phenomenology of Spirit.
516 Hegel II. Readings in the Science of Logic or the Philosophy of Right.
517 Holderlin. An examination of the major theoretical writings, ca. 1797-1800.
518 Schelling. An examination of the treatise on human freedom (1809).
520 Marx. A study of selected topics and works from both Marx/Engels and their disciples.

20th Century Philosophers

German Philosophers

525 Nietzsche. An introduction to the philosophy of Nietzsche through Beyond Good and Evil. Also Spake Zarathustra and selected topics and works.
535 Husserl I. An introduction to Husserl through a study of selected topics and works.
536 Husserl II. Selected topics and works.
540 Scheler I. An introduction to Scheler, with emphasis on the phenomenology of value.
541 Scheler II. Selected topics and works (Resentment, etc.)
550 Heidegger I. An introduction to Heidegger through study of a major work and one of the Marburg lectures.
551 Heidegger II. Selected topics and questions.
557 Topics in Continental Philosophy.
French Philosophers

560 Marcel. A study of Marcel's philosophy of existence with special attention given to his major work, *The Mystery of Being*.

565 *Merleau-Ponty I*. A study of The Phenomenology of Perception with consideration given to Merleau-Ponty's place in contemporary philosophy.

566 *Merleau-Ponty II*. A study of the themes of his social philosophy and final ontology.

570 Sartre I. A study of Being and Nothingness with attention given to Sartre's early phenomenological studies as background and to some of his literary works and criticism, such as *Nausea* and *Saint-Genêt*.

571 Sartre II. The social thought of Jean-Paul Sartre. A study of *A Critique of Dialectic Reason* along with appropriate literary works and more recent political writings.

575 Responses to Sade. An examination of Sade's writings and responses by such thinkers as de Beauvoir, Lacan, Deleuze, Klossowski, and Blanchot.

585 *Ricoeur*. A study of Ricoeur's philosophy and phenomenology of the will with stress on its background and its place in contemporary French phenomenology.

586 Metaphor and Poetic Language. An examination of Ricoeur's work in poetics.

587-588 Reading Levinas I, II. Discussion of Levinas with Blanchot and Derrida.

589 Philosophy, Literature, Community. Discussion of such thinkers as Bataille, Derrida, Jakob, and Nancy.

590 Trends in Contemporary French Philosophy. A look at the increasing importance of structuralism, deconstruction, philosophy of language, and hermeneutics in contemporary French thought.

Ethics and Value Studies

513 Theoretical Foundations of Normative Ethics I. A comparative overview of the ethical writings of Aristotle and Aquinas, with emphasis on the natural law tradition.

514 Theoretical Foundations of Normative Ethics II. A comparative overview of Kant's moral theory and Mill's moral theory.

527 Philosophy, Ethics and Economics. An examination of classical and contemporary theories from Smith and Marx to Friedman, Heid, and others.

629 Seminar on Contemporary Problems.

639 Seminar on Rawls, Nozick and the Contractual Tradition. A study of the contract model from its roots in Locke and Rousseau to the work of Rawls and Nozick.

640 Problems in Ethics. (Cross-listed with MLS 462). A seminar in business ethics that centers on theoretical, practical, and pedagogical issues.

641 Seminar on the Continental Tradition in Ethics. A comparative discussion of the ethical theories of Scheler, Hartmann, Brentano, Levinas, etc.
650  **Topics in Religious Ethics.** A study of religious influences on theoretical and practical ethics.

656  **Seminar on Social and Political Thought.** A study of selected writings of key social and political thinkers. In 1990-91 the course will treat Derrida on Rousseau: "This Dangerous Supplement."

660  **Seminar in Feminist Ethics.** (Cross-listed with MLS 477 and WMS 394). Examination of the care perspective as compared to the justice perspective on moral development.

661  **Topics in Feminist Theory.** Includes such themes as feminist ontologies, theories of discourse and writing, science and technology, etc.

In addition to the above courses, the Department sponsors a Graduate Student Seminar which meets each week: here students present their own work to fellow students for discussion.

The above courses represent the core of the Department's graduate offerings. In addition, the Department regularly offers seminars, tutorials, and independent studies for specialized graduate work.

**Special Studies Courses**

699  **Thesis Research.** Independent investigation of a philosophical problem for the thesis/dissertation. The problem is assigned by the chairman or his designate after consultation with the student. Direction and advisement is given by the thesis director. Variable credit.

700  **Independent Study.**

701  **Resident Candidacy Continuation.** Students admitted to candidacy for the doctoral degree who have completed all course and dissertation registration requirements but who are regularly using the facilities of the University for study and research are required to be registered each quarter of the academic year until the dissertation and final examination have been completed. Non-credit. $388.00 per quarter. (Prerequisite: Admission to candidacy)

702  **Non-Resident Candidacy Continuation.** This registration provides for doctoral candidates already admitted to candidacy who are not in residence and need only occasional use of University facilities, including the libraries. Non-credit. $40.00 per quarter. (Prerequisite: Admission to candidacy)
Physics

FACULTY

Donald O. Van Osensburg, Ph.D., Professor and Chair ........................................... Michigan State University
Anthony F. Beloff, Ph.D., Associate Professor ............................................................. University of Notre Dame
Mary L. Boas, Ph.D., Professor Emeritus ................................................................. Massachusetts Institute of Technology
Eric D. Carlson, Ph.D., Adjunct Assistant Professor ..................................................... Adler Planetarium
Richard J. DeCoster II, Ph.D., Assistant Professor ......................................................... University of Iowa
Zuhair M. El-Saffar, Ph.D., Professor Emeritus .......................................................... University of Wales, Great Britain
Margaret S. Greenwood, Ph.D., Associate Professor ................................................. University of Colorado
Julius J. Hupert, Ph.D., Professor Emeritus .................................................................. Northwestern University
Gerard P. Lierz, Ph.D., Associate Professor ................................................................. University of Notre Dame
Mark T. Rataj, Ph.D., Associate Professor ................................................................... Northwestern University
Edwin I. Schilling, Ph.D., Professor Emeritus ............................................................... University of Notre Dame
Thomas G. Stinchcomb, Ph.D., Professor .................................................................... University of Chicago

PURPOSE

The purpose of the Graduate Physics Program is to develop professional competence in its students. To fulfill this purpose, the Department offers the following degree programs: Master of Science in Physics, Master of Science in Applied Physics, Master of Science in Teaching Physics, and Master of Science in Physics (Medical Physics option).

As a public service to the educational, scientific, and technological communities of the Chicago area, the Department offers graduate and advanced undergraduate courses in the evenings for industrial scientists and engineers. The evening offerings emphasize the physics and mathematical skills so necessary for the successful mastery of sophisticated and rapidly changing technologies.

DEGREE PROGRAMS

Master of Science Physics

Master of Science Applied Physics

Master of Science Teaching of Physics

MASTER OF SCIENCE PHYSICS

Admission Requirement

For full admission, students must have the following:
Bachelor's degree; satisfactory completion of a suitable program in advanced physics beyond a general physics course. Candidates with less extensive backgrounds should consult with the chairperson of the Departmental Graduate Committee about course prerequisites to graduate study.
Note: Strongly recommended that the student submit the results of the GRE Physics examination at the time of application. Results are required for an application for a graduate teaching assistantship.

**Degree Requirements**

Courses: a minimum of 44 quarter hours of graduate credit (11 courses), including:

- **PHY 395** Methods of Theoretical Physics III
- **PHY 410** Classical Mechanics I, **PHY 411** Electrodynamics I, **PHY 412** Quantum Mechanics I
- **PHY 480** Thesis Research

Two of the following:

- **PHY 420** Electrodynamics II
- **PHY 440** Classical Mechanics II
- **PHY 460** Quantum Mechanics II

Two 400-level physics courses.

Additional courses from 300 or 400 level. Selection from courses in biological sciences, chemistry, mathematics, physics, or other minor field with the written approval of the Departmental Graduate Committee. The exact number of the additional courses required is dependent upon credit earned from **PHY 480** Thesis Research.

**Candidacy Examination:** A three hour written examination based on student's general knowledge of physics.

**Degree Candidacy:** upon satisfactory completion of the candidacy examination and upon satisfactory completion of all course requirements, excluding **PHY 480** Thesis Research, the student may make application for Degree Candidacy. Upon advancing to degree candidacy, the student is now eligible to enroll in **PHY 480**.

**Thesis:** based on independent research in theoretical or experimental physics is generally required. However, a review thesis reflecting study of a broad subject or development of an interdisciplinary, historical or educational theme is also acceptable.

As a rule, one course credit of 4 quarter hours in **PHY 480** is applicable to the thesis research. An additional course credit (4 credit hours) for thesis research may be allowed with the written approval of the student's Faculty Advisor. In no case will more than two thesis research course registrations be applied to the Master of Science degree. An oral examination on the thesis.

**MASTER OF SCIENCE APPLIED PHYSICS**

**Admission Requirements**

The science requirements in the program are the following: Complete sequence of courses in general physics; complete sequence of courses in mathematics including integral calculus.

**Degree Requirements**

Courses: a minimum of 44 quarter hours of graduate credit (11 courses), including:

- **PHY 395** Methods of Theoretical Physics
- **PHY 410** Classical Mechanics I, **PHY 411** Electrodynamics I, **PHY 412** Quantum Mechanics I
- **PHY 478** Topics in Applied Physics
- **PHY 480** Thesis Research
- **PHY 490, 491** Solid State Physics I, II

Other courses may be substituted for the above with the approval of the Applied Physics Committee.
A choice of the following:

PHY 332 Digital Integrated Circuits
PHY 333 Electronic Communication Systems
PHY 351 Analog Integrated Circuits
PHY 352 Digital Signal Processing
PHY 362 Solid State Device Physics
PHY 363 Integrated Circuit Fabrication
PHY 420 Electrodynamics II
PHY 442 Computational Physics
PHY 454 Fourier Optics
PHY 465 Nuclear Physics
PHY 466 Radiation Physics
PHY 493 Introduction to Nuclear Magnetic Resonance

Additional courses from 300 or 400 level. Selection from courses in biological sciences, chemistry, mathematics, computer science or other minor fields with the written approval of the Applied Physics committee. The exact number of the additional courses required is dependent upon credit earned from PHY 480 thesis research. Thesis: The thesis requirement is the same as Master of Science: Physics, except, the thesis may involve the building of a piece of equipment used in departmental research areas.

MASTER OF SCIENCE: TEACHING OF PHYSICS

Admission Requirements

The same as the requirements for Applied Physics.

Degree Requirements

Eleven four-hour courses or equivalent planned in individual consultation with a faculty member. These may include some allied field offerings.

Courses

ADVANCED UNDERGRADUATE COURSES

The following list represents courses scheduled as undergraduate courses. To be used as graduate credit, a grade of B or better must be earned.

310 Mechanics.
320 Electricity and Magnetism.
331 Active Circuits.
332 Digital Integrated Circuits.
333 Electronic Communication Systems.
340 Thermal Physics.
108
350 Optics.
351 Analog Integrated Circuits.
352 Digital Signal Processing.
360 Modern Physics I.
361 Modern Physics II.
363 Integrated Circuit Fabrication.
380, 381, 382 Experimental Physics I, II, III. (2 hours each.)
393 Methods of Theoretical Physics I.
394 Methods of Theoretical Physics II.
395 Methods of Theoretical Physics III.
396 Microprocessors.
397 Computer Interfacing.

Graduate Courses

These courses carry, as a rule, four quarter hours of credit. When a deviation from this rule is justified, the applicable number of credit hours is shown in the specific schedule applicable to the academic quarter in question. Scheduling of courses is announced quarterly.

405 Physical Principles of Telecommunications. This course intended for non-majors treats the basic concepts of Physics on which communications are based, such as basic electricity, circuit elements, transmission lines, and fibers. Included will be a discussion of combinational and sequential digital circuits. The format consists of lecture and laboratory exercises. (Prerequisite: Mathematics 151 or equivalent.)

410 Classical Mechanics I. Lagrangian formalism; angular momentum; central forces and celestial mechanics; particle systems and rigid body rotation about fixed axis; accelerated coordinate systems.

411 Electrodynamics I. Electrostatics and magnetostatics in vacuum and in media: Poisson's equations; Green's Theorem; use of Green's functions; electromagnetic induction; Maxwell's equations; the Poynting vector; electromagnetic wave propagation.

412 Quantum Mechanics I. Schroedinger equation; operators; eigenvalues; series of eigenfunctions; physical interpretation; one and three-dimensional applications.

420 Electrodynamics II. Further studies of electromagnetic wave propagation; scattering; dispersion; bounded structures and guided waves; electromagnetic radiation, including multipole radiations and radiation from systems of radiators; special theory of relativity as applied to electrodynamics; charged particle collisions and radiations. (Prerequisite: PHY 411.)

424 Electrodynamics of Plasma. Introduction to plasmas; single particle motions in electric and magnetic fields; treatment of plasmas as fluids; electrodynamos properties of plasmas. (Prerequisite: PHY 411.)

440 Classical Mechanics II. Variational principles: Lagrangian and Hamiltonian mechanics; rigid body dynamics; small oscillations; special relativity theory; canonical transformations; Hamilton-Jacobi theory. (Prerequisite: PHY 410.)

442 Computational Physics. Contemporary Topics in physics are examined via numerical solutions. Calculations using an interactive approach and graphical representation are used extensively.
445 Statistical Mechanics. Principles of statistical mechanics: applications to weakly interacting systems such as the classical plasma and Fermi gas; strongly interacting systems: transport theory; fluctuations and irreversible processes, phase transitions.

454 Fourier Optics. Fourier optics and optical processing of information. Topics include diffraction theory, optical transfer functions and holography. The Fourier Transform. Discrete Fourier Transform and Fast Fourier Transform are used extensively.

460 Quantum Mechanics II. Review of basic quantum theory: vector spaces; linear operators; observables; commutators; projection operators; representations; angular momentum theory; systems of identical particles; invariance. (Prerequisite: PHY 412.)

465 Nuclear Physics. Theoretical and phenomenological approaches to nuclear structure and strong, electromagnetic, and weak interactions of nuclei. Topics of study include the theory of scattering and decay of nuclei, resonances, nuclear models. (Prerequisite: PHY 412 or equivalent.)

466 Radiation Physics. Interactions of X-rays, nuclear radiations, etc. with matter: radiation detectors; dosimetry; shielding; applications to medical physics. (Prerequisite: PHY 361 and 395 or equivalent.)

490 Solid State Physics I. Periodicity and classification of crystal structure; X-ray diffraction; reciprocal lattice; crystal binding; phonons. Debye theory of heat capacity; inelastic scattering; anharmonic interactions and thermal conductivity.

491 Solid State Physics II. The free-electron gas model; energy band theory; theory of metals and alloys; intrinsic and impure semiconductors; transport phenomena; dia- and para-magnetism, ferromagnetism, and antiferromagnetism; superconductivity.

493 Introduction to Nuclear Magnetic Resonance. The resonance condition, absorption lines, free induction decays, theory of relaxation phenomena, imaging. (Prerequisites: PHY 393, 360).

Seminars and Independent Study Courses

478 Topics in Applied Physics. This course number is reserved for individual study at the graduate level. Special seminars organized from time to time to accommodate the needs of groups of students in specialized subjects of topical interest.

480 Thesis Research. This course number designates research performed to gather thesis material. Up to two registrations are allowed. (No less than four hours. No more than eight hours credit total.)

Graduate Courses for Master of Science in the Teaching of Physics

400 Classical Mechanics for Teachers. Concepts and materials for teaching high school physics. Offered by arrangement.

401 Electricity and Magnetism for Teachers. The principles of electricity and magnetism, including electric circuits. Offered by arrangement.

402 Atomic and Nuclear Physics for Teachers. This course provides a broad perspective of the field. Offered by arrangement.

403 Physics Teaching. Selected topics for high school teachers. May be taken more than once. Offered by arrangement.
Psychology

FACULTY
Sheldon Cotler, Ph.D., Professor and Chair .................................. Southern Illinois University
Mari J.K. Brown, Ph.D., Associate Professor .................................. Columbia University
Linda A. Cannas, Ph.D., Associate Professor .................................. University of Pennsylvania
Douglas Ceiling, Ph.D., Assistant Professor .................................. University of Akron
Jane Halpert, Ph.D., Assistant Professor .................................. Wayne State University
Frederick H. Heilizer, Ph.D., Associate Professor ......................... University of Rochester
Leonard A. Jason, Ph.D., Professor .................................................. Rutgers University
George F. Michel, Ph.D., Assistant Professor .................................. Pennsylvania State University
Mark Miller, M.S., Instructor ......................................................... University of Illinois
John M. Reisman, Ph.D., Professor .................................................. University of Iowa
Sheila C. Ribordy, Ph.D., Professor .................................................. University of Kansas
W. LaVonne Robinson, Ph.D., Associate Professor ......................... University of Georgia
Patrick Tolan, Ph.D., Associate Professor .................................. University of Tennessee
Derise E. Tolliver, Ph.D., Assistant Professor .................................. Duke University
Robert J. Tracy, Ph.D., Associate Professor .................................. Texas Christian University
Rodric J. Watts, Ph.D., Assistant Professor .................................. University of Maryland
Midge Wilson, Ph.D., Associate Professor .................................. University of North Carolina
Edwin S. Zolli, Ph.D., Professor Emeritus .................................. Catholic University of America

ADJUNCT FACULTY
Robert W. Cavenagh, Ph.D. ......................................................... Loyola University
Daniel Corr, Ph.D. ................................................................. DePaul University
Debra Corcoran, A.C.S.W ......................................................... University of Illinois at Chicago
Robert L. Davenport, Ph.D. ......................................................... DePaul University
Hector Michalski, Ph.D. ......................................................... University of Kentucky
Joseph A. Orban, Ph.D. ................................................................. Virginia Polytechnic & State University
Catherine Pines, Ph.D. ................................................................. Emory University
William Terris, Ph.D. ................................................................. Illinois Institute of Technology

PURPOSES
The general purpose of the graduate programs in psychology is to provide qualified students with the opportunity to become thoroughly acquainted with the methodology and content of scientific psychology and trained in the quantitative methods and scientific rigor necessary for the understanding of human behavior and personality.

A specific purpose is application: the utilization of psychology for the benefit of individuals and society. A major function of the graduate programs in psychology is to help the student develop an awareness of the unity of psychological study and practice. The student comes to appreciate that psychology is both a “pure” and “applied” science, and that these aspects are not mutually exclusive.
DEGREE PROGRAMS

The Department of Psychology offers graduate work leading to the degrees of Master of Arts and Doctor of Philosophy. The M.A. is not a terminal degree; it leads directly to the Ph.D. Available programs leading to graduate degrees are as follows:

**Master of Arts**
- Clinical Psychology
- Experimental Psychology
- Industrial/Organizational Psychology

**Doctor of Philosophy**
- Clinical Psychology
- Experimental Psychology
- Industrial/Organizational Psychology

Additional information concerning graduate programs may be obtained by writing to the Chairperson, Department of Psychology.

**Admission Requirements**

The Department accepts as graduate students only those who show definite promise for completing the requirements for advanced degrees. Meeting the minimum admission standards or having extensive undergraduate course work in psychology does not guarantee acceptance, since the number of applicants who can be admitted is limited.

Preference is given to those applicants who have a well-balanced background of psychology courses and some background in science and mathematics. Students who do not have an undergraduate major in psychology but who otherwise satisfy these requirements may apply.

For consideration for admission, the applicant must have the following:
- Bachelor’s degree.
- Satisfactory undergraduate scholastic average.
- Minimum of 32 quarter hours (i.e., 21 semester hours) in psychology. A 3 semester hour (4 quarter hour) elementary statistics course is to be included in this minimum, as well as a course in experimental psychology.
- The Departmental Graduate Admission Committee will determine, on the basis of a consideration of each student’s proposed program of study, whether the minimum 32 quarter hours in psychology is sufficient for advanced study. The student judged to be deficient in prerequisites or other respects will be required to take, without graduate credit, such courses as necessary to remedy any deficiencies upon entering Graduate School.
- Graduate Record Examination results of the Verbal and Quantitative tests and of the Advanced Test in Psychology are required.
- Three letters of recommendation.
- Applicants must complete both a departmental application form and the general LA6S Graduate Application.
- Students considering application to the M.A.-Ph.D. programs in Clinical Psychology should be aware of the following:
  - In 1989-90, over 500 students applied to the doctoral program in clinical psychology. Of the applicants, 11 students were offered admission. The clinical faculty wishes applicants to know that the faculty carefully evaluate all the application materials and emphasize the following criteria:
Completeness of credentials: When important pieces of information, such as transcripts, are lacking, the faculty is compelled to reject the application. Approximately one applicant in seven is rejected on this basis. Application materials should be complete by January 31. The process of evaluating applications begins in February.

GRE scores and Grade Point Average: Combined Verbal and Quantitative GRE scores of about 1200 are expected of applicants to the doctoral program. The undergraduate grades of applicants are expected to average substantially higher than 3.0 in psychology courses. Typically, successful applicants to our program have an undergraduate GPA of at least 3.5 (B+) and combined GRE scores of over 1200. However, these criteria are not followed rigidly.

Undergraduate preparation: Students are expected to have had courses in statistics, experimental psychology, abnormal psychology, and other areas in psychology to enable advanced study in this field.

Prior graduate study: The department considers students with prior graduate study in clinical psychology or closely related fields, but almost all of our students enter the program without other advanced degrees.

Interests: The clinical programs emphasize training in clinical child psychology and clinical community psychology. Obviously those who have no special interest in those areas would be better served elsewhere. Further, we accept only those applicants who intend to work toward the doctorate and do not consider applicants for a terminal Master’s degree.

Minority status: The clinical faculty strongly encourages applications from minority students. About 1/3 of the graduate students in clinical psychology admitted in the last 3 years were members of minority groups.

MASTER OF ARTS: CLINICAL PSYCHOLOGY

Degree Requirements

Courses: minimum of 72 quarter hours including 4 hours of thesis credit, but not including credit for pre-practicum or practicum courses. (Note: Students are expected to carry a minimum of 12 hours per quarter)

Core Courses: Four of the following:
- PSY 402 Perceptual Processes or 404 Learning Processes
- PSY 406 Physiological Processes
- PSY 430 Advanced Social Psychology
- PSY 437 Advanced Personality or 439 Advanced Developmental Psychology

Statistics and Methodology Courses:
- PSY 410, 411, 420 Advanced Statistics I, II, Advanced Research Methodology

Additional Courses
- PSY 481 Intelligence Testing
- PSY 482 Personality Assessment
- PSY 484 Behavioral Assessment
- PSY 486 Advanced Psychopathology
- PSY 487 Psychopathology of the Child
- PSY 488 Principles of Psychotherapy
- PSY 493 Clinical Community Psychology
- PSY 500 Professional Ethics and History of Clinical Psychology
- PSY 574 Pre-practicum
- PSY 577-583 Practicum
Degree Candidacy: during the Winter Quarter of the second year of graduate study, each student is evaluated for acceptance as a candidate for the doctoral degree. Only those students who have given evidence of satisfactory academic performance as graduate students, and have had a research proposal for the master’s thesis approved, will be advanced. The Department reserves the right to require the student to take special or oral examinations to fulfill this requirement. Students denied candidacy will be required to withdraw from the program or withdraw after completion of the M.A.

Research Thesis: complete a thesis on a topic approved by the Department.

Thesis Examination: the examination, in the field of the graduate student, may be, but is not necessarily, limited to a defense of the student’s thesis.

MASTER OF ARTS EXPERIMENTAL PSYCHOLOGY

Degree Requirements

Courses: minimum of 48 quarter hours including 4 hours thesis credit. (Note: Students are expected to carry a minimum of 12 hours per quarter.)

Core Courses: four of the following six courses:

- PSY 402 Perceptual Processes
- PSY 404 Learning Processes
- PSY 406 Physiological Processes
- PSY 430 Advanced Social Psychology
- PSY 437 Advanced Personality
- PSY 439 Advanced Developmental Psychology
- PSY 500 Professional Ethics and History of Psychology (required of everyone.)

Statistics and Methodology Courses:


Degree Candidacy: during the Winter Quarter of the second year of graduate study, each student is evaluated for acceptance as a candidate for the doctoral degree. Only those students who have given evidence of satisfactory academic performance as graduate students will be advanced. The Department reserves the right to require the student to take special or oral examinations to fulfill this requirement. Students denied candidacy will be advised to strengthen areas of scholastic weakness or to withdraw from the program or withdraw after completion of the M.A.

Research Thesis: complete a thesis on a topic approved by the Department.

Thesis Examination: either written or oral, the examination, in the field of graduate study, may be, but is not necessarily, limited to a defense of the student’s thesis.

MASTER OF ARTS: INDUSTRIAL PSYCHOLOGY

Degree Requirements

Courses: minimum of 72 quarter hours including 4 hours thesis credit. (Note: Students are expected to carry a minimum of 12 hours per quarter.)

Core Courses: four of the following (must include 404 and 430):

- PSY 402 Perceptual Processes
- PSY 404 Learning Processes
- PSY 406 Physiological Processes
- PSY 430 Advanced Social Psychology
- PSY 437 Advanced Personality
- PSY 439 Advanced Developmental Psychology
Statistics and Methodology Courses:

Core Courses in the Industrial Psychology Area:
- **PSY 440** Psychology of Work and Motivation
- **PSY 441** Psychology of Leadership
- **PSY 442** Personnel Psychology
- **PSY 444** Job and Performance Evaluation
- **PSY 445** Psychology of Organizational Training
- **PSY 446** Psychological Theories of Organizations
- **PSY 559** Seminar in Industrial/Organizational

Other Required Courses: Additional courses are required to attain the 72 hours, including Psychology 590, Thesis Seminar. These courses should be taken with the consent of the student's advisor.

Degree Candidacy: during the Winter Quarter of the second year of graduate study each student is evaluated for acceptance as a candidate for the doctoral degree. Only those students who have given evidence of satisfactory academic performance as graduate students, and have had a research proposal for the master's thesis approved, will be advanced. The Department reserves the right to require the student to take special or oral examinations to fulfill this requirement. Students denied candidacy will be required to withdraw from the program or withdraw after completion of the M.A.

Research Thesis: complete a thesis on a topic approved by the Department.

Thesis Examination: either written or oral, the examination, in the field of graduate study, may be, but is not necessarily, limited to a defense of the student's thesis.

**DOCTOR OF PHILOSOPHY: PSYCHOLOGY**

The Department offers doctoral programs in Clinical, Experimental, and Industrial/Organizational Psychology. The Clinical Program offers special emphasis in Clinical Community or Clinical Child Psychology. Within the Experimental Program, the most commonly selected areas are quantitative methods, learning, physiological, developmental, or social psychology, although an innovative course of study could be developed in consultation with an advisor.

Admission Requirements

Students holding a bachelor's degree are not admitted directly into doctoral programs. During the second week of the Winter Quarter of the student's second year, an evaluation of the student's progress in meeting course and degree requirements is made by the faculty. Assuming such progress is satisfactory, the student is formally admitted into the doctoral program.

**DOCTOR OF PHILOSOPHY: CLINICAL PSYCHOLOGY**

Degree Requirements

Courses: minimum of 120 quarter hours beyond the bachelor's degree, including the following:

Core Courses:
- **PSY 361** History and Systems of Psychology or passing a special exam in this area
- **PSY 402** Perceptual Processes or **404** Learning Processes
- **PSY 406** Physiological Processes
- **PSY 430** Advanced Social Psychology
- **PSY 437** Advanced Personality or **439** Advanced Developmental
PSY 481 Intelligence Testing
PSY 482 Personality Assessment
PSY 484 Behavioral Assessment
PSY 486 Advanced Psychopathology
PSY 487 Psychopathology of the Child
PSY 488 Principles of Psychotherapy
PSY 493 Clinical Community Psychology
PSY 500 Professional Ethics and History of Clinical Psychology (2 hours)
PSY 569 Seminar in Program Evaluation
PSY 596 Internship (0 hours)
PSY 597 Master's Thesis Research (4 hours)
PSY 599 Dissertation Research (12 hours)

Note: The student is required to take additional courses consistent with an area of specialization in Clinical Child or Clinical Community Psychology.

**Doctoral Candidacy Examination:** designed to assess the student's general knowledge of clinical and experimental psychology and the student's area of specialization (child or community). The examination is given in four sections. Two sections cover two minor areas of experimental psychology selected by the student from the areas of learning, perception, physiological psychology, statistics, personality, developmental psychology, industrial/organizational psychology, and social psychology. A third section for clinical students consists of an examination in the areas represented by the required courses in Clinical Psychology. A fourth section consists of an examination in the student's area of clinical child or clinical community specialization.

**Admission to Doctoral Candidacy:** Formally given to the student who has successfully passed the Doctoral Candidacy Examination; the student has no more than five years from this date to complete requirements for the doctorate.

**Candidacy Continuation:** registration in course(s) or resident or non-resident candidacy continuation required each quarter between admission to candidacy and graduation.

**Internship:** one-year internship in facility approved by the Director of Clinical Training. Student's fourth or fifth year in the program is usually the internship year.

**Dissertation:** Departmental Committee approval and acceptance of topic and outline of dissertation given only after admission to candidacy approved.

**Oral Examination:** student to defend his or her dissertation and to show competence in the general field of psychology and in the area of specialization.

**Time Limitations:** 1) between admission to the doctoral program and admission to doctoral candidacy: not more than four years; and 2) between admission to candidacy and the final doctoral oral examination: not less than eight months and not more than five years.

**DOCTOR OF PHILOSOPHY: EXPERIMENTAL PSYCHOLOGY**

**Areas of Specialization**

There are two areas of specialization in the program: social cognition and quantitative methods. Students may also develop their own specialization by combining one of the two specialties with another experimental area in which a faculty member has expertise, or with industrial/organizational or clinical psychology.
A goal of the program of social cognition is to present an integrated interpretation of humans as social, emotional and cognitive beings. Within this framework, traditional approaches to cognition, emotion, personality, social, and developmental psychology are re-examined. A unifying theme is that humans construct interpretations of themselves and reality based on relationships with others. These interpretations and how they govern conscious and unconscious behaviors comprise the study of social cognition.

A goal of the quantitative methods program is to train the student in the techniques required for sophisticated research application. This includes comprehensive understanding of methodological design, statistical analysis of data, and the use of computers in research. The program incorporates these skills within a major content area in psychology, and thereby qualifies the student to work in a broad range of academic, clinical, and business settings.

**Degree Requirements**

**Courses:** a minimum of 120 quarter hours beyond the bachelor's degree, including the following:

**Core Courses:**
- PSY 402 Perceptual Processes
- PSY 404 Learning Processes
- PSY 406 Physiological Processes
- PSY 430 Advanced Social Psychology
- PSY 437 Advanced Personality
- PSY 439 Advanced Developmental Psychology
- PSY 500 Professional Ethics and History of Psychology

**Statistics and Methodology:**
- PSY 410 Advanced Statistics I
- PSY 411 Advanced Statistics II
- PSY 418 Multiple Regression and Multivariate Analysis
- PSY 420 Advanced Research Methodology

**Computer Statistics:**
A computer data analysis course such as Computer Science 323/423 or 424.
- PSY 561 Departmental Seminar on Using BMDP
- PSY 597 Master's Thesis Research (4 hours)
- PSY 599 Dissertation Research (12 hours)

**Social Cognition:**

**Basic:**
- PSY 454 Behavior Modification
- PSY 555 Social and Emotional Development
- PSY 556 Seminar in Social Psychology
- PSY 557 Seminar in Learning and Cognitive Processes
- PSY 560 Social Cognition

**Advanced:**
- PSY 520 Principles of Human Diversity
- PSY 561 Psychology of Women
- PSY 563 Mental Imagery
- PSY 572 Psychobiology of Social Cognition

**Quantitative Methods:**

**Statistics:**
- PSY 419 Factor Analysis
- PSY 413 Time Series
- PSY 414 Nonparametric and Log Linear
- PSY 558 Seminar in Advanced Statistics
Research Methodology:
PSY 450 Psychological Measurement
Research Methodology:
PSY 450 Psychological Measurement
Two of the following courses:
PSY 481 Individual Intelligence Testing
PSY 482 Personality Assessment
PSY 495 Evaluation and Research in Community Psychology
Computer Programming:
At least two computer programming courses.

Research experience is considered an integral part of the student's training and will begin in the first year. With the help of the advisor, the student will begin to plan a thesis project which usually will be conducted during the second year in the program. Research experience during the third year might involve a continuation of the line of research initiated in the thesis project. Alternatively the student may begin to develop a new line of research in preparation for his or her dissertation. The dissertation project usually is conducted during the fourth year. Typically the graduate student would conduct at least two complete research studies and prepare them for publication in a professional journal.

Doctoral Candidacy Examination: designed to assess the student's knowledge of experimental psychology and the student's area of specialization. The examination is given in three sections. The first two sections cover two minor areas selected by the student from the areas of learning, perception, physiological, personality, developmental, statistics, and social psychology. The third section consists of an examination in the student's area of specialization.

Admission to Doctoral Candidacy: Formally given to the student who has successfully passed the Doctoral Candidacy Examination; the student has no more than 5 years from that date to complete requirements for the doctorate.

Candidacy Continuation: registration in course(s) for resident or non-resident candidacy continuation required each quarter between admission to candidacy and graduation.

Dissertation: Departmental Committee approval and acceptance of topic and outline of dissertation given only after admission to candidacy approval. Research for the dissertation should normally be completed during the student's fourth year in the program.

Oral Examination: student to defend his or her dissertation and to show competence in the general field of psychology and in the area of specialization.

Time Limitations: 1) between admission to the doctoral program and admission to doctoral candidacy: not more than four years; and 2) between admission to candidacy and the final examination: not less than eight months and not more than five years.

DOCTOR OF PHILOSOPHY: INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY

Degree Requirements

Courses: a minimum of 120 hours beyond the bachelor's degree, including twelve dissertation hours and the following:

Core Courses: Four core courses plus either a course in history and systems or passing a special exam in this area. The core courses must include Psychology 404 Learning Processes and Psychology 430 Advanced Social Psychology and any two of the remaining core courses.

Industrial Psychology Courses: All core courses in the I/O area: PSY 440, 441, 442, 444, 445, 446, 559.

Electives: Additional courses with consent of the student's advisor to attain the required 120 credit hours. Electives are grouped into two areas: methods and content. At least one course must be taken in each area. Method courses include Math 454, 456, 457; Computer Science 423, 424, and 432. Content courses include Management 526, 560; Marketing 445; Psychology 425, 434, and 443.

Doctoral Candidacy Examination: designed to assess the student's knowledge of psychology and the student's area of specialization. The examination is given in four sections. The first two sections cover two minor areas selected by the student from the areas of learning, statistics, perception, physiological, personality, developmental, and social psychology. The third section consists of an examination in the areas represented by the required courses in industrial/organizational psychology. The fourth section is an oral examination in the area of I/O psychology.

Admission to Doctoral Candidacy: Formally given to the student who has successfully passed the Doctoral Candidacy Examination; the student has no more than 5 years from that date to complete requirements for the doctorate.

Candidacy Continuation: Course(s) or registration in resident or non-resident candidacy continuation required each quarter between admission to candidacy and graduation.

Dissertation: Departmental Committee approval and acceptance of topic and outline of dissertation given only after admission to candidacy approval. Research for the dissertation should normally be completed during the student's fourth year in the program.

Oral Examination: student to defend his or her dissertation and to show competence in the general field of psychology and in the area of specialization.

Time Limitations: 1) between admission to the doctoral program and admission to doctoral candidacy; not more than four years; and 2) between admission to candidacy and the final examination: not less than eight months and not more than five years.

Note: Detailed information on the above degree requirements is listed in a separate departmental brochure. It may be obtained from the department.

Courses

All courses carry four quarter hours of credit unless otherwise noted.

COURSES FOR ADVANCED UNDERGRADUATE AND GRADUATE STUDENTS

333 Child Psychology. Description and evaluation of principles and theories of development from conception through childhood. (Prerequisite: PSY 105 or 106.)

334 Adolescent Psychology. Biological, cognitive, emotional, and social development. Covers theories and research on normal and abnormal development during adolescence. (Prerequisite: PSY 105 or 106.)
Social Psychology. Survey of social psychological principles emphasizing individual behavior in a social context. (Prerequisite: PSY 105 or 106.)

Theories of Personality. Survey of major personality theories with separate emphasis on clinically-derived and research-derived theories. Freudian psychoanalysis is especially emphasized in the clinical area. Personality research philosophy is presented separately and as part of the research-derived theories. (Prerequisite: PSY 105 or 106.)

Abnormal Psychology. Description of the nature, symptoms, and etiology of psychological disorders. (Prerequisite: PSY 105 or 106.)

Ecosystems and Behavior. Environmental psychology dealing with environmental pollution, systems theory, crowding, deprivation, institutionalization and architecture, and their effect upon man.

Small Groups and Leadership. Study of behavior of individuals in groups and the analysis of leadership styles as a function of the type of task and group structure. (Prerequisite: PSY 347.)

Introduction to Psychological Measurement. Measurement in psychology; emphasis on standardization, reliability, validity; test and scale development. Materials fee $5.00. (Prerequisites: PSY 105 or 106 and 240.)

Theories of Learning. A survey of the classical and modern theories of learning. (Prerequisites: PSY 105 or 106.)

History and Systems of Psychology. Historical development of psychology and its fields. (Prerequisite: PSY 105 or 106 or consent.)

Cognitive Process. A survey of modern cognitive psychology with major emphasis on Information Processing theory. (Prerequisite: PSY 105 or 106.)

Behavior Problems of Children. Factors associated with deviance in children and adolescents. Examination of personal and social consequences. Review treatment programs for children. (Prerequisite: PSY 105 or 106.)

Psychology of Exceptional Children. Comprehensive introduction to the study of special children—those children who do not reach their fullest potential because of physical, social, cognitive, or behavioral factors. (Prerequisite: PSY 105 or 106.)

Social and Emotional Development. This course focuses on the development of emotions, social relationships and social interaction. Both theoretical perspectives and research findings are presented and analyzed. Topics to be covered may include: primary emotions and their development, nonverbal communication of emotion, socialization within the family, friendship and peer relations, aggression, moral development, sex role development, and attachment.

Research Methods in Social Psychology. Laboratory fee $5.00. Overview of methods and associated problems unique to conducting research with humans, both in the laboratory and the field. (Prerequisite: PSY 347 or equivalent.)

Perception. Environmental and stimulus control of behavior; chemical control of perception. (Prerequisite: PSY 105 or 106.)

Physiological Psychology. The nervous system and endocrine functions as related to behavior. (Prerequisite: PSY 105 or 106.)

Comparative Psychology. Patterns of behavior shown by various animal species. (Prerequisite: PSY 105 or 106.)

Industrial and Organizational Psychology. Application of theories and methods of psychology to the study of human behavior in business, industrial, and other organizations. (Prerequisites: PSY 105 or 106.)
381 Personnel Psychology. Application of concepts from differential psychology and measurement to employee selection, performance appraisal, placement and training in business and other organizations. (Prerequisite: PSY 380 or consent.)

382 Organizational Behavior. Application of theories in leadership, work and motivation, and job satisfaction to employee and management behavior. Applied social psychology in an organizational context. (Prerequisite: PSY 380 or consent.)

383 Engineering Psychology. (Cross-listed with PSY 443). Application of experimental psychology and individual differences to the design of man-machine systems, work environments, and living environments. (Prerequisites: PSY 380 or consent.)

384 Consumer Behavior and Advertising. Application of psychological principles and methods to advertising, marketing, product development, sales, and propaganda. (Prerequisite: PSY 380 or consent.)

390 Applied Research Methods for the Behavioral Sciences. Applied inferential statistics. (Prerequisite: PSY 240 or equivalent.)

392 Psychology of Alienation. Causes of individual and group alienation, and the resultant behavior. (Prerequisites: PSY 105 or 106.)

393 Psychology of Language. Development of language in children, and effects of language on thinking. (Prerequisite: PSY 105 and 106.)

394 Advanced Topics in Psychology. (Prerequisites: Senior standing and consent of Chairman.)

395 Field Work and Study. Supervised experience in selected off-campus settings and associated readings. (Prerequisite: Junior standing and consent of Chairman.)

398 Reading and Research. (Prerequisites: Advanced standing and consent of Chairman.)

GRADUATE COURSES

When prerequisites are stated in numbers below 400, an equivalent course taken elsewhere is acceptable. Where no prerequisite is listed, students not majoring in psychology must obtain the consent of the instructor. Psychology majors who do not meet the prerequisites for a given course must obtain the consent of the instructor.

402 Perceptual Processes. Analysis of the variables involved in the determination of perception with particular attention to the problems of space, motion, distance, size, form, the aftereffects and the constancies.

404 Learning Processes. Survey of classical and instrumental conditioning, biological constraints, attention, memory, and practical applications. Major theoretical approaches include stimulus-response, early cognitive theories and information processing theory.

406 Physiological Processes. The functional role of neural systems important for the processes of motivation, emotion, sleep, memory, and cognition.

409 Statistics for the Behavioral Sciences. Applied inferential statistics. (Prerequisite: PSY 240.)


411 Advanced Statistics II. Point estimation procedures are compared for a variety of parameters. Analyses of variance; planned and post-hoc contrasts; orthogonal polynomials. Linear and non-linear regression and correlation. (Prerequisite: PSY 410.)
Time Series. Study of variation across a discrete or continuous dimension of "time." Two approaches will be taken: time-domain and frequency-domain analyses. Descriptive and inferential techniques will be presented. Bivariate time-series analysis will be stressed.

Nonparametric and Log Linear. Logic and application of distribution-free techniques and log-linear approaches to the analysis of qualitative data.

Methods in Behavioral Research. Principles and techniques of research design in behavioral, social and clinical research: questionnaires, interview schedules, rating scales involving multivariable analysis. Application of parametric and non-parametric tests. Application of research findings to professional practice.

Multiple Regression and Multivariate Analysis. Techniques for the analysis of multiple independent and/or dependent measures. Multiple regression, canonical correlation, multivariate analysis of variance, linear discriminant function analysis.

Factor Analysis. Theoretical foundations, methods of analysis, and comparison of various factor analytic models.

Advanced Research Methodology. Design, and analysis, of basic and applied psychological research with an emphasis on statistical software.

Advanced Experimental Design.

Instrumentation. Design, construction and use of instrumentation in the behavioral sciences. (Variable credit)

Advanced Social Psychology. Advanced study of social psychological methodology: ethics and deception, attitudes, altruism, aggression, and interpersonal processes and attraction.

Attitude Analysis. Theory and research in attitude formation and organization, communication and persuasion, resistance to persuasion, and measurement techniques.

Social Judgment. Theory and research in judgment of social stimuli, perceiving and evaluating persons, and social comparison processes.

Small Group Behavior. Theory and research in goal formation, conformity, power, and communication structures, cohesion, and task performance. The emphasis is on the behavior of persons within groups.

Advanced Personality. Critical analysis of research in personality with emphasis on the development and testability of major constructs in contemporary research.


Psychology of Leadership. Current research and theories in organizational psychology relating to leadership, supervision, job performance, and managerial training. Emphasis is on theoretical development and empirical evaluation of constructs in contemporary research.

Personnel Psychology. Contemporary methods in the testing, selection, placement, and appraisal of persons in an organizational setting. Emphasis on methodological techniques and legal ramifications of personnel practices.

Psychology of Human Performance. (Cross-listed with Psy 383.) Survey of research and theory on basic psychological processes relevant to the study of man-machine interaction and human factors design. Emphasis is on the use of course content in practical settings through projects on the design and evaluation of man-machine systems.

Professional Ethics and Organizational Training and Development. Critical analysis of techniques and research pertaining to training and development. Emphasis on traditional training programs and innovative organizational development techniques.

Psychological Theories of Organizations. Theory and research in the social psychology of organizations relating to organizational design, analysis, systems, and processes.

Psychological Measurement. Logical and mathematical principles underlying test construction with emphasis on evaluating the reliability and validity of scores.

Applied Statistical Prediction. Applications of statistics and psychological measurement to the problems of predicting human performance. Several computer programs will be used to analyze data.

Behavior Modification. Analysis of principles, practices, and research related to learning theory and the modification of human behavior.

Individual Intelligence Testing I. Theories of intelligence and cognitive development. Introduction to the administration of verbal and various non-verbal tests including the Stanford Binet, Wechsler Intelligence Scale for Children and Wechsler Adult Intelligence Scale and the clinical use of these instruments. Materials fee $10.00.

Personality Assessment. Administration and scoring of the Rorschach and Thematic Apperception Test and other tests. Evaluation of tests and related areas of research and development.

Advanced Psychodiagnosis. Advanced study of projective techniques and other assessment methods, with emphasis on analysis, interpretation and integration of all pertinent clinical data and report writing.


Neuropsychological Testing.

Advanced Psychopathology. Review of the major diagnostic categories as outlined by the current Diagnostic and Statistical Manual. Current issues in psychopathology and related research are reviewed.


Principles of Psychotherapy. Analysis of theoretical approaches to psychotherapy.


Understanding and Helping Troubled Children. Integration of developmental theory, psychopathology, and treatment methods with regard to working with troubled children. This special course is designed to benefit professionals already in child-related fields.

Treatment Methods with Children. Consideration of a variety of treatment approaches used to help alleviate the psychological problems of children with emphasis on play psychotherapy.

Principles of Consultation. The principles and dynamics involved in the various types of consultative relationships. Techniques of consultation with parents, teachers, agencies, physicians and others in regard to problems and deviancy, methods of management and treatment.
Clinical Community Psychology.
Evaluation and Research in Community Mental Health.
Professional Ethics and History of Psychology. (2)
BMDP Seminar. Introduction to the use of the BMDP statistical package. BMDP can be used in the analysis of a wide variety of social science data.
Behavioral Medicine. Concerned with development and integration of psychological and biomedical science knowledge and techniques relevant to health and illness. Prevention, treatment, and rehabilitation at individual, group, and systems levels are dealt with.
Principles of Human Diversity. Considerations related to minority status and issues specific to diagnostics and interventions with minority populations.

Seminars numbered 550 through 570 may be taken for credit more than once with the consent of the instructor. Variable credit of one to four quarter hours of credit unless otherwise noted.

Seminar in Teaching Psychology.
Seminar in Experimental Psychology.
Seminar in Neuropsychology.
Seminar in Personality Research.
Seminar in Comparative Psychology.
Social and Emotional Development. (Cross-listed with Psychology 370). This course focuses on the development of emotions, social relationships, and social interaction. Both theoretical perspectives and research findings are presented and analyzed. Topics to be covered may include: primary emotions and their development, nonverbal communication of emotions, socialization within the family, friendship and peer relations, aggression, moral development, sex role development, and attachment.

Seminar in Social Psychology.
Seminar in Learning and Cognitive Processes. Constructive processes in cognitive psychology such as constructive and reconstructive memory, language comprehension, problem solving and reasoning, and creativity. Past student-selected topics include imagery, memory, hypnosis, the use of conditioning principles in communication, belief systems, and the use of metaphors in stories.

Seminar in Advanced Statistics. (Prerequisite: PSY 411 and 420.)
Seminar in Industrial/Organizational Psychology. (4 hours)
Social Cognition. Survey of research on attribution, theory and biases, schematic processing and stereotyping, and the role of attention and memory in impression formation and social perception.

Psychology of Women. (Cross-listed with MLS 478) A review of research and theory on women, including sexist biases in methodology, feminist therapy, violence against women, and gender differences in development, power, and sexuality.

Seminar in Family Therapy. A review of systems theory and the assessment and treatment of families and couples. (Prerequisite: PSY 574.) (4 hours)
Mental Imagery. Theory, research, and practical applications of mental imagery are considered in a lecture-discussion/student-report format. Variety of imagery techniques will be reviewed which have been found useful in research and practice. Special attention devoted to the differences between subjective approaches (consciousness and vividness ratings) versus objective approaches (memory measures) of studying imagery.

Seminar in Clinical Research. (Prerequisites: PSY 476 and 488.)
Seminar in Adolescent Psychology.
566 Seminar in Psychopathology.
568 Seminar in Community Psychology. Analysis of theories of community and human behaviors from the standpoint of general systems principles. (4 hours)
569 Seminar In Program Evaluation. Analysis of major research programs dealing with social and mental health problems with emphasis on epidemiological and socio-clinical research methods. (4 hours)
570 Seminar in Psychotherapy Research.
   All practicum courses numbered 574 through 583 require the consent of the Director of Clinical Training. Six practica courses must be taken for graduation. Pre-practicum should be taken Fall, Winter and Spring Quarters of the student's first year. All practica carry 0 credit hours.
572 Psychobiology of Social Cognition. Explores social cognition in the frame of evolutionary, neurophysiological, and developmental biology. Comparison of human with other animal social-cognitive characteristics will be examined. Neuropsychological data and developmental psychobiology will be studied.
574 Pre-Practicum in Clinical Psychology. May be repeated three times.
577 Practicum in Clinical Assessment. Supervised experience in intake interviewing, psychological evaluation, and case conference presentation in a clinic, hospital, or community agency setting.
578 Practicum in Clinical Psychology. Supervised experience in diagnostic assessment, intervention planning, psychotherapy and report writing through varied assignments to campus or community agencies.
579 Practicum in Child Clinical Procedures. Supervised practice in the diagnosis and treatment process of the problems of children and adolescents. May be repeated twice.
582 Advanced Practicum in Clinical Psychology.
583 Practicum in Community Mental Health.
584 Practicum in Special Areas in Psychology.

SPECIAL STUDIES
590 Thesis Seminar. (0)
592 Directed Research. A-Experimental, B-Learning, C-Social, D-Physiological, E-Personality, F-Psychopathology, G-Community Mental Health, H-Perception, I-Psychotherapy, J-Developmental, K-Industrial/Organizational. The course involves individual projects (non-thesis research) under the supervision of a faculty member. (Arranged by consultation with the Chairman.) (1 to 4)
594 Psychological Research. A course involving intensive readings in contemporary psychological literature. (Arranged by prior consultation with the Chairman.)
595 Colloquium. Required of all graduate students. Lectures by psychologists and members of the faculty. (No credit.)
596 Internship in Clinical Psychology. (Arranged with consent of Director of Clinical Training.) (No credit.)
597 Master's Thesis Research. Original investigation of a specific research problem. (1 to 4)
599 Dissertation Research. (1 to 12 hours per quarter. 12 hours total required.)
701 Resident Candidacy Continuation. Students admitted to candidacy for the doctoral degree who have completed all course and dissertation registration requirements and who are regularly using the facilities of the University for study and research are required to be registered each quarter of the academic year until the dissertation and final examination have been completed. Non-credit. $388.00 per quarter. (Prerequisite: Admission to Candidacy)
702 Non-Resident Candidacy Continuation. This registration provides for doctoral candidates who have been admitted to candidacy who are not in residence and need only occasional use of University facilities, including the libraries. Non-credit. $40 per quarter. (Prerequisite: Admission to Candidacy)
FACULTY
Grace Budrys, Ph.D., Professor, Program Director ................................ University of Chicago
Rosemary S. Bannan, Ph.D., Professor .................................................. Loyola University
John P. Barrett, M.S.I.R., Lecturer ......................................................... Loyola University
Larry Bennett, Ph.D., Professor ............................................................. Rutgers University
Harold Bressler, J.D., Lecturer ............................................................... DePaul University
James Dechene, Ph.D., Lecturer ............................................................ University of Michigan
Diane Cernicchio, J.D., Lecturer ............................................................. DePaul University
William E. Denton, Ph.D., Lecturer ....................................................... University of North Carolina, Chapel Hill
Kenneth Fidel, Ph.D., Associate Professor ............................................ Washington University
Karen Gelfand, M.B.A., Lecturer ............................................................ Harvard University
Donald H. I. Hermann, Ph.D., Professor ............................................... Northwestern University
Michael S. Jacobs, M.P.H., J.D., Assistant Professor ................................ Yale University
Leo Keryczynsky, M.S., J.D., Adjunct Assistant Professor ....................... Northern Illinois University
Larkin J. Kinsella, M.B.A., Lecturer ...................................................... University of Wisconsin, Madison
John T. Leahy, S.T.D., Associate Professor .......................................... Loyola University
Edward F. Murphy, C.M., M.S.O.D., Lecturer ....................................... Pepperdine University
J. Patrick Murphy, C.M., Ph.D., Assistant Professor ............................. Stanford University
Marjorie P. Piechowski, Ph.D., Lecturer ............................................... University of Wisconsin, Milwaukee
Susan M. Sanders, R.S.M., M.P.P., Assistant Professor ........................ University of California, Berkeley
Anna Marie Schuh, M.S., Lecturer ......................................................... DePaul University
William P. Schuring, J.D., Lecturer ...................................................... Boston University
Susan L. Sebok, J.D., Lecturer ............................................................... IIT Chicago-Kent College of Law
Joyce Sween, Ph.D., Professor ............................................................. Northwestern University
Richard A. Yanikowski, Ph.D., Lecturer ................................................ University of Chicago
Dorothy A. Warner, M.A., Lecturer ..................................................... University of Chicago
Stephen I. Weiser, J.L.M., Lecturer ...................................................... DePaul University
Cathy L. Welsh, M.B.A., Lecturer ........................................................ Northwestern University
Jon Willason, M.S., Lecturer ............................................................... University of Wisconsin, Madison

PURPOSES
The Public Services Program was created to provide academic training for people interested in developing or enhancing those skills which are necessary to carry out administrative work. The program uses an interdisciplinary approach drawing upon the knowledge bases developed by political science, sociology, and economics. The curriculum reflects a commitment to achieve a balance between a theoretical and an applied approach to the challenge of the administrative work role.

While the skills required to manage organizations in the public sector are becoming largely indistinguishable from skills used in the private sector, the ultimate goals of not-for-profit versus for-profit organizations provide a sharp distinction. The Public Services Program aims to keep this distinction firmly in the forefront in its course offerings. The courses focus on the means which will best achieve the goals that public service, human service, and other not-for-profit organizations aim to achieve.
PROGRAMS

Certificate
Administrative Foundations in Public Services

Master of Science
Public Service Management
Health Law and Administration

Joint Degree
Master of Science in Public Service Management and Juris Doctor in Law

MASTER OF SCIENCE: PUBLIC SERVICES MANAGEMENT

Admission Requirements*

For full admission, students must have the following:
Bachelor's degree conferred by an accredited institution.
Grade point average of at least 2.5 on a scale of 4.0.
Two letters of recommendation.
Successful completion of MPS 406: Introduction to Financial Administration, or equivalent
course work in accounting, economics, and finance (to be fulfilled within first year).
Scores from an entrance examination are not required; however, if GRE, LSAT, or GMAT scores
are available, they may be submitted to strengthen the application.
An English language examination may be required for students who have completed their
undergraduate education outside of the United States.

*Students who do not meet these requirements may be eligible for the Certificate Program
in Public Services.

Degree Requirements

Courses: successful completion of 52 quarter hours of graduate credit. (Each course carries
4 credit hours unless otherwise specified.) Included in this requirement are the follow-
ing courses:

Core Courses (30 credit hours)
MPS 500 Functions of the Administrator
MPS 507 Information Technology or MPS 578, Problems in Systems Design and
Management
MPS 533 Management Planning and Control Systems
MPS 540 Bureaucracy, Public Policy, and the American Policy or MPS 543, Health
Care Policy
MPS 553 Organizations
MPS 590 Statistics for Decision Making (2 credit hours)
MPS 598 Research in Administration I
MPS 599 Research in Administration II

Elective Courses (22 credit hours) Students are free to choose elective courses according
to their interests. A maximum of two courses may be taken in departments other than
MPS. Permission of the Director must be obtained prior to registration for such courses.

Concentration: Courses are taught in the following areas:
Health Care Administration
Law Enforcement Administration
Not-for-Profit Organizational Management
Public Administration and Public Policy
Community and Urban Development

Grades: No more than two "C" grades will be accepted in courses leading to the M.S. degree.
MASTER OF SCIENCE: HEALTH LAW AND ADMINISTRATION

This master's program is offered by the Public Services Program in cooperation with the College of Law. It is intended to provide students with a specialized body of knowledge focusing on administration and the law as it affects the health care sector. Students are expected to have some experience in this area before they apply to the degree program.

Admission Requirements*
Bachelor's degree conferred by an accredited institution.
Grade point average of at least 2.5 on a scale of 4.0.
Two letters of recommendation.
An interview with the Program Director.
Successful completion of MPS 406: Introduction to Financial Administration, or equivalent course work in accounting, economics, and finance to be fulfilled within first year.
Scores from an entrance examination are not required; however, if GRE, LSAT or GMAT scores are available, they may be submitted to strengthen the application.
An English language examination may be required for students who have completed their undergraduate education outside of the United States.
*Students who do not meet these requirements may be eligible for the Certificate Program in Public Services.

Degree Requirements
Courses: successful completion of a minimum of 54.5 quarter hours of graduate credit, including:

Core Courses—Public Services (32 quarter hours)
- MPS 500 Functions of the Administrator
- MPS 507 Information Technology or MPS 578, Problems in Systems Design and Management
- MPS 533 Management Planning and Control Systems
- MPS 543 Health Care Policy or MPS 537 Health Care Delivery Systems
- MPS 533 Organizations
- MPS 570 Introduction to Health Law (2 quarter hours)
- MPS 590 Statistics for Decision Making (2 quarter hours)
- MPS 598 Research in Administration I
- MPS 599 Research in Administration II

Core Courses—College of Law (13.5 quarter hours)
- LAW 425 Hospital Law
- LAW 431 Medical Malpractice Law
- LAW 445 Medical-Legal Ethics

Elective Courses (9 quarter hours) Two courses from the following:
- LAW 413 Seminar in Health Law: Selected Topics
- LAW 416 Health Law Legislative Drafting
- LAW 421 Law and Medicine
- LAW 424 Reimbursement, Medicare, and Medicaid
- LAW 434 Public Health Law
- LAW 442 Science and Medicine in the Litigation Process
- LAW 472 Law and Psychiatry
- LAW 700 Health Sciences and Public Policies
- LAW 705 Tax Issues in Health Care Industry
NOTE: Students should be aware of the separate policies and procedures governing the Public Services and the College of Law programs. Students who receive two "C" grades in courses offered by the Public Services department will not be permitted to continue course work in the Health Law and Administration Program.

JOINT PROGRAM: MANAGEMENT OF PUBLIC SERVICES AND JURIS DOCTOR

The College of Liberal Arts and Sciences and the College of Law offer a joint program of study leading to the M.S. degree in the management of public services and the J.D. degree in law. The joint degree program is available to both day and evening students.

The student is responsible for gaining admission to the College of Law and the MPS Program independently. Once admitted to both degree programs, the student may petition to be accepted into the joint degree program.

In practice, since all first-year Law courses are required, the student may not take elective courses leading to the joint degree during the first year of study.

CERTIFICATION PROGRAM: ADMINISTRATIVE FOUNDATIONS IN PUBLIC SERVICES

This program is designed for people who wish to pursue course work covering basic administrative skills. College credit is awarded for completion of these courses. The two 500-level courses may be credited toward the M.S. degree program.

Admission Requirement

For full admission, the student must have a Bachelor's degree conferred by an accredited institution.

Certification Requirements (12 credit hours)

Courses: successful completion of the following three courses:

- MPS 406 Introduction to Financial Administration
- MPS 500 Functions of the Administrator
- One additional four-credit-hour MPS course

Courses are conducted on an evening basis, primarily at the Loop Campus. All courses are worth four credit hours unless otherwise indicated.

PREREQUISITE COURSE

MPS 406 Introduction to Financial Administration. An introduction to basic principles of fund accounting, microeconomics, and financial analysis as applied in the not-for-profit sector. The approach is practical in nature, offered from the user's perspective.

*Note: This may be taken on a Pass/Fail basis, unless otherwise indicated upon admission to the Program.
PUBLIC SERVICES MANAGEMENT

Core Courses

500  Functions of the Administrator. This course introduces students to the concepts of research and related theory which apply to the administrative process. Traditional administrative function models (decision making, interpersonal relations, goal setting) and administrative skills (planning, organizing, staffing, coordinating, and directing) are reviewed. Alternative models are explored.


533  Management Planning and Control Systems. Concepts underlying public and non-profit finance: management planning and control methods as well as the budgeting models that accomplish these functions. Also preparation for the financial administration sequence. (Prerequisite: MPS 406 or equivalent.)

540  Bureaucracy, Public Policy, and the American Polity. Bureaucracy examined as the pervasive means of organizing complex activities in the public and private sectors, and in relation to its utility as a decision-making and implementation structure in the context of other political institutions.

553  Organizations. Theory and research which focuses on organizational structures and processes, goals, means and success measures as well as organizational problem areas. (Prerequisite: MPS 500.)

590  Statistics for Decision Making. A review of statistical and analytical techniques most frequently utilized in public sector organizations. Topics include descriptive and inferential statistics. Computerized statistical packages are used. (Prerequisite: MPS 507.) (2 credit hours)

598  Research in Administration I. Students are expected to design and carry out a research project based on a problem in administration they have identified. The primary aim of the course is to provide students with sufficient knowledge about scientific research methods to make them well-educated consumers of research. (Prerequisite: 6 Core Courses.)

599  Research in Administration II. (Sequel to MPS 598.) The final product of this course is a master’s paper describing the administrative problem and steps taken to investigate it as outlined in MPS 598. (Binding fees.)

Elective Courses

(To be taken concurrently with or upon completion of core courses.)

508  Management Control for Non-Profit Organizations. Relationship of accounting information to the management functions of planning and control. Emphasis on management techniques and decision models which aid in the financial planning and control functions. (Prerequisite: MPS 553.)

509  Budgeting and Program Evaluation. Pragmatic approach to resource allocation and budget preparation methods; the presentation and presentation of an actual budget document. (Prerequisite: MPS 533.)

510  Operations Research. Advanced treatment of scientific management and operations research. Techniques include linear and non-linear programming, simulation models, etc. Each technique examined and applied to practical case studies. (Prerequisite: MPS 507.)

513  Human Relations. The primary focus is on human, as opposed to technological, aspects of administration. Research on small group processes and related administrative techniques is reviewed. (Prerequisite: MPS 500.)
Public Sector Financial Administration. A budgeting laboratory. Topics include the sources of revenue and the nature of expenditures for governmental, not-for-profit, and other public sector institutions. (Prerequisite: MPS 509 and consent of Director.)

Monetary and Debt Management. Examination of cash management principles and administration of government debt, the various financing methods, as well as the market for public sector issues. (Prerequisite: MPS 533.)

Case Analysis in Health Care Administration. (Cross-listed with SOC 435.) A case-study approach focusing on the relationship between structure and process given the variation between the clinical and administrative approaches to issues presented in the case materials.

Planning for Organizational Growth. The course is designed to provide an understanding of the interface between strategic planning and marketing as related to non-profit organizations. The course outlines skills needed to integrate these activities at the level of strategy, development, implementation, and evaluation.

Human Resources. General and special managerial functions of the human resources department and its relationship to other organizational functions. Particular emphasis on human resource planning and development.

Organization Development. The course addresses organizational structures and processes and the values and behaviors of the people who work within them. The emphasis is on the role of the administrator in improving the quality of life in organizational environments and organizational effectiveness through techniques in participative management.

Wage and Salary Administration. Topics included are methods of job evaluation for management and non-management positions, appraisal of personnel performance, construction of wage scales, fringe benefits, and related court decisions, as well as development of benefit packages.

Administrative Case Analysis. This course simulates administrative problem-solving situations using a case analysis format. Cases are used based on a variety of problems that regularly confront administrators. The experience involves learning to identify the basic problems, gather relevant background information, and evaluate the potential effects of possible courses of action. (Prerequisite: completion of at least four core courses.)

Marketing for Service Organizations. This course explores the resources and constraints of not-for-profit service organizations regarding their marketing responsibilities and discusses the formulation of marketing strategy particularly useful to them. (Prerequisite: MPS 500.)

Intergroup Relations. Complexities of selected groups and their problems. Consideration of the social and economic adjustments for racial, ethnic, and religious groups, and the current proposals for the reduction of intergroup tensions. Specific areas of interest may include minority groups, equal opportunity employment issues, lobbying and interest groups, as well as labor relations.

Industrial Psychology. Application of the psychological principles of learning, perception, and adjustment to work. Special attention to personnel placement and selection, motivation and morale, training, and introduction to human engineering.

Human Resource Administration in Health Care Organizations. Analysis of various personnel and industrial relations functions as they affect the human resource component of health care organizations and the role of a human resources department in such organizations.
Health Care Delivery Systems. (Cross-listed with SOC 437.) Examination of systems which provide health services. Comparative analysis made of the evolution of health care systems on local, national, and international levels; the effects of social policy in health care delivery systems also included.

Determinants of Public Policy. Examination of the process of public policy making. Considers the context which limits the range of possible policy options, and details the structure of the policy process. Case studies of specific public policies used to illustrate how the process works.

Policy Analysis. Problems of measuring the impact of public policies. Examination of the commonly used means of evaluating public program impacts, with emphasis placed on their respective strengths and weaknesses. Also considered is the role of policy analysis in the policy making process, and hence the political implications of policy analysis.

Health Care Policy. Development of state and national health legislative policy and a survey of the current private, state, and federal policies. Analysis of such major policy areas as private reimbursement, planning access to care, cost containment, manpower development, research, and prevention.

Law Enforcement Policy Issues. (Cross-listed with SOC 440.) Theory, application, and impact of policies in criminal law on police, corrections, and the courts.

Policies and Urban Development. (Cross-listed with SOC 426.) Community agencies viewed as problem-solving organizations. Discusses the impact of state and local governments on community organizations and how community organizations influence social policy.

Planning, Policy, and Politics. Public planning explored as a particular component of the policy-making process. Examples drawn from the United States as well as from other political systems. Attention directed to particular substantive fields: the relationship between planning and the broader dimensions of the particular economy also discussed.

Medical Sociology. (Cross-listed with SOC 431.) Overview of health-seeking behavior focusing on the population receiving health care services, those providing services, and the organizational settings in which services are delivered.

Management of Training and Development. Methods utilized to identify training needs and certain principles necessary to develop and manage in-service training programs. Major topics include needs assessment, curriculum design and planning, and general supervision of instruction.

Law and the Human Services. An understanding of the laws related to fair treatment of personnel. Introduction to the variety of social and legal issues involved in the dimension of work. Various topics will be considered.

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.

Urban and Community Analysis. (Cross-listed with SOC 422.) Quantitative analysis of urban issues including social area analysis, patterns of segregation, neighborhood change, and other selected topics.

Strategies of Community Organizations. (Cross-listed with SOC 425.) Strategies and techniques used in the formation and process of community organizations. Primary conceptual emphasis from sociology, but a considerable interdisciplinary content included: application of social science knowledge to bring about social change.
<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>Law Enforcement and Community Relations. (Cross-listed with SOC 444.) Cross-cultural analysis of the policies and practices of law enforcement agencies and their impact on the communities they serve.</td>
</tr>
<tr>
<td>Labor Relations and Government Policy. Examination of legal requirements and constraints which affect the collective bargaining process. Emphasis upon the historical background of labor law and on the Supreme Court decisions affecting the application of these laws to labor relations. Review of current public policy regarding labor law and its impact on services.</td>
</tr>
<tr>
<td>Law and Administration of Justice. (Cross-listed with SOC 443.) Analysis of legal systems and their implementation: jurisprudence and its role in the development and change of legal systems; role of the courts and the police as related to community social problems.</td>
</tr>
<tr>
<td>Crime, Delinquency, and Systems of Correction. (Cross-listed with SOC 442.) Study of major criminological theories and their applications to systems of corrections.</td>
</tr>
<tr>
<td>Institutional Reaction to Deviants. (Cross-listed with SOC 447.) Examination of the social organization of the societal response to individuals labeled as deviant. Acquaints the student with the sociological examination of deviant processing institutions and familiarizes the student with the major conceptual frameworks which explain the functioning of such institutions and which assess the consequences of such processing.</td>
</tr>
<tr>
<td>Sociology of Youth. (Cross-listed with SOC 461.) Critical analysis of literature on non-delinquent youth; focus on the social contexts within which the transition to adulthood occurs.</td>
</tr>
<tr>
<td>Systems Analysis and Design. First part of a two-course sequence on the basic tools of general systems methodology. Analytical skills and problem-solving ability on a theoretical basis in dealing with systems analysis, managing systems facilities, and basic systems techniques.</td>
</tr>
<tr>
<td>Advanced Systems Techniques. Application of general systems methodology to project planning. A very pragmatic approach taken to develop solutions to various situations. Case studies utilized in developing the student's problem-solving abilities. (Prerequisite: MPS 574.)</td>
</tr>
<tr>
<td>Problems in Systems Design and Management. Prepares student to integrate users with the systems functions in understanding organizational constraints as applied to an overall computer system. Emphasis placed on special topics of planning and managing a component of a larger system. Course stands alone from the other systems courses in developing project plans.</td>
</tr>
<tr>
<td>Special Topics. (2 credit hours)</td>
</tr>
<tr>
<td>Communications for Managers: Current Theory and Practice. This course is designed to develop writing skills used in administrative work. Emphasis on purpose, organization, tone; effective proposal and report writing. (2 credit hours)</td>
</tr>
<tr>
<td>Community Needs Assessment. Use of census data to develop demographic profiles of the community, identify community resources, and determine community needs for specific services. (2 credit hours)</td>
</tr>
<tr>
<td>Ethics in Administration. Problems faced by administrators which introduce an ethical dimension into the decision-making process. Alternatives identified and implications for action are discussed. Case materials used. (2 credit hours)</td>
</tr>
<tr>
<td>Seminar in Administration: Special Topics.</td>
</tr>
</tbody>
</table>
Independent Study. Special topics chosen for study. A project/practicum report: the culmination of either a study done in a work setting or library-based research. (Variable credit) (Prerequisite: consent of program director.)

Internship. Supervised work experience during one or more quarters. Focus on management skills in an organizational setting. This course may be taken as an elective course. (Variable credit)

Candidacy Continuation. Required of all students who are not registered for regular courses but who occasionally utilize University facilities (computer lab and library) during completion of course requirements and/or research. Non-credit, $40.00 per quarter.

HEALTH LAW AND ADMINISTRATION

Core Courses

MPS 500, 507, 533, 543, 553, 590, 598, and 599. Descriptions given on previous pages.

MPS 570 Introduction to Health Law. This course introduces the student to the legal system and provides an examination of legal materials including statutes, judicial opinion, and administrative regulations. Basic legal research skills are taught. The process of legal development and change is examined. (2 credit hours.)

LAW 425 Hospital Law. An overview of the common law and statutory law impacting institutions which provide health care. Among subjects to be considered are: licensing and accreditation; organization of the institution and staff; staff privileges and their alteration by suspension or revocation; labor relations and employment discrimination; financing and corporate restructuring; tax and accounting problems; and federal legislation affecting reimbursement. (Prerequisite: MPS 570) (3 semester hours.)

LAW 724 Medical Malpractice. Analysis of various aspects of medical malpractice litigation in Illinois. Topics discussed include evolution of medical malpractice theories and causes of action, provisions of the Medical Malpractice Tort Reform Act, procedural areas such as drafting the complaint, affidavits, pleadings, discovery and trial considerations. The course will also cover analysis of medical records and medical experts. The student will be expected to present a case synopsis based on hypothetical facts and will be expected to draft pleadings and discovery, outline expert depositions, and give an oral presentation of the strategy for the case and medical research. (Prerequisite: MPS 570) (3 semester hours.)

LAW 443 Medical-Legal Ethics. This course explores the interaction of law and ethics in providing the policy and moral limits of medical practice and science. The readings in the seminar are drawn from works in law, philosophical and religious ethics, history, political science, as well as medicine and biology. The course includes discussion of the following topics: ethical dimensions of the physician-patient relationship; moral bases of medical ethics; regulation, compulsion, and consumer protection in clinical, medical and public health; truth-telling and the physician-patient relationships; medical experimentation on human subjects; procreation discussion; suffering and dying; rights and priorities in provision of medical care. (Prerequisite: MPS 570) (3 semester hours.)
Elective Courses

Note: MPS 570 must be completed prior to enrollment in any of the following courses. The courses listed below are each worth 3 semester hours (4.5 quarter hours).

**LAW 205 Legal Issues of AIDS.** This course will examine a number of significant legal and policy issues raised by acquired immune deficiency syndrome (AIDS). This seminar will involve discussion of materials assigned for each class period. In addition, each student will select a research topic and write a paper on that topic. A schedule of assignments for the research paper will be provided.

**LAW 413 Seminar in Health Law: Selected Topics.** The course reflects current issues of public debate. Topics may include legal aspects of bio-genetics, experimentation and research in medicine, or antitrust issues in health law.

**LAW 416 Health Law Legislative Drafting.** The course involves drafting of proposed legislative and supporting memoranda under an instructor's supervision. The work of students will form the basis of a conference with legislators, experts in the field, and concerned citizens. The objective is to develop a body of bills to be introduced in the state legislature.

**LAW 421 Law and Medicine.** This course covers numerous topics concerning the interrelationship of law, health, and medicine. Among these are regulation of the health care industry, professional responsibility to patients, choice of services and treatment, mental health and bio-ethical issues. The issues discussed in the seminar depend in large part on the interests of the class.

**LAW 424 Reimbursement, Medicare, and Medicaid.** An examination of the types of reimbursement systems, including charge-based preferred provider organizations, cost-based reimbursement, prospective reimbursement, budget review, diagnosis-related groups, capitalization, case management. A study of Medicare including inpatient, outpatient, and physician services; conditions of participation; co-payments and deductibles, conditions of participation for providers, fiscal intermediaries, utilization, and fraud and abuse. Medicaid including reimbursement principles, review activities, fraud and abuse, and audits.

**LAW 434 Public Health Law.** An examination of the past and present aspects of the law concerning the health of the public by identifying the various governmental entities involved and reviewing specific areas of public health policy law, common law and regulation. The aspects covered include the federal basis for public health regulation, the state and local government basis for public health regulation, the constitutional and statutory limitations of the methods of public health regulation and current public health problems which require legal responses.

**LAW 442 Science and Medicine in the Litigation Process.** Uses of medical evidence, evidence of crime obtained by health care personnel during treatment, biological sciences evidence, and behavioral science evidence in various types of litigation.

**LAW 472 Mental Health Law.** The course examines significant issues in law and psychiatry and involves in-depth research and writing. Subjects include regulation of mental health professionals, malpractice, informed consent, confidentiality, incompetency, guardianship, commitment and mental health issues related to the criminal law.

**LAW 700 Health Sciences and Public Policies.** An investigation of statutory and judicial responses to selected areas of health care, including regulation of physicians, other health professionals and institutions, treatment of incapacitated persons, treatment and refusal of treatment, voluntary surgical change, sterilization, contraception and abortion, and organ transplants.
LAW 705 Tax Issues in the Health Care Industry. The study of federal income tax laws as applied to tax-exempt health care institutions; unrelated business income, private foundation status, federal income tax laws as applied to corporate restructuring, tax-exempt financing, joint ventures, mergers and acquisitions, conversions and physician recruitment and retention programs of tax-exempt health care organizations; state and local taxes and tax-exempt aspects of the employment relationship.

LAW 706 Corporate and Regulatory Aspects of Health Care. Designed to introduce students to a broad variety of policy issues affecting health care, and briefly touches on economics, sociology, antitrust, tort law, administrative law, and important questions of national health policy. Among other things, the course asks whether government, can or will provide health care to those who cannot afford it, and whether business can place the goal of good health above that of good profits. It asks whether the health care "industry" needs to be regulated in the public interest and whether the best "regulator" is the federal government, the courts, the marketplace, or some combination of the three.

LAW 719 Masters Essay. Each health law graduate student must compile a Master's Essay. This is a research paper of publishable quality dealing with a current subject in health law. It may focus on any or all aspects of the problem chosen including the legal, ethical and medical or scientific dimension of the problem chosen. Students will be expected to refine their subject into a topic which can be managed within the parameter of the paper, complete a search of existing sources, outline and complete successive drafts of the paper under the supervision of a faculty member.

LAW 726 Toxic Torts. The course is designed to teach issues of law and policy that arise from accidents caused by chemical and environmental toxins. Basic concepts of epidemiology will be introduced and will then be used to consider such issues as the role of scientific studies in establishing causation in tort actions; in determining who is a proper plaintiff and who a proper defendant; deciding how to apportion damages among defendants; assessing the burden of proof, product warning labels, and marketing practices of potentially harmful products; and discussing the practical application of litigation in mass exposure cases.

LAW 728 Food and Drug Law. This course will deal with the development of regulations of food, drug, biologics and blood products, medical devices and cosmetics. Emphasis will be placed on Federal Drug Administration (FDA) enforcement, with some attention to state statutes. FDA practices and procedures will be examined in detail. Special emphasis will be given to regulations of human drugs and medical devices.
Rehabilitation Services

FACULTY

William A. Calzaretta, Ph.D. C.R.C., Associate Professor

and Program Director .................................................. Northwestern University
James Bitter, Ed.D., Adjunct Lecturer ............................. University of Northern Colorado
James E. Bordieri, Ph.D., Adjunct Lecturer ..................... Illinois Institute of Technology
Carol A. Calzaretta, M.M., Adjunct Lecturer ..................... Northwestern University
Robert F. Cassiani, M.S., Adjunct Lecturer ..................... Loyola University
James Ciecka, Ph.D., Adjunct Lecturer .......................... Purdue University
Alex DeVience, J.D., Adjunct Lecturer ........................... Loyola University
Jerry Dicin, Ph.D., Adjunct Lecturer .............................. Northwestern University
Donald Galvin, Ph.D., Adjunct Lecturer .......................... University of Michigan
William Gelman, Ph.D., Professor Emeritus ..................... University of Chicago
Peter Griswold, M.A., Adjunct Lecturer ......................... Michigan State University
Norman Grunewald, M.S., Adjunct Lecturer ..................... DePaul University
Cathy Lorber, Ph.D., Adjunct Lecturer ........................... Northwestern University
James Lundstrom, M.S., Adjunct Lecturer ......................... DePaul University
I. Patrick Murphy, C.M., Ph.D., Adjunct Lecturer ............. Stanford University
Diane Neuhauser, M.B.A., Adjunct Lecturer ..................... Loyola University
John Newman, Ph.D., Adjunct Lecturer .......................... Emory University
Don Olson, Ph.D., Adjunct Lecturer ............................... Northwestern University
Dominic Parisi, Ph.D., Adjunct Lecturer ......................... Northwestern University
Marjorie P. Piechowski, Ph.D., Adjunct Lecturer .............. University of Wisconsin
Nancy B. Ronquillo, M.A., Adjunct Lecturer ..................... Illinois University
William Salyers, Ed.D., Adjunct Lecturer ......................... University of Indiana
Alfred Slicer, M.A., Adjunct Lecturer ............................ Northwestern University
Harry Smith, M.A., Adjunct Lecturer ............................. Michigan State University
Marvin Spears, M.A., Adjunct Lecturer ........................... University of Minnesota
Stanley B. Tarr, M.B.A., C.P.A., Adjunct Lecturer ............. Northwestern University

PURPOSE

The purpose of the program is to provide qualified students with the knowledge and skills to function effectively in supervisory, managerial, and administrative positions. Program graduates are typically employed in private and not-for-profit rehabilitation organizations which develop the vocational and personal competence of persons with disabilities.

Four core areas of concentration provide the foundation for developing these skills:

Programmatic: Provision of services to rehabilitate persons with disabilities;

Resource Utilization: The organization of resources such as staff, board of directors, funding sources, and rehabilitation research for effective management;

Community: Interagency collaboration leading to the development and use of community resources and the formation of rehabilitation facility/agency networks; and

Planning: Use of socioeconomic data and current trends in legislative, professional and advocacy areas to plan for effective rehabilitation facility programs and the professional development of staff within the rehabilitation profession.
PROGRAMS

Certificates
Rehabilitation Facility Administration
Psychosocial Rehabilitation

Master of Science
Management of Rehabilitation Services

CERTIFICATE: REHABILITATION FACILITY ADMINISTRATION
May be taken by persons not entering the degree program.
Designed to provide students with a background in accounting, economics, management, and the legal and philosophical fundamentals of rehabilitation.

Admission Requirements
Employment in a related rehabilitation work setting and/or Program Director approval.

Certificate Requirements
Courses (twelve quarter hours)
RSA 402 A&B Introduction to Rehabilitation Philosophy (3 credit hours)
RSA 403 A&B Organization and Managerial Foundations (3 credit hours)
RSA 406 A&B Economic Principles for Social Services and Personnel Administration (3 credit hours)
RSA 407 A&B Business Law and Accounting Principles in the Not-For-Profit Organizations (3 credit hours)

Note: A student may request in writing a waiver of three to six quarter hours of credit, based upon previous academic course work taken within the last six years. The request must be submitted at time of application or at least four weeks prior to the first scheduled class meeting. Official course descriptions from an accredited institution must accompany all requests and official transcripts must be forwarded to the department.

CERTIFICATE: PSYCHOSOCIAL REHABILITATION
May be taken by persons not entering the degree program.
Designed to provide rehabilitation professionals with training in the practice and theory of the psychosocial approaches for psychiatrically disabled persons.
New students seeking careers in this area will be provided with the fundamentals necessary for a successful pursuit of a degree program.

Note: This specialized program is offered only in conjunction with rehabilitation organizations' co-sponsorship. For further information contact the Program Director.

Admission Requirements
Employment in a related rehabilitation work setting and/or Program Director approval.
Certificate Requirements
Courses (twelve quarter hours)

RSA 410  Psychosocial Rehabilitation Foundations I (6 credit hours)
RSA 412  Psychosocial Rehabilitation Foundations II (6 credit hours)

MASTER OF SCIENCE:
MANAGEMENT OF REHABILITATION SERVICES

Admission Requirements
For full admission, student must have the following:
• Bachelor's degree conferred by an accredited institution.
• Grade point average of 2.0 or higher on a scale of 4.
• An interview with the Director or two letters of recommendation.

Degree Requirements
Courses: 48 quarter hours (core courses), 6 quarter hours (independent study research courses). Successful completion of an acceptable master's project.
Successful completion of the certificate course requirements in Facility Administration, or their equivalent is a prerequisite.

Core Courses:

RSA 636  Supervision and Human Resource Management (replaces 644)
RSA 637  Fiscal Management (replaces 639; Prerequisite: 407B or equivalent)
RSA 638  Computer Utilization and Introduction to Management Sciences in Rehabilitation
RSA 640  Theories and Concepts in Rehabilitation Practice
RSA 641  Management Theories and Concepts
RSA 642  Rehabilitation Programming: Principles and Practices
RSA 643  Managerial Principles and Practices
RSA 646  Rehabilitation Clients: The Hidden Disabilities
RSA 647  Research Methods and Statistics in Rehabilitation Administration
RSA 648  Rehabilitation Clients: The Self Evident Disabilities
RSA 650  Social Psychology of Rehabilitation Administration
RSA 653  Program Evaluation and Funding in Rehabilitation
RSA 655  The General Management of the Rehabilitation Facility
RSA 657  Job Placement/Supportive Employment Strategies and Technical Communication in Rehabilitation
RSA 691  Management Seminar in Advanced Organization Concepts
RSA 692  Rehabilitation Seminar: Emerging Issues and Trends

Note: Degree students, with the written consent of the Program Director, may waive one or two of the core courses and replace them with other relevant courses.
Special Studies Courses

RSA 660 Topics in Rehabilitation Research  
RSA 661 Selected Topics in Rehabilitation Research  
RSA 662 Candidacy Continuation

Master's Project: Completed under the guidance of a departmental faculty advisor. The M.S. project policy and procedure manual may be obtained from the department.

Note: Detailed information on the above certificate or degree requirements and program policies is listed in separate departmental brochures. They may be obtained from the department.

SCHEDULES FOR COMPLETING PROGRAMS

Intensive Schedule

This schedule accommodates the educational goals of working students who reside in the Rehabilitation Services Administration Federal Regional Office.

Off-campus intensive schedules are often available locally and regionally.

A course offered on an intensive schedule covers a 10-week period, but contains only six days of actual class meetings. Students receive a syllabus prior to the class meetings. The first weeks of the quarter are devoted to independent reading and preparation as recommended by the instructor. The class then meets for 2 three-day sessions in Chicago, at the University, or in other off-campus locations locally or regionally.

Typical length of time for completion of the degree program on the intensive schedule is 10 quarters or 2½ years. The certificate programs are completed in 2 quarters. Each course, offered on the intensive schedule, carries three quarter hours of academic credit and is the full academic equivalent of a 10-week resident course. Entry into intensive schedules (both on and off-campus) is typically in the autumn and spring quarters of the academic year.

Professional Development Seminar Series

Today's rehabilitation professional is faced with a rapidly changing work environment. Faced with changing federal laws and programs, advancing medical and engineering technology, changing funding priorities, and increasingly complex management problems, rehabilitation professionals want educational programming which will keep them abreast. The Professional Development Seminar Series offered by DePaul University provides one and two-day seminars on topics responding to current trends and issues in Rehabilitation. Registration fees vary by seminar.

Commission on Rehabilitation Counselor Certification Continuing Education Units are offered in CRC approved seminars. To be added to the mailing list for all Series brochures, contact the Rehabilitation Services Program.
CERTIFICATE COURSES:

REHABILITATION FACILITY ADMINISTRATION

402 A&B Introduction to Rehabilitation Philosophy. A review of the historical and philosophical foundations of rehabilitation. Emphasis is on the development of societal values, attitudes, and beliefs as applied to disabled individuals. A descriptive overview of the federal-state rehabilitation system is provided.


406 A&B Economic Principles for Social Services and Personnel Administration. A- Economic Principles-An introduction of basic economic behavior concepts and principles which build an understanding of the development of welfare services in general and rehabilitation in particular. B-Personnel Administration-The structure, role and techniques of the personnel function in an organization. Recruitment, selection, placement, job analysis and job description are also reviewed.

407 A&B Business Law and Accounting Principles in the Not-For-Profit Organizations. A-Business Law-The fundamental principles of law pertaining to business, not-for-profit organizations, unions and government regulations and ethics are examined and applied to the rehabilitation setting. B-Accounting Principles—Accounting concepts and fundamentals applied to the not-for-profit organization.

Note: The above courses or their equivalent are required to meet the admission requirements for the master's degree program in the Management of Rehabilitation Services.

CERTIFICATE COURSES: PSYCHOSOCIAL REHABILITATION

410 Psychosocial Rehabilitation Foundations I. An introduction to theories and concepts of psychosocial rehabilitation. (6 credit hours)

412 Psychosocial Rehabilitation Foundations II. A survey of the principles and practices of psychosocial rehabilitation. A pre-practicum designed as an on-site experience is required in this course. (6 credit hours)

DEGREE COURSES

When prerequisites are stated, an equivalent course taken elsewhere is acceptable upon written consent of the Program Director.

636 Supervision and Human Resource Management (replaces RSA 644). A seminar with emphasis placed on the human factor in the rehabilitation process. Specifically, behavioral decision making, motivation, accountability, programmatic and professional aspects of supervision, wage and salary administration and labor relations are addressed.
Fiscal Management (Replaces RSA 639). The relationship of accounting information to management control, accounting techniques, budgeting, and fiscal administration in not-for-profit organizations are examined. (Prerequisite: RSA 407B or equivalent.)

Computer Utilization and Introduction to Management Sciences in Rehabilitation. The use of the computer in facility administration and the quantitative methods for decision-making in management are explored. (Prerequisite: RSA 647 or equivalent.)

Theories and Concepts of Rehabilitation Practice. An examination of the philosophical, behavioral, and cultural foundations of rehabilitation practice. (Prerequisite: RSA 402 or equivalent.)

Management Theories and Concepts. A critical review of management theories and the underlying management philosophy. A specific emphasis will be placed upon the current trends related to the management of an organization’s social and community responsibility to disabled persons. (Prerequisite: RSA 403 or equivalent.)

Rehabilitation Programming: Principles and Practices. The goals, objectives, methods, and techniques used in rehabilitation programs are studied.

Managerial Principles and Practices. Operations systems, employing the case methods; development of analytical skills and problem-solving ability; administrative management operations, concepts, and philosophies are studied. (Prerequisite: RSA 641 or equivalent.)

Rehabilitation Clients: The Hidden Disabilities. This course will provide basic medical and psychosocial information about the impact of the hidden disabilities.

Research Methods and Statistics in Rehabilitation Administration. Formulation of empirical questions, basic design, statistical methods, and the utilization of research in rehabilitation will be explored.

Rehabilitation Clients: The Self Evident Disabilities. This course will provide basic medical and psychosocial information about the impact of self-evident disabilities.

Social Psychology of Rehabilitation Administration. Contemporary issues in management of rehabilitation will be examined within the context of human interaction.

Program Evaluation and Funding in Rehabilitation. A study of the methods used in planning and evaluating rehabilitation programs. Fund raising in the not-for-profit sector will be explored.

The Cornell Management Game. A seminar employing the technique of learning by discovery. Simulated workshop experiences focus on the decision-making processes of the rehabilitation facility manager.

The General Management of the Rehabilitation Facility. The problems of marketing, contract procurement, operations, production management, and budgeting within a public sector framework are critically examined.

Management Seminar and Advanced Organization Concepts. Emphasis on analyzing the tasks and problems encountered in managing rehabilitation agencies and facilities. An examination is made of the current issues confronting management.

Rehabilitation Seminar: Emerging Issues and Trends. Identification and examination of emerging trends and issues in the field of rehabilitation are studied.

SPECIAL STUDIES COURSES

100 Human Potentials Seminar. This seminar is designed as a structured group process, and focuses on the identification of individual personal resources. To accomplish this, the student is assisted in discovering his or her personal and vocational goals.

660 Topics in Rehabilitation Research. (Independent Study) A research oriented course which allows the student to work independently (under the guidance of the instructor) to review existing literature pertaining to the management of rehabilitation programs and the development of a M.S. project topic.

661 Selected Topics in Rehabilitation Research. (Independent Study) Continued supervised investigation of the student's identified M.S. project. (Binding fee required.)

662 Candidacy Continuation. This registration provides for degree-seeking students who have been admitted to candidacy who are not enrolled in a course in a given quarter and need occasional use of the University's facilities. Required of all students completing previous course requirements and/or M.S. project research. (Non-credit)
FACULTY

Charles Suchar, Ph.D., Associate Professor and Chair ........................................ Northwestern University
Nancy M. Abbot, B.A., Lecturer ........................................................................... Mundelein College
Rosemary S. Barnett, Ph.D., Professor ................................................................. Loyola University
Noel Barker, M.A., Lecturer ................................................................................. University of Illinois, Urbana
Judith A. Rootcheck, Ph.D., Associate Professor ........................................... Purdue University
Grace Badryns, Ph.D., Professor ......................................................................... University of Chicago
Kenneth Fidel, Ph.D., Associate Professor ........................................................... Washington University
Roberta Garner, Ph.D., Professor ......................................................................... University of Chicago
John P. Koval, Ph.D., Associate Professor ............................................................. University of Oregon
Eugene Charles L. Kyle, Ph.D., Assistant Professor ............................................. Northwestern University
Theodoric Manley, Jr., Ph.D., Assistant Professor .............................................. University of Chicago
Larry Mayo, Ph.D., Assistant Professor .............................................................. University of California, Berkeley
Patrick Murphy, J.D., Lecturer ............................................................................. Northwestern University
Felix Padilla, Ph.D., Assistant Professor .............................................................. Northwestern University
Lavinia C. Raymond, Ph.D., Professor Emeritus ............................................... University of Sao Paulo
Robert Rosenberg, Ph.D., Associate Professor .................................................. University of Massachusetts, Amherst
John Paul Ryan, Ph.D., Lecturer ......................................................................... Northwestern University
Charles Stevens, Ph.D., Associate Professor ...................................................... Northwestern University
Joyce Sweer, Ph.D., Professor ................................................................................ Northwestern University
Deena A. Weinstein, Ph.D., Professor ................................................................. Purdue University

PURPOSE

The purpose of the graduate program in Sociology is to enable students to study sociological principles, ways of knowing, and sociological findings in areas of current interest and commitment. The one required course for all students, Sociological Perspectives, gives an overview to both the theoretical and methodical issues which guide the discipline.

Three specialized areas offer more detailed training in applied sociology: Urban Studies; Law and Society; and Health and Human Services with a special emphasis on Youth Services. As an alternative to specialized training, the student may develop a program in general sociology.

Training at the master's level in sociology is applicable to employment in such areas as law enforcement, corrections services, urban planning, public and private administration, health and welfare services, youth services, community organizations, and education.

A limited number of assistantships and traineeships are available to graduate students, as well as internships. Additional information is available upon written request to the Chairperson, Department of Sociology.
MASTER OF ARTS: SOCIOLOGY

Admission Requirements
For full admission, students must have the following:
Bachelor's degree.
The Department accepts graduate students only those who show definite promise for completing the requirements for the advanced degree. Preference is given to applicants who have had undergraduate study in social science, who are currently employed in jobs related to the Department areas of specialization, or who have an expressed interest in these specialized areas.
One page written statement describing the applicant's reason for wishing to undertake graduate study in sociology is required.

Degree Requirements
There are three options in the Master of Arts in Sociology program:

Master of Arts in Sociology with Essay
SOC 405 Sociological Perspectives
Eleven additional courses. Students must complete 44 hours in courses from specialized areas.
Essay: A literature review or analytical essay indicating mastery over a body of literature. It should be prepared in conjunction with one of the specialized courses.

Master of Arts in Sociology with Research Project
SOC 405 Sociological Perspectives
SOC 411 Logic of Research Design and Evaluation
SOC 412 Data Analysis (A course in Qualitative methods may be substituted for Soc 412.)
Nine additional courses. Students must complete 36 hours in courses from specialized areas.
Research Project: Students will design and carry out a research project and prepare a final research report in the two-quarter methods sequence.

Master of Arts in Sociology with Thesis
SOC 405 Sociological Perspectives
SOC 411 Logic of Research Design and Evaluation
SOC 500 Thesis Research I
SOC 501 Thesis Research II
Eight additional courses. Students must complete 32 hours in courses from specialized areas.
Thesis: The design for the thesis project may be set up in SOC 411. A student must select an advisor and together they will set up a committee of three faculty. A thesis proposal hearing is required at the commencement of the project and an oral presentation at its completion.

Internships
Students are encouraged to serve as an intern in an organization or institution in order to undertake a study in conjunction with a research, administrative, or counseling position. Students should see the internship coordinator and register for SOC 498.
ADVANCED UNDERGRADUATE COURSES

Graduate students may take 300-level undergraduate courses for graduate credit with permission of the Chairperson. A graduate student in an advanced undergraduate course must receive a grade of B or better to obtain graduate credit.

The Sociology Department offers advanced undergraduate courses in the areas of law and society, urban studies, social services, juvenile justice, and foundations of sociology. Please refer to the Undergraduate Bulletin for the complete listings.

GRADUATE COURSES

All courses carry four quarter hours of credit unless otherwise noted.

Core Courses

405 Sociological Perspectives. Examines sociological theories, methods and concepts through a study of the work of contemporary sociologists.

Methods Courses

411 Logic of Research Design and Evaluation. (Cross-listed with MPS 598.) Selection of research strategies and methods for carrying out a research project. Research methods include survey design, experiment and quasi-experimental approaches for assessing the consequences of social programs. Research proposal formulated.

412 Data Analysis. (Cross-listed with MPS 599.) The implementation of a research project. Analytic techniques, data processing, and the preparation of a written research report.

Sociological Background

240 Introductory Statistics for the Social Sciences. Presentation and description of data, contingency table construction and interpretation, introduction to multivariate analysis, correlation and hypothesis testing. This course is desirable for students who have not had a previous statistics course. It does not carry graduate credit. (Prerequisite: MAT 101 or two years of high school math or consent of instructor.)

401 Sociological Theory: Concepts and Perspectives. Introduction to the major theories of sociology in the development of the discipline. Desirable for students taking essay option.

Courses in Specialized Areas

Urban Studies

420 Urban Sociology. Introduction to advanced level studies in applied urban sociology: contemporary urban theory, research, and policy issues.

422 Urban and Community Analysis. (Cross-listed with MPS 554) Quantitative analysis of urban issues including social area analysis, patterns of segregation, neighborhood change, and other selected topics.

423 Urban Cultural Areas. Ethnological approach to urban life stressing the qualitative analysis and evaluation of different types of urban communities, community organizations, and urban life styles.
The Sociology of Housing. An in-depth approach to a major urban issue with a focus on federal and Chicago-area policies.

Strategies of Community Organizations. (Cross-listed with MPS 555.) Strategies and techniques used in the formation and process of community organizations. Primary conceptual emphasis from sociology, but a considerable interdisciplinary content included: an application of social science knowledge to bring about social change.

Policies and Urban Development. (Cross-listed with MPS 545.) Sequel to SOC 425. Community agencies viewed as problem-solving organizations. Concentration on the impact of state and local government on community organizations and how community organizations influence social policy.

Other courses recommended for students in this area include Intergroup Relations, Social Deviation and Collective Behavior.

Health, Education, and Welfare

Medical Anthropology. Issues in the health care fields arising from cultural diversity in the clinical context. Topics include culturally-based theories of disease and treatment expectations, ethnic differences in locating symptoms and responding to pain, and problems of intercultural communication.

Medical Sociology. (Cross-listed with MPS 547.) Analysis of the social system of health care practitioners, organizations, patients, and their multiple interrelationships. An evaluation of problems in health care delivery systems.

Social Services in Contemporary Societies. Analysis of the concept of welfare, evaluation of the social organization of welfare and the problems of welfare service systems. The interrelationships between welfare and the family, employment, health and crime are explored.

The Sociology of Education. Analysis of educational organizations and their effects—including characteristics of institutional structures, teaching as an occupation, and the relationship between educational attainment and social mobility.

Youth Services: Health and Welfare. Review of research on various youth problems (e.g., substance abuse, pregnancy, runaways) and consideration of efforts at amelioration and control.

Administrative Processes and Organizational Structure of Health Care Organizations. (Cross-listed with MPS 567.) A case study approach emphasizing the interaction of the clinical, administrative, and other components of the health care team, the formulation of policy, and the control and distribution of resources.

Youth Service Delivery Systems. Consideration of the current state of youth services in Illinois. Analysis of the administration of agencies and their programs: program design, the funding process, intervention strategies.

Health Care Delivery Systems. (Cross-listed with MPS 537.) Consideration of the current state of health care delivery in the United States, the growth and projected direction of health care in the future. Implications of national policy on local delivery; cross-national comparisons and economic conditions will be considered.

Other courses recommended for students in this area include Sociology of Youth, Socialization, Social Deviance, Sex Roles, and Social Inequality.
SOC

Law and Society

440  Law and Social Science. Analysis of the American legal system as an instrument of social control, social change, and social reform. The impact of social science research on public policy decisions.

442  Crime, Delinquency and Systems of Correction. (Cross-listed with MPS 563.) Study of major criminological theories and their application to systems of corrections. Present trends at federal, state, city, and private correctional institutions.

443  Law and Administration of Justice. (Cross-listed with MPS 562.) Analysis of legal systems and their implementation; jurisprudence and its role in the development and change of legal systems; role of the courts and the police as related to community social problems.

444  Law Enforcement and Community Relations. (Cross-listed with MPS 556.) Examination of the policies and practices of law enforcement agencies and personnel and their impact on the communities they serve.

446  Law Enforcement Policy Issues. (Cross-listed with MPS 544.) Theory, application, and impact of policies in criminal law on police, corrections, and the courts.

447  Institutional Reaction to Deviants. (Cross-listed with MPS 564.) Examines theories and research on the social organization of institutions that label and process deviants.

Other courses recommended for students in this area include Intergroup Relations, Social Deviation and Collective Behavior.

General Electives

403  Social Policy and Social Change. Examines the process of policy-making and the effects of policies on individuals, organizations, and communities.

415  Information Systems and Society. Examines the societal impact of information systems and computer technology. A social scientific perspective for comprehending technologically induced social change at the level of the larger social system and in terms of the life styles and careers of individuals in society.

450  Advanced Statistics I. (Cross-listed with PSY 410.) An introduction to sample spaces, random variables, distributions and parametric statistics, sampling, and the concept of sampling distribution.

451  Advanced Statistics II. (Cross-listed with PSY 411.) Point estimation procedures are developed for a variety of parameters. Internal estimation and hypothesis testing are compared. Linear regression, correlation, and analysis of variance are studied.

461  Sociology of Youth. (Cross-listed with MPS 566.) Critical analysis of literature on non-delinquent youth; focus on the social contexts within which the transition to adulthood occurs.

462  Socialization. A synthesis of relevant psychological and sociological perspectives relating to the individual's acquisition of patterns of behavior and culture in social groups.

463  Social Psychology. The influence of group life on personality development, social interaction, and social behavior.

464  Social Inequality. An analysis of inequalities in power, wealth, and prestige with an emphasis on the concept of social class, trends in social mobility, and relationships to current social topics such as housing, welfare, and political participation.

465  Intergroup Relations. Theoretical perspectives on minority groups emphasizing processes of group formation, patterns of prejudice and discrimination, and an evaluation of methods to reduce prejudice and/or discrimination.
Collective Behavior. Study of social trends, social movements, communications, and crowd behavior. Emphasis on processes of social change. Includes examination of historical and cross-cultural case material.

Organizations. (Cross-listed with MPS 553.) The functioning, premises, and consequences of formal organizations will be considered using a variety of perspectives.

Social Deviation. An analysis of the various theoretical positions and findings in the sociology of deviant behavior, emphasis upon such topics as the labeling of deviants, the analysis of deviant careers, patterns of deviant socialization, and the roles of agents or agencies of social control.

Middle Age and Aging. A look at the changing age composition of the population: meaning and societal definition of aging, the different types of responses to growing older, and the various Social Programs designed for the aged.

Sex Roles. Attention to the growing literature and empirical research on changing patterns in economic, psychological, and social outcomes for women and men. Consideration of various theories of sex differentiation and inequality.

Sociology of Knowledge. An analysis of the social forms of knowledge and the social processes by which individuals acquire this knowledge. The institutional organization and social distribution of knowledge.

Sociology of Religion. An historical and contemporary analysis of the interrelationship between religion and society. Emphasis upon the sacred/secular and church/sect typologies, new religious movements and religion's contributions to societal values, beliefs and meaning systems.

The Dilemma of the Modern Age. (Cross-listed with MLS 460.) The crisis of the individual's place in society and in the world itself—the dilemma of modernity—is exposed through Social Science, Philosophy, Literature, Art, and Music. The distinctive features of and responses to modern culture—individualism, alienation, and depersonalization—are illuminated through the multiple perspectives that form the modern mind.

Afro-American Culture. (Cross-listed with EDU 450.) Intended for teachers in order that they may examine the contributions of the black community to American culture; gain a functional understanding of the social, economic and political development of blacks in America; gain an insight into problems created in America because of non-acceptance relationships.

Special Topics in Sociology. Special courses will be offered as students and faculty identify selected topics of common interest.

Internship. Students may be placed with agencies where they will have the opportunity to participate in activities such as research and counseling. Credit may vary but is subject to the limit of eight quarter hours.

Independent Study.

Thesis Research

Thesis Research Seminar. The thesis research should culminate in the acceptance of a thesis proposal. Four quarter hours, one registration.

Thesis Research. The student works independently toward the completion of the thesis. Four quarter hours, one registration.
FACULTY

Gerald P. Muldering, Ph.D., Associate Professor (English) and
Program Director ........................................ The Ohio State University
Theodore G. Anton, M.A., M.F.A., Assistant Professor (English) ........ University of Iowa
Carol Klimick Cyganowski, Ph.D., Associate Professor (English) ........ University of Chicago
Bruce Everdeen, Ph.D., Assistant Professor (Communication) .... University of Wisconsin, Madison
Richard Garrett, Ph.D., Assistant Professor (Communication) .......... Michigan State University
Richard Jones, M.A., M.F.A., Associate Professor (English) University of Virginia, Vermont College
Richard A. Katula, Ph.D., Professor (Communication) ............ University of Illinois, Urbana
Ellin M. Kelly, Ph.D., Professor (English) ......................... University of Wisconsin, Madison
Donald Martin, Ph.D., Assistant Professor (Communication) .... University of Texas, Austin
Craig A. Sirles, Ph.D., (Director, LAGE Evening Program) ........ Northwestern University
Barbara Speicher, Ph.D., Assistant Professor (Communication) ...... Northwestern University
Lulu C. H. Sun, Ph.D., Assistant Professor (English) ................... University of Michigan

PURPOSE

The Master of Arts in Writing at DePaul University is an interdisciplinary degree administered through the Department of English but drawing on courses offered in both the English and Communication Departments. By combining applied writing courses with courses that take historical and theoretical approaches to language, rhetoric, and writing, the Master of Arts in Writing offers practical writing experience within the broad context of a liberal arts degree.

With the guidance of an advisor, a student may select courses in order to define a concentration within the degree that serves his or her educational or professional objectives. The program seeks to meet the needs of a wide range of students, including the following:

- Professionals for whom writing is an essential component of their work.
- Aspiring professional writers.
- Teachers of writing at the secondary and post-secondary levels.
- Students seeking a master's-level foundation for further graduate work in such fields as rhetoric or mass communication.
- Returning students desiring an advanced degree in a liberal arts field.

MASTER OF ARTS: WRITING

Admissions Requirements

Students with bachelor's degrees in any field will be considered for admission. For full admission, a student must also present the following:

A strong record of previous academic achievement or professional accomplishment.

A personal statement, from three hundred to five hundred words long, describing the student's objectives in applying to DePaul's M.A. in Writing program and his or her plans for the future.

A portfolio (approximately twenty-five pages) of representative nonfiction writing (for example, academic papers or work-related writing) for evaluation.
Degree Requirements

Achievement of Candidacy: At least a 3.0 average in four courses completed within two years of admission. One of these courses must be ENG 402 or ENG 407 (see below). Failure to meet these candidacy requirements will result in dismissal.

Courses: Successful completion of 48 quarter hours of graduate credit, including the following courses:

Two courses from each of the three main categories below ("Historical," "Theoretical," "Applied"). In the first of these categories, one of the following courses is required and should be taken as soon as possible after admission to the program:

- ENG 402 History of English Prose Style, or
- ENG 407 The Modern Tradition in Rhetoric

Three additional courses (twelve quarter hours) from any of the categories below (excluding MWR 499, "Thesis Research").

Three electives (twelve quarter hours) chosen from among the graduate courses in literature offered by the Department of English. Students pursuing the thesis option substitute four quarter hours of MWR 499, "Thesis Research," for one of these electives.

Examination: A passing grade on a written master's examination. Normally taken during the quarter in which the student completes his or her course work. The examination is based in part on a published reading list and in part on the student's particular program of study. Examinations are composed and evaluated by a committee of three faculty, two from the Department of English and one from the Department of Communication.

Thesis Option

A thesis option is available to students who wish to pursue an extended independent project related to their concentration in the historical, theoretical, pedagogical, or applied aspects of the program. A written proposal for a thesis must be submitted to the M.A. in Writing Committee no later than the fifth week of the term preceding the term in which the student intends to begin work on the thesis. A maximum of four quarter hours of MWR 499, "Thesis Research," may be applied to the 48 quarter hours required for the degree, but students may begin their thesis research by registering for MWR 498, "Independent Study."

Internships

A limited number of internships are available for qualified students who wish to acquire significant on-the-job experience in the writing and publishing fields. A maximum of four quarter hours of MWR 497, "Internship," may be applied to the 48 quarter hours required for the degree.
Courses

All courses carry four quarter hours of credit unless otherwise noted.

Historical

ENG 401 History of the English Language. A systematic study of the nature, history, and usage of the English language. The course traces the language from its origin to its present status in England and America.

ENG 402 History of English Prose Style. A survey of alternative theoretical approaches to the study of style, followed by intensive study of changes in the conventions of English prose from the Renaissance to the present.

ENG 406 The Classical Tradition in Rhetoric. A survey of Greek and Roman rhetorical theory. The course examines important definitions and discussions of rhetoric from Plato to Augustine, focusing on their implications for an understanding of the roles of rhetoric and writing in society today.


CMN 443 History of Journalism. An analysis of the significant changes in the American news media and the role of the press in important periods in American history. Attention is also given to the evolution of modern advertising and public relations.

ENG 409 Topics in Writing. Certain courses offered under this number will fulfill an elective in this category. See schedule for current offering.

Theoretical

ENG 405 Composition Theory. Explores the development of contemporary theories of written composition; focuses on contexts for writing, the writing process, and reader-writer relationships.

ENG 408 Stylistics. Theory and practice in examining features of prose style; linguistic, rhetorical, and literary perspectives on style.

CMN 421 Rhetorical Criticism. Focuses on the analysis of public discourse. Aesthetic, pragmatic, and ethical criteria are applied to speeches, advertisements, campaigns, and other forms of persuasive messages. Promotes a critical awareness of the messages that surround us and compete for our assent. Previous exposure to courses in communication, literature, philosophy, or religion is recommended.

CMN 460 Communication Theory. Explores four major theoretical models in communication and criteria for their evaluation.

ENG 480 Teaching Writing. Prepares English teachers to teach composition at the secondary and college undergraduate levels. The course develops methods of teaching composition based on contemporary theories of rhetoric, reading, and language skills acquisition.

ENG 481 Teaching Literature. Prepares English teachers to teach literature at the secondary and college undergraduate levels. The course develops methods of teaching all literary genres, addresses problems in literacy, and focuses on the transactional nature of reading and writing.

ENG 409 Topics in Writing. Certain courses offered under this number will fulfill an elective in this category. See schedule for current offering.
Applied

CMN 445 Editing. Introduces students to basic editing and publishing procedures, including proofreading, copy-editing, and layout for different types of publications (newsletters, brochures, periodicals, and books).

ENG 490 Writing for Magazines. Covers the range of skills necessary for magazine writing. Discussion of the elements of style, humor, research, concept, and imagery that characterize the literature of fact. Students investigate, compose, and edit finished magazine articles to be submitted for publication.

ENG 491 Science Writing. An introduction to the forms of current science writing, from technical descriptions to highly crafted magazine pieces. Students develop a final project that may be marketed to magazines or journals.

ENG 492 Writing Fiction. A course in writing short stories. Emphasis is placed on class discussion of student writing. Intended for students who have had some previous creative writing experience.

ENG 493 Writing Poetry. A course in writing and reading poetry. Emphasis is placed on class discussion of student writing. Intended for students who have had some previous creative writing experience.

ENG 494 Writing In the Professions. Improves writing skills useful in semi- and nontechnical professions: emphasis on style, tone, awareness of purpose and audience, effective memo, proposal, and report design.

ENG 495 Technical Writing. An advanced course in the issues, forms, and strategies of technical writing. Emphasizes audience analysis, organization, clarity and appropriateness of style, and document design. Offers experience in current computer applications in technical writing, including advanced word processing, computer graphics, desktop publishing, and professional editing and readability software.

ENG 409 Topics in Writing. Certain courses offered under this number will fulfill an elective in this category. See schedule for current offering.

Special Studies

MWR 497 Internship. Prerequisite: Written permission of the supervising faculty member and of the program director. Variable credit. A maximum of four quarter hours of internship credit may be applied to the 48 quarter hours required for the M.A. in Writing.

MWR 498 Independent Study. Prerequisite: Written permission of the supervising faculty member and of the program director. Variable credit.

MWR 499 Thesis Research. Prerequisite: Written permission of the supervising faculty member and of the program director. A maximum of four quarter hours of thesis research may be applied to the 48 quarter hours required for the M.A. in Writing.
School of Education

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

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

Faculty

Joan M. Lakebrink, Ph.D., Professor and Director .......... University of Wisconsin-Madison
Ludy Eby, Ph.D., Assistant Professor .................. Northwestern University
H. Fleege, Ph.D., Professor Emeritus .......... Catholic University of America
Gerald Foster, Ph.D., Associate Professor ............... University of Iowa
William E. Gorman, Ed.D., Professor ................. Northwestern University
Hariette Herrara, M.A., Lecturer ...................... DePaul University
Sandra Jackson, Ph.D., Assistant Professor ............... University of California-Berkeley
Andrew T. Kopan, Ph.D., Professor.................... University of Chicago
John I. Lane, Ph.D., Professor, Director of Graduate Programs .... University of Wisconsin-Madison
Peter Pereira, A.M.T., Associate Professor .......... Harvard University
Barbara R. Radner, Ph.D., Associate Professor .......... University of Chicago
St. Frances Ryan, A.C.S.W., Ph.D., Associate Professor .... Loyola University of Chicago
Kenneth Sanubbi, D.P.E., Associate Professor .......... Indiana University
Hans A. Schieser, Ph.D., Professor .................. Loyola University of Chicago
John R. Taccarino, Ph.D., Associate Professor ........ Northwestern University
Rafaela Weller, Ph.D., Professor ...................... Illinois Institute of Technology
Kathryn C. Wiggins, Ph.D., Assistant Professor .......... Michigan State University
Nancy Williams, Ph.D., Assistant Professor .......... Northwestern University
Carol T. Wren, Ph.D., Associate Professor .......... Northwestern University
Edyly Young, Ph.D., Assistant Professor .......... University of Illinois, Urbana
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.

ADMISSION REQUIREMENTS

A Bachelor's degree conferred by an accredited institution.
A previous grade point average of 2.75 or above on a 4.00 scale.
Two years of successful teaching or other work experience.
Two letters of recommendation from professors or supervisors.
Interview with program advisor.
Evidence of adequate background for the program.

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.

**DEGREE PROGRAMS**

**Master of Arts or Master of Education: Curriculum Development**

Elementary Teaching
Secondary Teaching
Computing in Education Concentration
Economic Education Concentration
Language Arts Concentration
Liberal Studies Concentration
Mathematics and Science Concentration
Supervision Concentration

**Degree Requirements**

Courses: (12 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** Education and the Social Order

Three Curriculum Design and Evaluation courses (12 quarter hours)

- **CDG 485** Curriculum/Program Evaluation
- **CDG 487** Introduction to Curriculum Deliberation
- **CDG 488** Designing and Interpreting Curriculum

One Course in Supervision or Human Relations (4 quarter hours)

- **A&S 498** Principles and Practices of Supervision
- **A&S 590** Organizational Development

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

- **CDG 489** Instructional Strategies to Develop Critical and Creative Thinking

Four Career Emphasis courses (20 quarter hours) including one practicum.

One course (4 quarter hours) from:

- **Master of Arts: CDG 589** Thesis Research in Curriculum Development
- **Master of Education: One Elective course**
THESIS/PAPERS

Masters 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

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.

I. Elementary Teaching

Students with a Bachelor's degree can combine preparation for elementary (K-9) certification with a Master's degree in Curriculum Development by completing this concentration. The State of Illinois requires specific courses in general education (English, mathematics, science, political science, health and physical development); students who have not fulfilled these requirements as undergraduates may need to take additional courses.

Three courses in Foundations

CDG 415 Practicum: Curriculum and Methods in Science
CDG 416 Practicum: Curriculum and Methods in Mathematics
CDG 427 Curriculum in Language Communications
PE 455 Workshop in Physical Education
CDG 582 Practicum in Curriculum Development: Elementary
RSL 441 The Psychology of Reading

One course in Human Relations

HSC 458 Facilitating Human Services through the Group Process

Six courses in Elementary Curriculum and Methods

CDG 400 Educational Research Design and Statistics
CDG 401 Advanced Developmental Psychology
CDG 408 Education and the Social Order

Three courses in Curriculum Design

CDG 481 Introduction to Curriculum Deliberation
CDG 488 Curriculum Processes and Structures
CDG 489 Instructional Strategies to Develop Critical and Creative Thinking

One course in Special Education

RSL 442 Characteristics of the Exceptional Learner

Clinical Experiences

CU 095 Clinical Experiences with Children and Youth
CDG 585 Elementary Student Teaching and Seminar
Required Projects

All of the Curriculum Design courses require extended curriculum projects. Students will do these projects in social studies, art, or music, with at least one project in each area.

II. Secondary Teaching

Students with a Bachelor's degree with an appropriate major may be able to work towards secondary (6-12) certification at the graduate level. They may combine this preparation with the requirements for the Master's degree in Curriculum Development by completing this requirement. Illinois certification requires specific courses in general education (English, mathematics, science, political science, healthy and physical development). Students who have not fulfilled these requirements as undergraduates may need to take additional courses.

- **CUG 400** Educational Research Design and Statistics
- **CUG 401** Advanced Developmental Psychology
- **CUG 408** Education and the Social Order

Three courses in Curriculum Design

- **CDG 487** Introduction to Curriculum Deliberation
- **CDG 488** Curriculum Processes and Structures
- **CDG 525** Teaching Reading and Writing Across the Curriculum
- **CDG 489** Instructional Strategies to Develop Critical and Creative Thinking

One course in Human Relations

- **HSC 485** Facilitating Human Services through the Group Process

Two courses in Secondary Curriculum and Methods

- **CDG 582** Practicum in Curriculum Development: Secondary
  - One special methods course in the teaching field

One course in Special Education

- **RSL 442** Characteristics of the Exceptional Learner

Three additional Career Emphasis Courses

Chosen from offerings related to the teaching field with the approval of the program advisor.

Clinical Experiences

- **SE 095** Clinical Experiences with Children and Youth
- **CDG 590** Secondary Student Teaching and Seminar

III. 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 involving computers and computing.

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
**IV. 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. Six courses may be applied toward a degree in Curriculum Development.

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 in Conducting Curriculum/Program Evaluation Four Career Emphasis courses
- CDG 435 Teaching Money and Banking

and three 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

**V. 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

**VI. 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

**VII. Mathematics/Science**

Courses may be selected from the following list:

- CDG 410 The Psychology of Learning Mathematics and Science
- CDG 411 Science Processes I
EDU

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.

VIII. Supervision

A65 496 Community Relations
A65 499 Clinical Supervision
A65 590 Personnel Administration

CERTIFICATE PROGRAMS

Computing in Education

The work required for this Certificate prepares educators especially those in elementary and middle schools (K-9) 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 program 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.

CDG 435 Teaching Money and Banking

Any four (4) 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

All economic education courses are cross listed in Curriculum (CDG) and in Economics (ECO).
CURRICULUM DEVELOPMENT (CDG)

406  The U.S. Macroeconomy and Chicago. (Cross-listed with ECO 406.) 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.

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 on 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.

417  Introduction to Economics. (Cross-listed with ECO 417.) 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.
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 tail-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 in 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. (Cross-listed with ECO 429.) 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.

Teaching Consumer Education. (Cross-listed with ECO 430.) 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.

Teaching the American Economic System. (Cross-listed with ECO 431.) 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.

Introduction to Labor and Industry. (Cross-listed with ECO 432.) 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.

Development of Economic Education Programs. (Cross-listed with ECO 433.) 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.

Implementing Economic Education. (Cross-listed with ECO 434.) 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.

Teaching Money and Banking. (Cross-listed with ECO 435.) 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.

Integrating International Trade in the Curriculum. (Cross-listed with ECO 436.) 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.

Teaching Economic Geography. This course will present major concepts of economics and geography as teachers learn how to use maps to profile places, analyze change, and plan development. The course will focus on urban geography as well as regional geography.

Teaching Economic History. This course will use principles of economics to analyze conditions and changes in history. Course materials and methods will be applicable to teaching local, state, national, and world history.
Teaching the Economics of Government. Fiscal policy will be the main topic of this course, which will examine the principles and practices of taxation and spending at local, state, and national levels of government. The course will include an examination of the basis for government's economic role, including the Constitution. While the course will deal primarily with the United States governments, it will include a study of governments based on other systems.

Social Economic Development. (Cross-listed with ECO 440.) 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.

Introduction to American Economic Development. (Cross-listed with ECO 441.) 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.

Introduction to Business and Public Policy. (Cross-listed with ECO 442.) 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.

Teaching Economics: Applied Basic Concepts. (Cross-listed with ECO 443.) 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.

Chicago's Current and Future Economy. (Cross-listed with ECO 444.) 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.

Integrating Economics in the High School Curriculum. (Cross-listed with ECO 445.) 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.

The Global Economy and the Chicago Economy. (Cross-listed with ECO 456.) 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.

Catechetical Leadership. A seminar and practicum in religious education for parisheschool directors of religious education.

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

482 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.

483 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.)

484 Multimedia Materials Production. The role of multi media materials in meeting local instructional needs, setting objectives, selecting content, films, slides, transparencies and cassettes to meet educational needs.

485 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.

486 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.)

487 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.

488 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 curriculum materials. Students will analyze curriculum guides and materials to uncover their underlying structures and their explicit and implicit assumptions about subject matter.
Instructional Strategies to Develop Critical and Creative Thinking. In this course students will analyze a wide variety of instructional strategies and curriculum models and apply them to their own school settings. Teacher-centered, student-centered and computer strategies will be introduced which can be applied to a wide range of ability, grade levels and subject areas. The emphasis will be on models which call upon students to use and thereby develop critical and creative thinking skills, inquiry, independent research skills, problem solving abilities and communication skills.

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.

Teaching Reading and Writing Across the Curriculum. This course will focus on the interrelationships among reading, writing, and thinking and will encourage teachers in all disciplines to plan courses and activities that enable students to become better readers, writers, and thinkers in specific disciplines. Students will discuss the research and theories underlying the "writing-across-the-curriculum" approach in schools and will develop teaching materials that integrate language skills into courses in English, social studies, mathematics, and science. Topics will interest anyone concerned with the goals of education as well as classroom teachers with special interests in course development.

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. 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 in the social organization of classrooms in which computers are being used; research on the impact computers have within educational settings; demonstrations and discussions 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. (Prerequisite: CDG 420 or equivalent preparation.)

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

Utilizing Microcomputers in Curriculum Development. 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. Then 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. (Prerequisites: CDG 420 or equivalent preparation.)
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.)

Elementary student Teaching and Seminar. (8-12 quarter hours.) Five school days a week in supervised teaching in a cooperating school for a full academic quarter. Feedback and discussion of problems encountered in student teaching as well as new materials and techniques of student teaching. (Prerequisite: Open only to students who have applied and been accepted into student teaching. See program advisor.)

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

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

Secondary Student Teaching and Seminar. (8-12 quarter hours.) Five school days a week in supervised teaching in a cooperating school for a full academic quarter. Feedback and discussion of problems encountered in student teaching as well as new materials and techniques of student teaching. (Prerequisite: Open only to students who have applied and been accepted into student teaching. See program advisor.)

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
EDU

Theory-Based
relevant theories of organization, leadership and curriculum

Problem-Based
contemporary issues and problems likely to confront administrators and supervisors

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

I. Administration and Supervision

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 Education and the Social Order
Curriculum (4 hours)
   CDG 485 Curriculum/Program Evaluation
   CDG 487 Introduction to Curriculum Deliberation
   CDC 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

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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. See the Director of Graduate Programs for information.

II. Catholic School Leadership

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)

CDG 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
III. Physical Education

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 Education and the Social Order

Administration and Supervision (15 hours)

- 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 masters 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.

- 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 456 Medical and Legal Aspects of Coaching
- PE 457 Advanced Coaching Theories and Techniques
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 on 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.

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

586 **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.** Master of Education students complete a bibliographical research study of issues and problems in administration and supervision. (Prerequisite: 400.)

**Practicum in Educational Leadership.** 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. (Prerequisites: Advanced standing in administration and supervision and permission of advisor.)

**Internship in Educational Leadership.** 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 supervisory activities; and (2) a detailed study and analysis of a particular administrative and supervisory function or activity. (Prerequisites: Advanced standing in administration and supervision and permission of advisor.)

**Workshop in Educational Leadership.** 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. (Prerequisite: Consent of instructor.)

**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.** 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. (Prerequisites: CUG 400 and thesis proposal approved.)

**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 (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 treatments 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, TV 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.

DEGREE PROGRAMS

Master of Arts or Master of Education:

Human Services and Counseling

Human Services Management and Higher Education Concentration
Elementary Schools Concentration
Secondary Schools Concentration
Higher Education, Agencies, and Family Concerns Concentration

I. Human Services Management and Higher Education

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 Counselling Theory and Practice
- HSC 464 Human Services Consulting
- A&G 491 Organizational Theory and Behavior
- A&G 495 Law and the Human Services
A&G 496 Community Relations
A&G 498 Principles and Practices of Supervision
HSC 582 Practicum in Managing the Human Services
HSC 569 Thesis Research in Managing the Human Services

Thesis

Master of Arts: HSC 569 Thesis Research in Managing the Human Services. The master's thesis is written to fulfill the requirements of this course.

Examination

Oral examination on thesis

II. Elementary Schools

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 Education and the Social Order
- 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 Tests 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

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

Illinois School Service Personnel Certificate

Students holding valid teaching certificates may be eligible for the Illinois State Certificate in School Service Personnel with an endorsement in Guidance upon completion of the appropriate Master's sequence.
III. Secondary Schools

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 Education and the Social Order
- HSC 452 Seminar in Human Services Organization
- HSC 453 Human Services Information Systems
- 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 Tests in Appraisal and Development
- HSC 462 Counseling Theory and Practice for Human Services
- HSC 552 Practicum in Human Services and Counseling-Secondary

One Course (4 quarter hours) from

Master of Arts: HSC 559 Thesis 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

Illinois School Service Personnel Certificate

Students holding valid teaching certification may be eligible for the Illinois State Certificate in School Service Personnel with an endorsement in Guidance upon completion of the appropriate Master's sequence.

IV. Agencies, Family Concerns and Higher Education

Degree Requirements

Courses: minimum of twelve (48 quarter hours)

- CUG 406 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 455 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 Tests 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 theories pertaining to vocational choice.

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

456 Counseling the College-Bound Student. Designed to assist professionals in the human services and counseling areas in formulating a deeper perspective of the college counseling process. The use of profile, types of colleges and admission procedures, testing scholarships, advance placement, the preparing of the school report and many other items will be included in the instruction. The workshop approach will be used in the final two weeks of the course to put into practice the concepts, skills and techniques learned earlier.
Seminar: Improving Parent-Child Relationships. Structured to assist the student to develop a theoretical understanding of the development growth enhancing child-parent relationships. Lectures, discussions and action-oriented group encounters focus on the following: understanding child development, the goals of misbehavior, logical and natural consequences, establishing a family council and utilizing effective encouragement methods within the family structure.

Facilitating Human Services through the Group Process. 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 underlie the 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 the school guidance counselor.

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 considerations 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. 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 counselor. The relationship of counseling and consultation and the skills necessary to employ human services are considered. (Prerequisites: 460 and 462.)

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. Selected and directed experiences provided to qualify students to service in the secondary schools as student personnel and guidance staff members. (Prerequisite: Open to students in degree programs only by advisement.)

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. 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. (Prerequisites: CUG 400 and thesis proposal approved.)

Physical and Sexual Abuse of Children.

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

Thesis Research in Managing the Human Services. 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. (Prerequisite: CUG 400 and thesis proposal approved.)
Practicum in Human Services and Counseling-Agencies, Higher Education, and Family Concerns. Selected and directed experiences provided in various aspects of counseling materials, functions, procedures and services. (Open to students in degree programs only, by advisement.)

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

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 for 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 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 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

I. Reading and Learning Disabilities
Degree Requirements
Courses: minimum of thirteen (52 quarter hours)
Twelve Courses (48 quarter hours)
  CUG 400 Educational Research Design and Statistics
  CUG 402 Psychology of Learning
  CUG 408 Education and the Social Order
  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 540 Testing and Diagnosis of Reading and Learning Disabilities
      Practicum IV
  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 Course (4 quarter hours) from
  Master of Arts: R&L 549 Thesis Research in Reading and Learning Disabilities
  Master of Education:

One elective course selected with consent of advisor

THESIS/PAPERS
  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
II. 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
Two 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
- CDG 924 Teaching English as a Second Language

III. Adolescent Learning Disabilities

Specialization Requirements

- R&L 448 Strategies for Teaching Learning Disabled Adolescents

Special sections of foundations, theory and practicum courses will be offered that reflect the development, needs and characteristics of the LD adolescents. In practicum courses 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 is available.

CERTIFICATIONS

Type 10—Learning Disabilities

Certification Requirements

Valid teaching certificate from State of Illinois (Elementary, Secondary or Special)
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

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 theoretical models and methods of reading as well as the role of the neurophysiological, psychological and educational factors that influence both normal and abnormal reading development.

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. (Lab fee $5.00.)
Characteristics and Diagnosis of Reading and Learning Disabilities. Exploration of the theory and nature of reading and learning 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 student's ability to integrate assessment information from a variety of sources, especially an individually administered instrument(s) that leads to a profile analysis. (Prerequisite: RSL 443.) (Lab fee: S5.00.)

Remediation of Reading and Learning Disabilities. 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. (Prerequisite: RSL 444.) (Lab fee: $5.00.)

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 behavioral 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.

Testing and Diagnosis of Reading and Learning Disabilities Practicum IV. 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. (Prerequisite: RSL 445.)

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. 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. (Prerequisites: RSL 445.)
543 Diagnosis and Remediation of Learning Disabilities: Practicum II. 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. (Prerequisite: RSL 445.)

544 Diagnosis and Remediation of Reading Disabilities: Practicum III. 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. (Prerequisite: RSL 445.)

545 Strategies of 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.

546 Individual Assessment of Children Using the WISC-R. 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. (Prerequisites: 443 or 444; approval of the instructor.)

547 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.

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

549 Thesis Research in Reading and Learning Disabilities. A Master of Arts candidate conducts original research, writes a thesis and presents an oral defense before a committee of faculty members. (Prerequisite: CUG 400 and Thesis proposal approved.)

600 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.

643 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.

645 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.

646 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.

647 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.

648 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.

Foundations of Education

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 context 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 that is 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 test using a pluralistic model to make testing procedures more responsive to cultural pluralism. (Case Study Approach)

408 Education and the Social Order. A study of social forces that impinge upon the educational enterprise and analysis of the relationship of major social problems in urban education with emphasis on their social, economic, political, historical and philosophical dimensions.
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.

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.)

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

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.

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 curricula 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 be eligible for the following certificates upon completion of the respective programs.

- **Type 03** K-9 Teaching
- **Type 09** 6-12 Teaching
- **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. A test of basic skills and a test of subject-matter knowledge are required. The tests will be given at four regularly scheduled administrations per year. The Illinois State Board of Education recommends taking the tests as soon as possible. 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.
SCHOOL
OF
MUSIC
ADMINISTRATION
Frederick Miller,
Dean
Edward Kocher,
Associate Dean
Lawrence Scofield,
Administrative Assistant
Robert Shamo,
Coordinator of Admissions
Thomas A. Brown,
Coordinator of Graduate Studies

Committee on Graduate Studies:
Thomas A. Brown
Donald DeRoche
George Flynn
Edward Kocher

FACULTY

ADMISSION

CURRICULUM

COURSES
The location of DePaul University's School of Music in a metropolitan cultural center, a highly qualified faculty and the advantage of excellent facilities provide the basis for a strong graduate program in music.

GOALS

Goals of the graduate program in music at DePaul are:
- to refine perception of musical style and quality;
- to increase awareness and understanding of musical process;
- to move toward an increasingly active role in the acquisition of information about music;
- to explore the performance, compositional and pedagogical resources in the chosen area of specialization.

Frederick Miller, D.M.A., Dean
OBJECTIVES

Objectives of the graduate music program include the following:

- to develop a wider knowledge of repertory and the skills needed for its performance;
- to develop adequate skills for analysis of varied musical styles and genres;
- to make in-depth analysis of representative compositions in the specialization and elsewhere;
- to systematically review methods of research and information gathering.

Faculty

Victor Altay .................................................. Lecturer, Violin
Mus. B., Franz Liszt Royal Academy

Murray Allen ................................................. Lecturer, Jazz Studies
Mus. M., DePaul University

Sheldon Atovsky .......................................... Lecturer, Composition, Musicianship
D.M.A., Northwestern University

Peter Ballin ................................................. Lecturer, Jazz Studies
Mus. B., University of Miami

Susanne Baker ............................................. Lecturer, Class Piano
D.M.A., Northwestern University

Gilda Barston .............................................. Lecturer, Music Education, Cello
Mus. M., The Juilliard School

Ross Beacraft .............................................. Lecturer, Trumpet, Coordinator of Brass Program
Mus. B., Eastman School of Music

Greg Bimm .................................................. Lecturer, Music Education
Mus. M., Western Illinois University

Robert Black ............................................... Lecturer, Saxophone
Mus. B., Northwestern University

Paul Bro .................................................... Lecturer, Saxophone
Mus. M., Northwestern University

Thomas A. Brown ........................................ Professor, Musicianship, Coordinator of Graduate Studies
Ph.D., University of Wisconsin

Judith Bundra .............................................. Assistant Professor, Music Education
Mus. M., Northwestern University

Jerome Butera ............................................. Lecturer, Organ
D.M.A., American Conservatory of Music

Joseph Casey ............................................... Associate Professor, Music Education
Ph.D., University of Iowa

William Cernota .......................................... Lecturer, Cello
B.A., University of Chicago

Mark Colby ................................................ Lecturer, Jazz Saxophone
M.M., University of Miami
Cliff Colnot ................................................. Lecturer, Jazz Studies
Ph.D., Northwestern University
Larry Conbi .................................................. Lecturer, Clarinet
B.M.E., Eastman School of Music
Donald DeRoche ........................................... Associate Professor, Chair of Music Education,
Ph.D., Northwestern University Director of Band Organizations
Julie DeRoche ............................................... Lecturer, Coordinator of Woodwind Program, Clarinet
Mus. B., Northwestern University
Martha Farahat ............................................ Lecturer, Music Education, Flute
Mus. M., University of Chicago
George Flynn .............................................. Professor, Composition, Chair Music Education Studies
D.M.A., Columbia University
Ron Friedman ................................................ Lecturer, Jazz Trumpet
Mus. M., Northern Illinois University
Ellen Gold ..................................................... Lecturer, Music Education
Mus. B., University of Iowa
Amy Goodman ............................................. Assistant Professor, Director of Choral Organizations
D.M.A., Stanford University
Bruce Grainger ............................................. Lecturer, Bassoon
Larry Gray ................................................... Lecturer, Jazz Bass
Mus. B., Roosevelt University
Michael Green ............................................. Lecturer, Percussion, Coordinator of Percussion Program
Norman Gulbransen ...................................... Lecturer, Voice
Mus. M., Northwestern University
Viola Haas .................................................. Associate Professor Emeritus
Mus. M., State Conservatory-Prague
Thomas Hardie ............................................. Lecturer, Voice
Mus. M., North Texas State University
Stephen Hartman ......................................... Lecturer, Harp
Mus. M., Indiana University
B. Lynn Hebert ............................................ Assistant Professor, Music Education
D.M.A., Stanford University
Mary Hickey ................................................ Lecturer, Flute
Mus. B., Northwestern University
Linda Hirt .................................................. Lecturer, Piano
Mus. M., Indiana University
Hiiel Kagan ................................................ Lecturer, Violin
University of Leningrad
Paul Kiesgen ............................................... Lecturer, Voice
Mus. M., Northwestern University
Lewis Kirk ................................................ Lecturer, Music Education
Mus. B., Manhattan School of Music
Edward Kocher ......................................... Associate Dean, Associate Professor, Trombone and Euphonium,
Ph.D., University of Illinois
Thaddeus Kozuch ........................................ Associate Professor Emeritus
Mus. M., Chicago Musical College
Robert W. Krueger II .................................... Assistant Professor, Music Education,
Mus. M., Northwestern University Director of Extension Services
Sallie Leverenz-Lund .................................... Lecturer, Music Education
Mus. B., Chicago Musical College
Julian Leviton ............................................. Lecturer, Piano
Mus. M., Northwestern University
Judith Lewis .................................................. Lecturer, Music Education
M.A., Northwestern University
Mark Maxwell .................................................. Lecturer, Guitar
Mus. M., Southern Methodist University
Mark McDunn .................................................. Associate Professor, Trombone, Trumpet
Manny Mendelson ........................................... Lecturer, Jazz Studies
Mus. M., Eastman School of Music
Ethel Merker .................................................. Lecturer, French Horn
Mus. M., Northwestern University
Frederick Miller ............................................. Dean of the School of Music, Professor, Musicianship
D.M.A., University of Iowa
Robert Mongan ................................................ Lecturer, Oboe
Mus. B, Indiana University
Eloise Niwa .................................................... Lecturer, Piano
Mus. B, American Conservatory
Larry Novak .................................................... Lecturer, Jazz Piano
University of Minnesota
Bradley Opland ............................................... Lecturer, String Bass
Dmitry Paperno ............................................... Professor, Piano
Mus. M., Tchaikowsky State Conservatory
Albert Payson .................................................. Lecturer, Percussion
Mus. M., University of Illinois
Donald Peck .................................................... Lecturer, Flute
Curtis Institute
Herman Peddrone ............................................. Associate Professor Emeritus
Mus. M., DePaul University
Anne Persillo .................................................. Lecturer, Voice
Mus. M., DePaul University
Gene Pokorny .................................................. Lecturer, Tańce
Jacobeth Postl .................................................. Orff Institute, Lecturer, Orff-Schulwerk
Mus. M., Chicago Musical College
Christine Ross ............................................... Lecturer, Music Education
Mus. M. Ed., University of Illinois at Chicago
Akio Sasajima .................................................. Lecturer, Jazz Guitar
Mary Sauer .................................................... Lecturer, Piano, Coordinator of Piano Program
Mus. M., Chicago Musical College
Clara Siegel .................................................... Lecturer, Chamber Music, Piano
Mus. B., Chicago Musical College
Harry Silverstein ............................................ Lecturer, Opera
Rami Solomonow ............................................. Assistant Professor, Viola
Mus. B., Northern Illinois University
Joel Spencer ................................................... Lecturer, Jazz Percussion
B.S., University of Illinois
Leon Stein ..................................................... Professor Emeritus, Dean Emeritus
Ph.D., DePaul University
Mary Stolper .................................................. Lecturer, Flute
Mus. M., Northwestern University
Robert Stone .........................................................Lecturer, Jazz Voice
Mus. M., University of Illinois

Alan Swain ............................................................Lecturer, Musicianship
Mus. M., Northwestern University

Frank Tesinsky ........................................................Lecturer, Jazz Trombone
B.A., DePaul University

Meng-Kong Tham ..................................................Assistant Professor, Director of Orchestral Organizations
M.M., Northwestern University

Gail Tremblaire ......................................................Assistant Professor, Coordinator of Vocal Program, Voice
M.A., University of Michigan

Wesley Vos ............................................................Associate Professor, Composition, Musicianship
Ph.D., Washington University

Robert Wessberg ....................................................Lecturer, Percussion
M.M.E., Northwestern University

Kurt Westerberg .....................................................Assistant Professor, Composition, Musicianship
D.M.A., Northwestern University

Lilian Yarcss ...........................................................Lecturer, Orff-Schulwerk
Mus. M., DePaul University

Joha Bruce Yeh .......................................................Lecturer, Clarinet
Mus. B., Juilliard School

Mark Zinger ............................................................Professor, Violin
Odesa State Conservatory

PROGRAMS OF STUDY

The School of Music offers programs leading to the Master of Music degree in the fields of applied music (performance), composition, music education and jazz studies. A minimum of 44 quarter hours of graduate credit is required for the master of music degree. This total is divided between the CORE STUDIES (required of all master of music students), and the SPECIALIZATION REQUIREMENTS which relate uniquely to the area of specialization. (Specialization requirements listed under Course Requirements, page 198.)

ADMISSION

The first charter of DePaul University included a statement on nondiscrimination and the policy has been enforced vigorously for over 80 years. Students, faculty and the public are entitled to equal treatment regardless of race, creed or color. It is the policy of the School of Music to make admission decisions without regard to the race, color, religion, age, sex, national origin or handicap of the candidate.
DEGREE SEEKING STUDENTS

Admission to the graduate degree programs is based on evidence of ability to be successful in graduate study. Other criteria include:

- completion of the bachelor of music degree, or equivalent, from an accredited institution;
- a cumulative grade point average of 3.0 (A = 4.0);
- three letters of recommendation;
- demonstration of special competence in the major area, including an audition for applied (performance) majors.

The applicant's undergraduate preparation should be related to the intended graduate major. If deficiencies exist in the bachelor of music equivalent (resulting, for example, from having completed a different degree or attempting to change the major emphasis), students may, with approval of the Graduate Studies Committee, be admitted to the Graduate Division as non-degree students for the purpose of removing deficiencies.

NON-DEGREE SEEKING STUDENTS

Students who do not intend to work for a Masters degree or who have missed the degree seeking deadline may file an application for non-degree seeking status under the following regulations:

1. Applicants who have not earned a Bachelors degree or its equivalent from an accredited institution cannot be admitted.
2. Applicants must demonstrate special competence in major area, including an audition for applied (performance) majors.
3. Applicants refused admission as degree-seeking students may not enroll as non-degree-seeking students.
4. Non-degree-seeking status may be terminated at any time by the Associate Dean.

Non-degree-seeking students who plan to register for or who accumulate a substantial amount of credit are advised to become degree-seeking students. Only the first 12 quarter hours earned as a non-degree-seeking student at DePaul may subsequently be applied toward a degree when the student is accepted as a degree-seeking student.

STUDENT-AT-LARGE

A student completing a graduate program at another accredited institution may, on the written recommendation of their graduate dean, be admitted as a student-at-large.

INTERNATIONAL STUDENTS

All foreign students and any student who has been educated outside of the 50 United States should request general admission information and applications from the International Advisor. Application deadlines for students with foreign education are: Autumn Quarter: June 1; Winter Quarter, October 1; Spring Quarter, January 1; Summer Quarter, April 1. To be admitted, all students must meet academic requirements and demonstrate a proficiency in English. Those who request student visas also must show evidence of adequate financial support (scholarships are not available to these students). A formal letter of admission and/or form I-20 will be issued only after all admission requirements have been fulfilled.
PROCEDURES FOR ADMISSION

Applicants for admission should obtain application forms from the School of Music, 804 West Belden Avenue, Chicago, Illinois 60614. The completed forms along with official transcripts of credits should be on file not later than four weeks before the opening of registration. Since there often is a delay in the forwarding of transcripts, applicants are advised to initiate the application procedures as early as possible. A non-refundable application fee is required of every student applying for admission to the University as a degree-seeking student. When admission has been approved, the applicant will be apprised of the diagnostic examination schedule and interviews with graduate advisors.

DIAGNOSTIC EXAMINATIONS

Students who have been admitted to the graduate program must take diagnostic examinations in musicianship and, in some cases, the area of major concentration. These examinations, taken prior to initial enrollment, will be used to identify areas where additional emphasis may be suggested through self-study or choice of electives.

RESIDENCE REQUIREMENTS FOR THE MASTER OF MUSIC DEGREE

All courses for the master’s degree must be taken at DePaul University. Graduate credit for courses completed at other institutions may not be applied toward the degree.

Students enrolled in the master’s degree program must complete not fewer than eight quarter hours during at least three quarters. The three quarters need not be consecutive. A student registered for a minimum of 6 quarter hours in any term is considered a full-time student.

All requirements for the degree must be completed within three calendar years from the time a student is admitted to the degree program. For unclassified students removing deficiencies, this period will begin when all deficiencies are removed and admission to the masters degree program has been granted.

TERMINAL REQUIREMENTS FOR THE MASTER OF MUSIC DEGREE

Two terminal requirements are required of all students:

- a written comprehensive examination, in which the student must demonstrate a satisfactory knowledge of the theory, history, literature and practice of music, as well as the area of major specialization. The comprehensive examination may be taken at any time after 32 quarter hours of graduate credit have been earned;
- in performance, the presentation of a public recital; in composition, the completion of an original work; in music education, the completion of a final project.

While preparation of the terminal requirement in the major may take place within some course or activity for which a student is registered for credit, additional academic credit is not granted for the project itself.
MUS

COURSE REQUIREMENTS FOR THE MASTER OF MUSIC DEGREE

A minimum of 44 quarter hours of graduate credit is required for the master of music degree. This total is divided between the CORE STUDIES (required of all Master's Degree Students), and the SPECIALIZATION REQUIREMENTS which relate uniquely to the area of specialization.

CORE STUDIES (20 quarter hours)
Music history (MUS 428,429, 430) ........................................... 12
Music research (MUS 400, 401) .............................................. 4
Analysis (COM 304 or 305) ....................................................... 4
(Composition majors: COM 305 required) ............................... 20

Following are the specific course requirements for each of the degree programs:

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<tr>
<th>PIANO PERFORMANCE</th>
<th>PERCUSSION PERFORMANCE</th>
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<td>core studies</td>
<td>core studies</td>
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<tr>
<td>applied piano</td>
<td>applied percussion</td>
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<tr>
<td>piano ensemble</td>
<td>concert band, symphony</td>
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<tr>
<td>piano pedagogy</td>
<td>orchestra or wind</td>
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<td>electives</td>
<td>ensemble</td>
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<td>percussion pedagogy</td>
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<th>BRASS PERFORMANCE</th>
<th>WOODWIND PERFORMANCE</th>
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<td>core studies</td>
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<tr>
<td>applied brass</td>
<td>applied woodwind</td>
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<td>concert band, symphony</td>
<td>orchestra or wind</td>
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<th>VOICE PERFORMANCE</th>
<th>COMPOSITION</th>
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<td>core studies</td>
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<tr>
<td>applied voice</td>
<td>composition</td>
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<td>university chorus or chamber choir</td>
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<tr>
<td>vocal pedagogy</td>
<td>in perf of new music</td>
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<td>electives</td>
<td>20th C. mus topics</td>
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<td></td>
<td>electives</td>
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<td><strong>44</strong></td>
<td><strong>20</strong></td>
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ORGAN PERFORMANCE
core studies 20
applied organ 12
chamber music 3
electives 9

| STRING PERFORMANCE |
core studies 20
applied strings 12
symphony orchestra 3
string electives 5
electives 4

| MUSIC EDUCATION |
core studies 20
seminars in music education 12
electives 12

JAZZ STUDIES
COMPOSITION TRACK
core studies 20
advanced jazz composition 8
jazz analysis 4
jazz pedagogy 2
jazz ensemble 3
jazz studies electives 7

| JAZZ STUDIES |
PERFORMANCE TRACK |
core studies 20
applied study (jazz) 12
jazz ensemble 3
jazz pedagogy 2
jazz chamber ensemble 2
jazz studies electives 44

Courses

In the listing below, the number in parentheses following the course title indicates quarter hours of credit.

APPLIED MUSIC—APM
APM 332, 333 Piano Pedagogy, I, II (2 hrs. each). History and mechanism of the piano; pedagogy involving tone, technique, pedal, style and ornamentation; critical evaluation of editions and various teaching materials.

APM 336 Voice Pedagogy (3 hrs.). Study and analysis of fundamentals of vocal training, evidenced in various teaching approaches—scientific, mechanistic, empirical.

APM 350, 351, 352 Interpretation of Vocal Literature (2 hrs. each). Study and demonstration of performance practices (16th-century to present), language orientation in Italian, French, German and English; stress on performance demonstrated by students.

APM 353, 354 Techniques of the Music Stage (2 hrs. each). Study, coaching, and rehearsal of music drama and opera.

APM 377, 378, 379 Guitar History and Literature I, II, III (2 hrs. each). Analytical and historical survey of the literature for plucked instruments from the Sixteenth through the Twentieth centuries.

APM 372 Orchestral Repertoire for Brass (3 hrs.). Study of standard orchestral repertoire.
APM 442 Accompanying Class (2 hrs.). Role of pianist as accompanist.
APM 443 Chamber Music Workshop (2 hrs.). Intensive coaching for combinations of winds, strings, with and without piano; material covered includes sonatas, trios, quartets, and piano duets.


APM 426 History & Literature of Woodwinds (4 hrs.).
APM 428 Woodwind Orchestral Repertoire (3 hrs.).
APM 446 Percussion Pedagogy (3 hrs.).
APM 451 Piano Pedagogy (3 hrs.).
APM 471 Brass Concepts (3 hrs.).
APM 486 String Pedagogy (2 hrs.).
APM 496 Voice Pedagogy (2 hrs.). Course is designed to enhance APM 336. The Materials and advanced projects will be assigned at the discretion of the instructor.

APM 497 Seminar (2 hrs.). A seminar for performance majors and others, in which emphasis is placed on performance practices, program building, and other areas connected with a performing career.

MUSICIANSHIP—MUS

MUS 300 Conducting I (2 hrs.). An introduction to conducting; rudiments of baton technique, instrumentation and score reading.

MUS 301 Conducting II (2 hrs.). A continuation of Conducting I; concentration on style and expression; consideration of rehearsal techniques; choral conducting practices; podium experience. (Prerequisite: MUS 300.)

MUS 314, 315 Essentials of Jazz I, II (2 hrs. each). Harmonizing melodies by the use of advanced harmonies and techniques of modern chord substitutions. Developing the ability to play "by ear."

MUS 316 Essentials of Jazz III (2 hrs.). Improvisation with particular emphasis on the "blues" arranging and accompanying techniques; a survey of recent trends in popular music.

MUS 324-325-326 Essentials of Jazz IV, V, VI (2 hrs. each). Advanced techniques with emphasis on performance at the keyboard. (Prerequisite: MUS 314-315-316)

MUS 327, 328, 329 Jazz Arranging I, II, III (3 hrs. each). Investigation of jazz harmony, and concepts of weight and density in scoring for jazz ensemble, studio orchestra, and jingle writing.

MUS 330 The Business of Music (2 hrs.). A study of contracts for artists, agents, managers, and producers, and an investigation of copyrights; BMI ASCAP, and unions.

MUS 331 Jazz Arranging and Composition IV (3 hrs.). Further exploration of jazz harmony including substitutions, quartal voicings, modality, compositional devices, and third stream techniques.

MUS 334, 335, 336 Jazz Improvisation I, II, III (2 hrs. each). Techniques of jazz improvisation with an emphasis on basic chord construction and melodic line development.

MUS 344-345-346 Jazz Improvisation IV, V, VI (2 hrs. each). Advanced techniques of improvisation, utilizing transcriptions, patterns and more involved chord construction.
MUS 380 Piano Literature (2 hrs.). A history of piano literature from the baroque through the 20th-century; emphasis on the development of musical style with particular reference to significant compositions, performances and recordings.

MUS 381 History of Opera (2 hrs.). A history of opera from the early 17th-century through the 20th-century; emphasis on the development of musical style with particular reference to significant operas, musical examples, and recordings.

MUS 382 History of the Symphony (4 hrs.). A history of symphonic literature from the early 18th-century through the 20th-century; emphasis on the development of musical style with particular reference to significant compositions, musical examples, and recordings.

MUS 400 Music Research I (2 hrs.). Introduction to research types and techniques; bibliography and bibliographical sources; elementary statistics; the development of writing skills; analysis of research examples.

MUS 401 Music Research II (2 hrs.). Research in specific areas of interest, culminating in the writing of a major paper.

MUS 428-429-430 History of Music, I, II, III (4 hrs. each). A chronological survey of music in Western Civilization from the Middle Ages to the present, with an emphasis on musical style and compositional procedures.

MUS 440 Advanced Jazz Composition I (4 hrs.). Composition of works for combinations of up to nine instruments and jazz choir. Introduction to songwriting and calligraphy. Survey of jazz publications.

MUS 441 Jazz Analysis and Applications (4 hrs.). Studies of major jazz composers in transcription (Morton to Russell and Broekmeyer), including composers of the 1970s and 80s (Brecker, Bley, Sawin, and others). Application of styles in compositional projects.

MUS 442 Advanced Jazz Composition II (4 hrs.). Advanced topics in jazz and commercial composition, including the studio orchestra genre.

COMPOSITION—COM

COM 300 Orchestration (4 hrs.). Ranges, sonorities and characteristics of wind, brass, percussion and string instruments; orchestral studies of representative works from various periods; original transcription for orchestral ensembles. Not offered 1990-91.

COM 301 16th-Century Counterpoint (4 hrs.). Species counterpoint; melodic, formal and "harmonic" practices in Renaissance polyphony; free compositional in the style; analysis and in-class performance of Renaissance music and original student compositions. Not offered 1991-92.

COM 302 18th-Century Counterpoint (4 hrs.). Contrapuntal techniques of Bach and Handel; analysis, composition and in-class performance of solo, and ensemble works in the style.

COM 303 20th-Century Counterpoint (4 hrs.). Exploration of new contrapuntal techniques; analysis of selected compositions from the 20th-century, including works of Ives, Schonberg, Webern, Bartok, Hindemith and other as well as music of very recent times. Not offered 1990-91.
COM 304 Analytical Techniques (4 hrs.). Investigation of various analytical approaches
to music syntax, structure, style and texture (including timbral and vocal or in-
strumental configurations) as exhibited in representative compositions from many
historical periods.

COM 305 Analytical Studies (4 hrs.). Use of various analytical techniques for detailed studies
of selected compositions from several periods of music. (Prerequisite: COM 304
or equivalent.)

COM 306 Introduction to Electronic Music (4 hrs.). Survey of electronic compositions and
selected techniques employed in their sonic realization; introduction to the tools
and equipment of electronic and computer music.

COM 307 Composition I (3 hrs.). Exploration of 20th Century compositional techniques;
course activities include analytical assignments as well as creative projects.

COM 308 Composition II (3 hrs.). Continuation of COM 307, with greater emphasis on cre-
ative projects.

COM 309 Composition III (3 hrs.). Continuation of COM 308. (Prerequisite: COM 308.)

COM 310 Composition IV (4 hrs.). Advanced composition and analysis of new trends in
representative compositions, development of plans for and initial work on individu-
al senior composition project. (Prerequisite: COM 309 or equivalent.)

COM 311 Composition V (4 hrs.). Continuation of COM 310. Continued work on senior
project. (Prerequisite: COM 310 or equivalent.)

COM 312 Composition VI (4 hrs.). Completion of senior project. (Prerequisite: COM 311
or equivalent.)

COM 441, 442, 443 Composition I, II, III (4 hrs. each). This course series will focus on
advanced compositional issues at the graduate level and culminate in a final com-
position project.

COM 444 Problems, Procedures & Techniques in the Performance of New Music (4
hrs.). By means of discussion, performance analysis and when possible per-
formance itself, this course will explore the performance challenges of new notation
and the new complexities of traditional notation as a means of enlarging the stu-
dent's technical and poetic capacities.

COM 445 Twentieth Century Music Topics (4 hrs.). (Preferably taken after COM 444.) The
subject matter of this course will change from year to year depending upon faculty
availability and student interest. Possible subjects could include, among others:

- an in-depth study of a 20th-century composer or "school" of composers;
- a study of 20th-century aesthetics;
- a study of 20th-century theories;
- a study of music sociology of the 20th-century;
- a study of new trends such as multi-media, computer music, etc.

MUSIC EDUCATION—MED

MED 300 Elementary Instrumental Methods & Lab (2 hrs.).
MED 301 Junior High Instrumental Methods & Lab (2 hrs.).
MED 302 Secondary Instrumental Methods & Lab (2 hrs.).
MED 303 Elementary Vocal-General Methods & Lab (2 hrs.).
MED 304 Junior High Vocal Methods & Lab (2).
MED 305 Secondary Vocal Methods & Lab (2 hrs.). The study of philosophies, organization, administration, curriculum, evaluation, materials and methods as related to high school vocal and choral teaching. The laboratory class component emphasizes students development of such teaching abilities.

MED 310 Music Education for the Exceptional Child (2 hrs.). A survey course highlighting special education mandates which affect music educators, including profiles of various mildly handicapng conditions, alternative teaching strategies and classroom management techniques.

MED 311 Contemporary Visual Marching Band (2 hrs.). Basic marching techniques and movements, selection and use of music, design and charting of shows.

MED 313, 314 Choral Literature I, II (2 hrs. each). An examination of Choral literature appropriate to the high school chorus. Students will explore appropriate topics and present evidence of suitable research.

MED 316 Literature for Wind Organizations (2 hrs.). A general survey of literature undertaken as well as specific projects related to school groups, wind chamber and ensemble organizations and concert bands. Particular emphasis will be placed on music utilizing contemporary techniques.


MED 360 Topics in Music Education (4 hrs.). Concentrated study of a selected area of music education. Topics are announced each fall.

MED 386 Orff Workshop (Level I) (3 hrs.) Introduction of Orff-Schulwerk through the process of integrating rhythm and movement, speech and song, rhythm instruments, Orff instruments and soprano recorder for creative musicmaking with children in preschool, elementary grades, and those with special needs; emphasis on materials in major and minor pentatonic scales.

MED 390 Orff Workshop (level II) (3 hrs.) Continuation of all aspects of the Schulwerk process; emphasis on a variety of materials, vocal, instrumental, and improvisational techniques for children in the middle and upper elementary grades; introduction of alto recorder; experience with Dorian, aeolian, phrygian modes, major and minor tonalities.

MED 391 Orff Workshop (Level III) (3 hrs.) Advanced course leading to certificate in Orff-Schulwerk; additional exploration of Schulwerk materials found in volumes 3-5 and techniques of contemporary music; further development of skills in arranging rhythmic, speech movement, and melodic materials for a variety of educational settings; recorder ensemble, lesson planning, and teaching opportunities.

MED 401, 402, 403 Seminar in Music Education I, II, III (4 hrs. each). The courses are designed (1) to study contemporary issues in music education that can have significant impact on classroom teaching (2) to study aspects of learning theory and relate them to music education (3) to study topics in curriculum design (4) to encourage study and research in areas of student interest and need.

MUSIC ENSEMBLE – MEN

MEN 401 Concert Band (1 hr.). Study and rehearsal of basic and new band repertoire in preparation for concerts presented regularly each year.

MEN 405 Guitar Ensemble (1 hr.). The classic guitar as an ensemble instrument; rehearsal and performance experience in special arrangements of music from all periods.

MEN 421 University Chorus (1 hr.). Rehearsals and performance of larger works of the choral repertoire.
MEN 431  Orchestra (1 hr.). Study and rehearsal of basic and new orchestral repertoire.
MEN 433  Brass Choir (1 hr.). Study and performance of brass choir repertoire.
MEN 437  Wind Ensemble (1 hr.). A select organization; rehearsal and performance of literature for ensembles of eight to forty players, with special emphasis on original literature for winds from all periods.
MEN 441  Chamber Music (1 hr.). A practical application of performance techniques for advanced instrumentalists; repertoire adapted to the instrumentation of the class, according to the ability of class members; public performance.
MEN 447  Chamber Choir (1 hr.). A choral ensemble of selected voices.
MEN 461  Percussion Ensemble (1 hr.). Ensemble playing of percussion literature; arrangements including music for percussion instruments and piano, celeste, brass, and woodwinds; workshop for original percussion arrangements.
MEN 481  Jazz Ensemble (1 hr.). Current performance styles for large ensemble; new arrangements and compositions are emphasized; performances are presented both on and off campus.
MEN 483  Jazz Chamber Ensemble (1 hr.). Study, rehearsal, and performance of literature for jazz chamber groups.
MEN 491  Contemporary Ensemble (1 hr.). Rehearsal and performance of a broad spectrum of contemporary music.
SCHOOL FOR NEW LEARNING
ADMINISTRATION

David O. Justice, M.A.
Dean

Catherine Marienau, Ph.D.
Director

Mary Jane Dix, M.P.S.
Coordinator of Admissions

Morris Fiddler, Ph.D.
Director, Undergraduate Program

John A. Grindel, C.M.
Director, Institute for Leadership of Religious Organizations

Antoinette L. Gaines, M.M.
Assistant Dean

Joan Macala, M.A.
Assistant Dean

Jeanne Larmee, M.A.
Director, Suburban Campuses

PHILOSOPHY

ADMISSION

FACULTY

COMMON CURRICULUM

ACADEMIC ADVISORS

Elizabeth Dorsett, M.S. Ed.
Rhoda Feldman, M.A.
Susan Forster, M.A.
Gail Polonsky, B.A.
Cheryl Stiwek, B.A.
Peggy St. John, M.A.
The School for New Learning, DePaul's alternative college for adult learners, has served students over the age of 24 since 1972. In 1984, SNL received a major grant from the U.S. Department of Education to design a new model for graduate professional education, the Master of Arts for Practicing Professionals.

The Master's program offers students with at least three years of work experience related to their proposed field of study an opportunity to tailor a program to fit their individual professional and personal needs. Students come from fields which are not readily served by existing graduate programs, either because these fields are new or rapidly changing or because they wish to take an existing field in new directions. A few students have completed programs of graduate study previously and now want to update and expand their skills. Because much of the program is completed on an independent basis, students' pacing through the program varies; in general, however, program completion should require between 18 and 24 months. As graduates of this accredited program of DePaul University, students receive a Master of Arts degree, with a Professional Concentration.

Each student designs a professional program with the guidance of an Academic Mentor from the college faculty and a Professional Advisor who is an established practitioner in the student's chosen field. The Academic Mentor helps to guarantee that the student's individualized program meets the highest academic standards of the University and provides ongoing academic advisement during the program. The Professional Advisor helps the student refine the focus of the professional area and identify appropriate learning activities.

David O. Justice, M.A., Dean
These activities include coursework across the graduate and professional programs of DePaul, independent research, tutorials or guided readings, professional certificate programs, and documented prior learning. Because the program emphasizes experience as part of the learning process, each student also develops on-the-job projects (called ‘applied research’) to apply what is being studied in actual professional practice. All non-classroom professional projects are evaluated by the Professional Advisor or other appropriate expert.

**Admission**

**Criteria for Admission**

All applicants must meet the following criteria:

1. **Appropriate professional context:**
   a) a minimum of three years of experience working in a field(s) related to the Professional Concentration,
   b) ongoing access to a work setting in which the Professional Concentration can be practiced.

2. **Adequate academic preparation:**
   a) a Baccalaureate degree from an accredited institution,
   b) skills in writing, critical thinking, and self-direction adequate for graduate-level learning.

3. **Adequate academic planning:**
   a) clearly articulated and attainable educational and career goals,
   b) a defined Professional Concentration congruent with these goals and the demands of the profession,
   c) understanding of how the SNL/MA program would meet the student's educational needs.

Students are accepted to the Master’s program in Autumn and Spring. Classes meet at DePaul’s Loop campus and at the Oak Brook Center. Information Sessions are scheduled regularly in the Loop and at both suburban campuses.

**Faculty**

Beverly Firestone, M.A., Assistant Professor

Renee Gilbert-Levin, M.A., Assistant Professor

Mechthild Hart, Ph.D., Assistant Professor

David O. Justice, M.A., Associate Professor, Dean

Jean W. Knoll, Ph.D., Assistant Professor

Catherine Marienau, Ph.D., Associate Professor

John Rury, Ph.D., Associate Professor

Phyllis Walden, Ph.D., Associate Professor

David Shallenberger, Ph.D., Assistant Professor

University of Michigan

University of Chicago

Indiana University

Indiana University

University of Chicago

University of Minnesota

University of Wisconsin

University of Missouri

The Fielding Institute
The Professional Assessment Workshop

The Professional Assessment Workshop is the pivotal step between final admissions and the planning phase of the curriculum. It is designed to acquaint new students with the philosophy and aims of the Master's program; to provide them with an opportunity to assess their own professional and academic priorities; and to allow both students and faculty to evaluate how well the Master's program will suit each student's individual needs. Participation in this two-day workshop is by invitation only, after completion of all other phases of the application process, it is a required component of the Master's program curriculum and carries two hours of academic credit.

The Learning Plan Colloquium

The Learning Plan Colloquium is undertaken immediately after the Professional Assessment Workshop (PAW). Students attend this colloquium as members of a 'cluster' consisting of the 12 to 18 students who participated together in the PAW. During this colloquium students become more fully acquainted with the program's approach to education; establish an academic committee consisting of the student, an Academic Mentor, and a Professional Advisor; draft an initial Learning Plan for the Professional Concentration; and develop a fuller understanding of their field of professional study and the application of the Liberal Learning Skills in professional practice. The Learning Plan Colloquium meets four to six times, supplemented by individual meetings with advisors, and carries three hours of academic credit.

The Common Curriculum (571-577)

The Common Curriculum of the Master of Arts program in the School for New Learning is designed to develop and refine those skills of critical thinking, problem solving, communications, interpersonal facility, and self-assessment which are rooted in the academic liberal arts tradition.

The Common Curriculum consists of a series of seven colloquia, each meeting once a week for four to six weeks. Through assigned readings and structured discussion and exercises, students are given the opportunity to interact with one another as professionals from diverse fields, to experience varieties of perspectives on professional problems, and to develop and refine the Liberal Learning Skills as they apply to their Professional Concentrations and their personal experience. Each colloquium carries two hours of academic credit. In addition, an Assessment Colloquium meets at intervals throughout the Common Curriculum to offer students and faculty a setting for mutual assessment of overall growth; and a Preliminary Review of performance at the end of the first year is completed before final admission for degree candidacy is conferred. This assessment and review process also carries two hours of academic credit.


In this colloquium students are introduced to the Applied Research Model used by the program. They learn how to use their experience as research data, and develop strategies for using the workplace as a laboratory for learning. The colloquium provides an overview of various research methodologies (e.g., survey research, library research, computer-assisted research) and project design, as well as hands-on practice in the use of assessment contracts for projects in the Professional Concentration. In addition, it provides practice in conceptualization and problem-framing at the graduate level, and discusses strategies for successful management of independent research and self-managed learning.
572 Communications for Professionals.
This colloquium focuses on both speaking and listening skills. Students are introduced to the breadth and importance of management communications skills, and in this context they come to appreciate the importance of active listening in the basic communication process. They also learn to analyze their audience as they conceptualize communication objectives, and they use this concept as a defining framework for structuring a message. Finally, they learn the importance of visual support in presentations, as well as how to manage question/answer sessions effectively. Each student prepares an oral presentation on a topic of his or her choice, and participates actively in the evaluation of other students’ presentations as a way of developing effective feedback skills.

573 Group Process in the World of Work.
In this colloquium students explore the special dynamics of small group interaction, and assess the resultant assets and liabilities of working in a group. Topics include: what groups need to pay attention to and how they need to proceed for optimum creativity and productivity; phases and stages of group development; the balance in the relationship between individual and group interests; functional and dysfunctional roles in groups; patterns of communication; and differences between effective leadership and effective membership in groups.

574 Models of Change.
The purpose of this colloquium is to analyze the nature of change and to help students see themselves as agents of change by exploring individual, group, and organizational experiences with change. Students learn the evolution of change theory, its link to general systems theory, and its nature in terms of time and relationship. They are exposed to a variety of change models, apply them appropriately to personal change experiences, and compare and critique the usefulness of such models. Finally, they develop and practice individual strategies for adaptive change judgment and behavior; identify values which influence change and develop organizational strategies for implementing change.

575 Valuing Human Differences.
This colloquium examines the emerging workforce by considering issues of stereotyping, prejudice, muting, and contrasting communication styles. By participating in panel discussions, students gain both a deeper understanding of their own prejudices towards human differences, and a rationale for re-valuing these differences. They explore the origins of such biases and enhance their awareness of the extent to which undervaluing of human differences takes place in everyday situations, and especially in the workplace. Students increase their effectiveness in verbal presentation skills, in decision-making informed by values, and in interpersonal skills.
576 Ethics in the Professions.

In this colloquium students recognize and respond to ethical issues which confront them in their professional roles. Case studies stimulate reflection on individual and societal moral values, and help students identify recurring problems of values arising in their professional settings, as well as resources in the literature of ethics for future need. The colloquium focuses in particular on how ethical issues arise in professional practice, the use of "ethical theory" in responding to ethical challenges and perplexities, and the ways in which the ethics of the profession is transmitted through professional schools and other forms of professional "accluratation."

577 Leadership.

The leadership "capstone" offers students an opportunity to review their growth during the Common Curriculum as they identify their emerging leadership style and sense of themselves as change agents. In simulation, role playing, and other exercises, students attempt to define the difference between "management" and "leadership" and to identify leadership opportunities in their respective fields. All of the liberal learning skills are re-examined as facets of effective leadership.

578 Assessment Colloquium and Preliminary Review.

The Assessment Colloquium meets at intervals throughout the Common Curriculum and provides an opportunity for students to make connections among the colloquium topics, the Liberal Learning Skills, and the Professional Concentration.

Upon successful completion of Preliminary Review students are formally admitted to candidacy for the Master's degree.

551-554 The Professional Concentration.

The Professional Concentration is the individualized portion of the curriculum in the Master's program designed by each student in consultation with an Academic Mentor and a Professional Advisor. Its focus is on the development of skills and knowledge related to a field of professional practice. Using an outline provided by the program, the Professional Mastery Criteria, students combine coursework with on-the-job "applied research," independent study, professional certification examinations, seminars, and documented prior learning to tailor a program of study specific to their professional needs. While each student determines his or her own pace toward completion the Professional Concentration, it is registered for and initiated concurrently with the four quarters of the Common Curriculum.

580-581 Sponsored Research and Fieldwork/Master Work.

Upon completion of the four quarters of Common Curriculum and Professional Concentration, and with the approval of the Mastery Review Committee at Preliminary Review, students register for two quarters of Sponsored Research and Fieldwork. During these two quarters, students complete any remaining portions of the Professional Concentration and undertake their final project, the Master Work.
The Master Work must be an original contribution to a professional field, and must demonstrate both theoretical knowledge and the skillful application of theory to practice. As such, the Master Work serves as the final demonstration of the ability to apply Liberal Learning Skills and theoretical information to professional practice. The final project is assessed by the student's Professional Advisor and at least one outside expert from the student's professional field.

590 Graduation Colloquium.

The Graduation Colloquium is registered for upon successful completion of all other parts of the program, including the Master Work. During this half-day meeting, all graduating students meet with members of the Mastery Review Committee to review their programs, respond to any remaining questions concerning the Master Work, and finalize the designation of their Professional Concentrations. This is followed by an open forum at which each graduate presents the results of the Master Work to other students, Professional Advisors, faculty, staff, and invited guests.
THE
THEATRE
SCHOOL

Founded As
The Goodman School
of Drama in 1925
ADMINISTRATION
John Ransford Watts, Ph.D.
Dean
John F. O'Malley, Ph.D.
Associate Dean
John Bridges, M.A.
Director of Administration
Leslie Sloan, M.A.
Theatre Manager
Anastasia Gonzalez
Accounts Manager
Melissa Meltzer, B.S.
Director of Admissions
Lisa A. Quinn
Press Representative
Lisa Iachia
Secretary to the Dean

FACULTY

ADMISSION

CURRICULUM
Acting
Directing
Scene Design
Costume Design

COURSES
The Theatre School

When this school was founded in 1925 at The Art Institute of Chicago, it was called The Goodman School of Drama.

As we celebrated our sixty-fifth anniversary in 1990, we began our twelfth year as a part of DePaul University. By all measurements the school is stronger now than it has ever been.

Although our name has changed, the essential life and purpose of the school remains the same. Our basic principles and standards are exactly what they have been for over 60 years. We are a conservatory, now a strong part of a vital urban university, and we operate with professional concentrations on the development of artists for the theatre and related professions.

The students now in our program follow the unbroken tradition of the many professionals who trained here before them. We welcome you to their ranks and to the graduate program of The Theatre School.

John Ransford Watts, Ph.D., Dean
GRADUATE STUDY IN THE THEATRE SCHOOL

The Theatre School’s graduate programs in the theatre arts are intensive and focused. As a leading drama school in the United States, The Theatre School functions as a conservatory. The central core of the School is an extensive program which produces more than one hundred and sixty performances for Chicago audiences each season.

The specific objectives of the graduate curriculum are to prepare the student for creative participation in the chosen major concentration at a high level of technical competence, to develop the specific skills and disciplines necessary for advanced achievement in the student’s area of specialization, and to ready the student to meet the rigorous demands of the professional performance or production world.

Each Theatre School course builds and expands upon its predecessor. Work in the classroom is complemented by quarterly assignments in an intensive production schedule. By the time the student’s program is complete, the graduate should be able to begin professional life confident that he/she has the tools and a way of working which will enable him/her to meet higher career goals.

Facilities

The Theatre School offices are situated in The Theatre School Building, located at 2135 North Kenmore Avenue on DePaul’s Lincoln Park campus. The building is minutes from downtown Chicago by elevated train, bus, or car. In addition to housing most Theatre School classes, the building provides rehearsal rooms, faculty and administration offices, design studios, and shop facilities.

The Theatre School presents two series for Chicago audiences, the Playworks (originally known as the Goodman Children’s Theatre) and the Showcase Series. Until recently, these productions were done in several locations on and off the DePaul Campus. As of 1988-89, following the acquisition of the famous Blackstone Theatre from the Shubert Organization, all of The Theatre School’s performances for the public are produced there. The Blackstone, arguably the best theatre in Chicago, is in the South Loop in the heart of the city. It offers professional standard state-of-the-art facilities to match the professional standards of the training and productions which have been a tradition in Chicago since 1925. Both the Playworks and Showcase series have spawned such talents as Linda Hunt, Adrian Zmed, Ted Wass, Melinda Dillon, Bruce Boxleitner, Elizabeth Perkins, Joe Guzaldo, Karl Malden, Joe Mantegna, Kevin O’Connor, Kevin Anderson, Michael Rooker, John Reilly, and Casey Siemaszko.

The Theatre School is situated in the center of Chicago’s off-Loop theatre district. Neighboring theatre and related performing arts companies include the Body Politic Theatre, Steppenwolf Theatre, Victory Gardens Theatre, Organic Theatre, Apollo Theater Center, Royal George Theatre, and MoMing Dance and Arts Center. The Theatre School’s location and tradition make possible contact with innovative professional theatres, a resource unparalleled between the two coasts. In addition, the rapidly growing film and television industries in Chicago offer further training possibilities.

Metropolitan Chicago, with its internationally famous symphony and opera, art museums, libraries, resident professional theatres, and touring theatre, productions from Broadway, provides continuous opportunities for cultural growth and enrichment.
Faculty and Staff

Members of the faculty and staff are highly qualified, both professionally and academically. This is in keeping with the School's concept of the dual importance of theory and practice and of producing a superior quality of instruction. The faculty is regularly supplemented by qualified working professionals.

In addition, visiting artists and professionals appear in our guest speaker series. CHICAGO LIVE! THE ARTS. Among them have been Pulitzer Prize-winning playwright Edward Albee; actress Dorothy Loudon; Broadway star Donna McKeeheie (A CHORUS LINE); Chicago's nationally known Steppenwolf Ensemble: actor/author Orson Bean; Shelley Winters; television news personality Bill Kurtis; Chicago theatre critics Richard Christiansen and Glenna Sys; actress/playwright Gretchen Cryer; cast members from NICHOLAS NICKLEBY; Alumnus comedian Shelley Berman; Pulitzer Prize-winning playwright David Mamet; artistic director of Lincoln Center in New York, Gregory Mosher; alumnus Jim Ragona, singing ringmaster for the Ringling Bros. and Barnum & Bailey Circus; Alumnus the late Geraldine Page; Jean Stapleton, Peter Falk, Judd Hirsch, and Cleavon Little; and Oscar-winning production designer Patricia von Brandenstein.

Guest artists who have worked closely with students in productions have been James Earl Jones, Lillian Gish, Len Cariou, and Zoe Caldwell. Recently, guest workshops have been given by professional clown Steve Smith (Ringling Bros. & Barnum and Bailey; NBC television); stage combat experts David Joushey and James Finney: famed Japanese Kabuki actor/director Onoe Kuroemon II; and musical theatre actor Carl Hall (THE WIZ). Marie Higlmann of the Guthrie Theatre conducted a dye and paint workshop on the latest techniques used in costume fabrications. Playwright Pamela Blake previewed her play. BLACKBIRD, as a playwright-in-residence with The Theatre School Showcase: playwright Max Bush presented his new plays. AALMAURIA: THE VOYAGE OF THE DRAGONFLY and 13 BELLS OF BOGLEWOOD as the playwright-in-residence with The Theatre School Playworks. Academy Award-winning film director Peter Werner conducted an intensive weekend workshop with students en Acting for Film and Video; and Chicago's master of comedy improvisation, Del Close (Second City and Saturday Night Live writer and comedy coach), taught a workshop to student actors in comedy improv.

John Ransford Watts, Ph.D., Dean ........................................... Union Graduate School
Anthony Adler, B.A., History/Criticism ...................................... Carnegie-Mellon
Jane Alderman, B.A., Audition ................................................. Adelphi University
David Amsel, M.F.A., Acting ..................................................... Southern Methodist University
Jeff Bauer, M.F.A., Scene Design .............................................. Northwestern University
Tim Brault, B.F.A., Master Carpenter ........................................... Central Michigan University
John Bridges, M.A., Director of Administration ............................ Western Illinois University
Earl Brown, M.F.A., Production Coordinator ............................... The Theatre School, DePaul
Denis Brozynski, B.F.A., Drawing .............................................. Art Institute of Chicago
Bill Burnett, M.F.A., Voice and Speech ....................................... Ohio University
Betsy Cassells, B.F.A., Secretary to Benefit Committee .................... Illinois Wesleyan
Abbott Chrisman, M.A., History/Criticism ................................. The Theatre School, DePaul
Patrick Church, Transportation ................................................. Bangkok Technical Institute
Valentin Cibula, M.F.A., Costume Design .................................... Yale University
Jim Clark, B.F.A., House Technician ........................................... Western Illinois University
John Collett, M.F.A., Lighting Design ........................................ New York University
Peter Dow, M.A., Acting .......................................................... Oxford University
Mark Ellin, M.F.A., Musical Theatre ........................................... San Diego State University
Judy Geichman, M.F.A., Drawing .............................................. Art Institute of Chicago
Anastasia Gonzalez, Administrative Assistant
Phyllis Griffin, M.F.A., Voice and Speech ........................................ Goodman School of Drama
Susan L. Griffith, B.S., Box Office Manager .................................... Northwestern University
Betsy Hamilton, B.F.A., Movement ....................................................... University of Texas
Stephen Houglage, Ph.D., Dramatic Theory ....................................... Cambridge University
Donald Ilko, Ph.D., Acting ................................................................. Case Western Reserve University
Tom Irwin, B.S., Acting ........................................................................ Illinois State University
Bella Itkin, Ph.D., Acting ...................................................................... Western Reserve University
John Jenkins, B.A., Movement ............................................................. Pittsburgh State University
Lisa Jucha, A.A., Secretary to the Dean ................................................. Wright Junior College
Trudie Kessler, M.F.A., Voice and Speech ........................................... University of California, Irvine
Vicky Jo Letef, Group Sales Assistant .................................................... St. Xavier College
Ron Mark, M.F.A., Playwriting ............................................................ Art Institute of Chicago
James Maronek, M.F.A., Scene Design ................................................. Art Institute of Chicago
Dawn McRoney, Assistant to the Costume Shop Manager ................. Northwestern University
Melissa Meltzer, B.S., Director of Admissions ..................................... University of Illinois, Urbana
Janet C. Messmer, M.A., Costume ........................................................ University of Washington
Ric Murphy, M.A., Acting .................................................................... University of Washington
Joseph Nieminski, B.F.A., Scene Design ............................................. Art Institute of Chicago
John O'Malley, Ph.D., Associate Dean ............................................... Florida State University
James Ostroff, M.F.A., Acting and Directing ...................................... Art Institute of Chicago
Richard Pettengill, M.A., History/Criticism ........................................ University of Chicago
Lisa A. Quinn, B.F.A., Press Representative ........................................ University of Iowa
Gerald Reynolds, Carpenter ................................................................. Wichita State University
Wayland Rogers, Mus. M., Voice and Speech ...................................... DePaul/Goodman School of Drama
Karen Sheridan, M.F.A., Movement .................................................. DePaul/Goodman School of Drama
Leslie Shook, M.A., Theatre Manager ................................................ University of Illinois
Joseph Slowik, M.F.A., Acting and Directing ..................................... Art Institute of Chicago
Wayne Smith, B.F.A., Property Master .............................................. University of Illinois, Urbana
Michael Sokoloff, M.F.A., Stage Combat ........................................... New York University
Frank Villella, B.S., Assistant Theatre Manager .................................... Miami University
Frank Wukitsch, M.F.A., Technical Director ...................................... Art Institute of Chicago
Nan Zabriskie, M.F.A., Makeup .......................................................... University of Minnesota

Programs of Study

The Theatre School offers programs leading to the Master of Fine Arts degree in the areas of acting, directing, scene design, and costume design. The minimum quarter hour requirements vary from program to program. The student in scene or costume design takes a minimum of 144 quarter hour credits, directing students 144 quarter hour credits, and acting students 150 quarter hour credits. All programs require a three year course of study, though advance placement credit is sometimes available in scenic or costume design. Specialization requirements are listed under major field requirements on page 225.
The first charter of DePaul University included a statement on nondiscrimination and the policy has been enforced vigorously for over 80 years. Students, faculty and the public are entitled to equal treatment regardless of race, creed or color. It is the policy of The Theatre School to make admission decisions without regard to the race, color, religion, age, sex, national origin or handicap of the candidate.

Admission to the Master of Fine Arts degree programs is based on evidence of ability to be successful in graduate study. Specific requirements include:

- Completion of an Undergraduate Degree.
- A cumulative grade point average of 3.0 (A = 4.0).
- Three letters of recommendation.
- Demonstration of special competence in the major area through an audition or portfolio interview.

Applicants who do not fulfill these requirements may be enrolled as special students in basic undergraduate courses for such time as is necessary to make up any deficiencies.

AUDITIONS FOR CANDIDATES IN ACTING AND DIRECTING

Acting

Our auditions place special emphasis on the applicant's potential for future growth. We believe that imagination, personal initiative, self-discipline, stamina, seriousness of commitment to the legitimate stage and trainability are fundamental.

By "trainability" we mean that we attempt to judge the applicant's potential for growth. We believe that this potential can be assessed by evaluating how the student reveals inner resources through the work. We look for the student's ability to focus personal energies in a relaxed manner which will enhance communication of the conflict the character faces in the context of the play. Students who get trapped in "characterization" or "style" tend to demonstrate their level of virtuosity rather than tapping their deeper, inner resources.

You are urged to select material for which you are temperamentally suited; preferably something in which you might conceivably be cast now or in the near future. Avoid material which causes you to disguise yourself or "put on" a character. If you have not acquired the skills and techniques needed to perform metered verse, do not attempt pieces from plays written in that form. You are asked to prepare two short contrasting pieces of two minutes each. The pieces selected should be from plays. Recital of poetry or cuttings from short stories are not acceptable. Concentration and a sincere interest in your pieces are important. During your audition, keep your attention on what you are doing rather than on the effect you are having on the audition committee.

You should be prepared to spend 2½ to 3 hours at the audition. The first half of the audition will be with a group and will entail vigorous physical activity. Please dress accordingly. The second part of the audition is where you present your prepared pieces to the audition committee. You will be alone with the committee at that point and a 4-minute limit will be imposed (two minutes per monologue).

Directing

In addition to the audition process outlined above, directing students interview with the head of the directing program and present a directorial analysis of a play previously assigned by the program head.
INTERVIEWS FOR CANDIDATES IN SCENE AND COSTUME DESIGN

Scene Design

During an interview, candidates will present a portfolio of work done that includes scene design renderings or a model, working drawings, and if possible, painting elevations. We want to see evidence of artistic achievement, up to the time of application, in the medium that is best suited to the candidate. Slides and/or photographs of designs executed may be presented to augment the portfolio.

Costume Design

During an interview candidates should submit a portfolio of costume design renderings, some of which must be in a paint medium. The candidate should also include samples of sewing ability. Slides and/or photographs of designs executed may be presented to augment the portfolio.

Procedures for Admission

Applicants for admission should obtain an application by writing the Admissions Director, The Theatre School, 2135 N. Kenmore Avenue, Chicago, Illinois 60614 or by calling (312) 362-8374. Outside Illinois, you may call toll free: 1-800-4DEPAUL. Once the completed application, three letters of recommendation, and official transcripts of undergraduate credit are on file, an audition or interview will be scheduled. There is a $10.00 audition fee and a $20.00 application fee. The student will be informed of his/her acceptance status as soon as possible after the audition/interview date (usually about two weeks) but only after his/her application file is complete. Applicants are accepted for the fall quarter only. All applicants are asked to submit a resume and one photo for identification purposes. A 2" X 2" or wallet size photo is preferred but not mandatory.

RESIDENCE REQUIREMENTS FOR THE MASTER OF FINE ARTS DEGREE

All courses for the master of fine arts degree must be taken at DePaul University. Graduate credit for courses completed at other institutions may not be applied toward the degree, though in some exceptional cases they may be used as a foundation for advanced placement in the areas of scene and costume design only. Candidates must complete nine quarters of a three year course of study. Each course of study is sequential and begins in the Fall Quarter only. While it is possible for a student to apply for a leave of absence for one year between two given years of study (i.e., between the second and third year, first and second year), it is never possible to skip one quarter within a single year.

All requirements for the degree must be completed within eight calendar years from the time a student is admitted to the degree program. For special students removing deficiencies, this period will begin when all deficiencies are removed and admission to the MFA degree program has been formally granted.
TERMIAL REQUIREMENTS FOR THE MASTER OF FINE ARTS DEGREE

In addition to completing the graduate credit hour requirements of the major program, each student must complete three terminal requirements:

1. A written comprehensive examination in the history of theatre and development of dramatic literature. This exam is given in the Fall of the third year. Reading lists are available for students who wish to begin early preparation.

2. A written comprehensive examination in the major area of study. This exam is given in the Spring of the third year.

3. A graduate thesis project which has both a written and performance or design component.

GRADES AND CONTINUANCE POLICY

Graduate students are expected to maintain a higher level of academic achievement than undergraduate students. The basic grade of "C+", or "C" will be acceptable in no more than half the graduate courses required in the major field. (See page 239 for grade information.) A satisfactory grade in any given course and an acceptable GPA, do not insure continuance in the program. At the end of each year, every student is evaluated by the faculty, not only in terms of his/her progress in class, but also in terms of overall growth within the chosen discipline. Professional attitude toward the activities prescribed in the program and professional potential. Retention in the program is by invitation of the faculty.

Major Field Requirements

I. MFA IN ACTING

First Year:
Acting I: 511, 512, 513
Voice and Speech I: 531, 532, 533
Movement I: 521, 522, 523
Rehearsal and Performance: 561, 562, 563
Stage Combat: 599

Second Year:
Acting II: 611, 612, 613
Voice and Speech II: 631, 632, 633
Movement II: 621, 622, 623
Graduate Seminar: 601, 602, 603
Technique: 599, 599, 599
Rehearsal and Performance: 661, 662, 663
THE

Third Year:
Acting III: 711, 712, 713
Voice and Speech III: 731, 732, 733
Movement III: 721, 722, 723
Audition: 414, 415, 416
Thesis Project: 714, 715, 716
Rehearsal and Performance: 761, 762, 763

II. MFA IN DIRECTING

First Year:
Directing I: 581, 582, 583
Principles of Design for Directors: 541, 542, 543
Acting I: 511, 512, 513
Stage Management: 367, 368, 369
Rehearsal and Performance: 561, 562, 563

Second Year:
Directing II: 681, 682, 683
Visual Concepts: 641, 642, 643
Acting II: 611, 612, 613
Graduate Seminar: 601, 602, 603
Rehearsal and Performance: 661, 662, 663

Third Year:
Thesis Project: 781, 782, 783
Theatre Elective or Independent Study: 599, 599, 599
Rehearsal and Performance and/or Internship: 761, 762, 763

III. MFA IN SCENIC DESIGN

First Year:
Scene Design III: 441, 442, 443
Rendering II: 484, 485, 486
Theatre Elective or Independent Study: 599, 599, 599
Production Practice I: 571, 572, 573

Second Year:
Visual Concepts: 641, 642, 643
Design Elective: (Variable)
Theatre Elective or Independent Study: 599, 599, 599
Graduate Seminar: 601, 602, 603
Production Practice II: 671, 672, 673
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Third Year:
Thesis Project: 741, 742, 743
Theatre Elective or Independent Study: 599, 599, 599
Production Practice III and/or Internship: 771, 772, 773

IV. MFA IN COSTUME DESIGN

First Year:
Costume Design III: 444, 445, 446
Rendering II: 484, 485, 486
Theatre Elective or Independent Study: 599, 599, 599
Production Practice I: 571, 572, 573

Second Year:
Visual Concepts: 641, 642, 643
Design Elective: (Variable)
Theatre Elective or Independent Study: 599, 599, 599
Graduate Seminar: 601, 602, 603
Production Practice II: 671, 672, 673

Third Year:
Thesis Project: 741, 742, 743
Theatre Elective or Independent Study: 599, 599, 599
Production Practice III and/or Internship: 771, 772, 773

Courses

With the exception of Independent Study and Rehearsal and Performance, Theatre School courses are minimally a year in length. Course goals are realized annually rather than quarterly. The courses below are offered and registered for in a fall, winter, spring sequence.

367, 368, 369 Stage Management. This course develops the skills required of the working stage manager. Through discussion and application students work problems of stage management through to practical solutions. (1 quarter hour)

381, 382, 383 Survey: Art, Architecture, Fashion, and Furniture. The styles and aesthetics of Western European art, architecture, fashion and the decorative arts from ancient Egypt through the first half of the 20th century are examined. Emphasis is placed on periods and countries that are most important to the theatre. (4 quarter hours)

414, 415, 416 Audition. Students experience handling the range of possible audition situations. Topics include selecting and preparing materials, building a repertoire, and sight reading. Guest professionals lecture on practical survival techniques from job hunting to union membership. The work of the class culminates in Talent Linkage Chicago Day when students audition for an audience of invited agents, casting directors, and directors. (2 quarter hours)
441, 442, 443 Scene Design III. Students complete assignments in the conceptual analysis and fulfillment of projects covering a wide variety of genres, including designs for the classical and modern drama, opera, and the ballet. As a corollary, portfolios of professional caliber are developed. (3 quarter hours)

444, 445, 446 Costume Design III. Costume design for the diverse styles of the pre-modern drama evolving through lecture and project work. Projects will include script interpretation, advanced rendering techniques, developing a professional portfolio, and discussions on career planning. (3 quarter hours)

484, 485, 486 Rendering II. A practical study class in the graphics of set and costume design. Theoretical problems as well as assignments growing out of design class and the production program will result in sketches, renderings, drafts, and models produced according to their major interests and skills. (2 quarter hours)

511, 512, 513 Graduate Acting I. Through scene study and improvisation, the actor develops working habits which will aid him/her in rehearsal as well as performance. Special attention is given to moment by moment study of beat intention, relationship, obstacle, conflict, and theme. Emphasis is placed on developing a role throughout the play. (4 quarter hours)

521, 522, 523 Movement I. The building of kinesthetic awareness, with emphasis on developing a generally capable, articulate physical instrument: understanding the restrictions of habit, exploring dynamics and increasing the ability to make dynamic choices. (2 quarter hours)

531, 532, 533 Voice and Speech I. Fundamental work consists of alignment, relaxation and breathing, the development of free voice flow, resonance and focus. Vigorous articulation of vowels and consonants leads to the elimination of regionalisms. The study includes dialogue from contemporary plays as well as Shakespearean verse, where emphasis is on scansion and accurate verbal action. (2 quarter hours)

541, 542, 543 Principles of Design for Directors. This course is structured to develop in the student director an understanding of the design process and to foster a visual sensitivity to the dramatic content. It explores the collaboration between the director and the designer. (3 quarter hours)

561, 562, 563 Rehearsal and Performance I. Graduate acting and directing students are continually involved in rehearsal and performance of plays in the Showcase, the Playworks Series, and Workshop productions. Acting students constitute the casting pool for the school. (5 quarter hours)

571, 572, 573 Production Practice I. To be taken by all design and technical students. Design area duties include practical work on production-planning, constructing, painting, and running. Technical area duties include practical work on productions in construction, rigging, and crewing sets; rigging and crewing lighting and sound, tape design, and stage management. (6 quarter hours)

581, 582, 583 Directing I. The course covers the director's pre-production preparation, the theatre space, elements of composition and picturization, and the relationship between the director and the actor. Through lecture, discussion, and performance projects, the goal is to develop a common vocabulary useable in the wide variety of theatrical situations the modern director is likely to encounter. (3 quarter hours)

599, 599, 599 Technique Independent Study. An advanced level acting course which concentrates on the work on carefully selected exercises, monologues, and scenes, in order to develop physical, sensorial, and emotional skills in preparing a role. (1 quarter hour)

599, 599, 599 Principles of Design Independent Study. For directing students, a sequence of studies in the appreciation and experience of design as an aesthetic distinct from the other arts, and awareness of design considerations as manifested in theatrical productions. (3 quarter hours)

599 Stage Combat. Students learn the fundamentals of hand to hand combat and weaponry with a focus on developing skills safely and effectively for the stage. (1 quarter hour)

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601, 602, 603 Graduate Seminar. The course familiarizes the student with the requisites of the thesis project and prepares the student to successfully complete this graduate requirement. Additionally, students review material in preparation for the comprehensive exam in the history of theatre and dramatic literature. (3 quarter hours)

611, 612, 613 Graduate Acting II. This class in Period Acting provides the student with basic skills to perform Shakespeare, Restoration, Eighteenth Century Comedy, and Molière. Special focus is given to scansion and verse-speaking. This study is coordinated with both movement and voice and speech classes. (5 quarter hours)

621, 622, 623 Movement II. The work is focused on the exploration of effort and how to function within the boundaries of form. Period techniques will be taught, as well as some contact with the structure of musical theatre. This class is taught in conjunction with Graduate Acting II. (2 quarter hours)

631, 632, 633 Voice and Speech II. Individual voice and speech skills are refined through monologues, scenes and further exploration of vocal and physical energies. Dialect study includes Standard British, Cockney, Irish and American Southern. All work emphasizes integration of skills and the development of self-sufficiency. (2 quarter hours)

641, 642, 643 Visual Concepts. An investigation, through research and discussion, of the conceptual problems of physically mounting specific, assigned scripts from the classic and modern theatre, covering a broad stylistic range. Students will submit proposals for designs and justify their ideas through literary and pictorial research. The directorial and collaborative problems of arriving at a production concept, up to, but not including fully-realized design documentation, is emphasized through a series of projects. (3 quarter hours)

661, 662, 663 Rehearsal & Performance II. See 561, 562, 563. (5 quarter hours)

671, 672, 673 Production Practice II. See 571, 572, 573. (6 quarter hours)

681, 682, 683 Directing II. A laboratory in which student directed scenes are presented for discussion and criticism. Each directing student directs up to six scenes during the year. (3 quarter hours)

711, 712, 713 Graduate Acting III. A master class in scene study taught by visiting professional actors who are also intended to act as liaison between the student and the professional world. (3 quarter hours)

714, 715, 716 Thesis Project in Acting. Students work independently on performance projects assigned through the casting pool. All projects involve a written as well as practical component. (3 quarter hours)

717, 718, 719 Voice and Movement Lab. Advanced integrative work in Voice and Movement taught by faculty from the respective departments concerned. (4 quarter hours)

721, 722, 723 Movement III. Three quarters of independent study projects will allow complex focus on individual work. Students will be advised by movement faculty in projects that help them develop in particular areas of need or interest. (2 quarter hours)

731, 732, 733 Voice and Speech III. Specific individualized work consolidates all Voice and Speech skills. (2 quarter hours)

741, 742, 743 Thesis Project in Design. The production of the MFA Thesis, consisting of portfolio and manuscript, under the supervision of the advisor and the head of graduate studies. (9 quarter hours)

761, 762, 763 Rehearsal and Performance III. See 561, 562, 563. (5 quarter hours)

771, 772, 773 Production Practice III. See 571, 572, 573. (6 quarter hours)

781, 782, 783 Thesis Project in Directing. Produced on the Theatre School's main stage, the student directed thesis production will receive as complete a physical mounting as possible given the demands of any specific season. Performances are seen by the general public. (9 quarter hours)
HANDBOOK
FOR
GRADUATE
STUDIES
The University

CAMPUS

DePaul University has four locations. The Lincoln Park Campus is situated about three miles north of the Chicago Loop in the vicinity of Webster (200 W), Halsted (800 W) and Racine (1200 W). The College of Liberal Arts and Sciences, The School of Music, The School of Education, and The Theatre School are located on the 30-acre campus.

The Loop Campus, at the intersection of Jackson Boulevard and Wabash Avenue, houses the general administration of the University, The College of Law, The College of Commerce and the School for New Learning.

The O'Hare Campus is located near O'Hare Airport at 3166 River Road, Des Plaines—just north of the intersection of River Road and Devon. The Oak Brook Campus is located at Two Westbrook Corporate Center, Suite 200, in Westchester—on 22nd Street, just east of the I-294 Tollway. The College of Commerce, the College of Liberal Arts and Sciences and the School for New Learning all offer courses at these sites.

UNIVERSITY LIBRARIES

The DePaul Libraries provide resources and services to students, faculty, and staff through five different units: The Lincoln Park Library, the Loop Campus Library, the Law Library, the Oak Brook Library, and the O'Hare Campus Library. The delivery of information and materials is increasingly linked to computer technologies. Access to materials in all the DePaul Libraries is provided through ILLINET Online, the Libraries' online catalog and circulation system. In addition to our own holdings, students and faculty can identify and check out books from 33 other colleges and universities in Illinois, including the University of Illinois. A second component of ILLINET Online allows users to search the catalogs of over 800 libraries around the state. Furthermore, material from libraries across the United States can be located and obtained from another library computer system, OCLC. Electronic access to periodicals and other information resources in the social sciences, business, humanities, and sciences is readily available through databases available both online and on compact disc (CD-ROM).

The combined collection of the DePaul University Libraries includes over 565,000 volumes, 236,000 microform volumes, over 9,100 current serial 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. Facilities include a media area for using audiovisual materials and the Education Resource Center with materials for elementary and secondary school teaching and Apple microcomputers. The Verrona Williams Derri 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 Loop Campus Library primarily contains business materials to support the programs of the College of Commerce but also has core collections of materials in other areas. A Career Information Center provides computer access to and materials on career choice, job search techniques, and company information. The Reference Department maintains the industry file and the corporate annual report file.

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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 Britain; the codes, constitutions and statutes of all fifty states and American territories; materials on tax law; and legal periodicals. Designated as an 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 is no permanent book collection; electronic access to DePaul and other libraries' holdings is provided through ILLINET Online and OCLC. A core collection of reference sources and over 400 business periodicals on microfilm is available at each campus. Books and other journal articles needed by students and faculty are delivered by a daily intra-university shuttle service.

ACADEMIC COMPUTER 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, a Harris HC5-9, and an AT&T 3B2. Local area networks of microcomputers are also provided on all DePaul campuses. Over 700 microcomputers and approximately 200 terminals are supported in student laboratories and classrooms.

Dial-in access is available 24 hours a day, 7 days a week on the main systems. Operators are on duty to assist users during all hours of operation.

**Loop Campus-Administration Center**
Terminal Lab:
243 S. Wabash, 4th Floor
Chicago, IL 60604
312/362-8336

Macintosh Micro Lab
243 S. Wabash, Room 208
Chicago, IL 60604
312/362-6126

**Lincoln Park Campus**
Terminal and Micro Lab: (SAC)
2323 N. Seminary, Room 192/193
Chicago, IL 60614
312/362-8342

Apple/GS Lab: (SAC)
2323 N. Seminary, Room 472
Chicago, IL 60614
312/362-8051

Microcomputer Lab: (McGaw)
802 W. Belden, Room 145
Chicago, IL 60614
312/362-5208

Microcomputer Lab: (Byrne)
2219 N. Kenmore, Room 358
Chicago, IL 60614

**Lewis Center**
Computer Learning Center
25 E. Jackson, 19th Fl.
Chicago, IL 60604
312/362-8342

**Oak Brook Campus**
Terminal & Micro Labs:
Two Westbrook Corporate Center
Westchester, IL 60154
708/562-2020

**O'Hare Campus**
Terminal & Micro Labs:
3166 River Road
Des Plaines, IL 60018
708/296-5344

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Students have access to a variety of software applications, languages, and utilities. Word processing, statistical packages, database management, spreadsheets and specialized programs are available for coursework and research. Computers are used extensively throughout the undergraduate and graduate curriculum at DePau.

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.

CAREER PLANNING AND PLACEMENT CENTER

The University has two offices offering career planning and placement services to graduate students and alumni—providing resources for those exploring career options as well as for those actively involved in a targeted job search. Appointments are available at either the Loop Campus, in room 1716 of the Lewis Center, or at the Lincoln Park Campus in room 106 of the Stuart Center.

DePaul's Career Planning and Placement professionals are committed to helping develop clients' skills in identifying career opportunities, and seeking out and securing satisfying employment. The tools utilized by the staff and made available to the clients include career and job search seminars, mock interviews, career libraries on both campuses, vocational interest inventories, and individual counseling.

Both full and part-time job leads are available through the Placement Centers. Graduate students seeking a career change are especially encouraged to acquire work experience related to their career objective. Leads for immediate openings are continually listed and updated, and an active on-campus interview program gives students and alumni access to career opportunities.

The Centers have recently developed an innovative program for the registration of full-time job seekers. A computerized data base, the Applicant Information and Retrieval System (AIRIS) allows candidate information to be matched to an employer's job specifications. Rapid turn-around time has dramatically improved the consideration given candidates referred from DePaul.

RESIDENCE LIFE

The Residence Life Office provides an off-campus housing listing service for DePaul faculty, staff, and students. This service lists available apartments in the Lincoln Park area. In addition, Residence Life has established a roommate listing service which is designed to help students find roommates for off-campus housing. In order to participate, students must submit a roommate listing form to the Residence Life Office. Upon receipt of these forms, students will be sent complete lists of all participants in the program, including names, addresses, and phone numbers. This service is limited to enrolled or accepted DePaul students. The Residence Life Office is located on the third floor of Stuart Center, 2324 N. Seminary Ave. (312/362-8020). Office hours are Monday through Friday, 8:30 a.m. to 4:30 p.m.
DePaul University is accredited by:
The American Assembly of Collegiate Schools of Business
The American Psychological Association
The Association of American Law Schools
The National Association of Schools of Music
The National Council for Accreditation of Teacher Education
The National League of Nursing
The North Central Association of Colleges and Secondary Schools

DePaul is on the approved list of:
The American Bar Association
The American Chemical Society
The Illinois Board of Higher Education
The Illinois Department of Registration and Education
The Illinois Office of Education, State Teacher Certification Board
The State Approving Agency for Veterans Training

DePaul University is a member of:
The American Association of Colleges of Nursing
The American Association of Colleges for Teacher Education
The American Association of Higher Education
The American Association of Theatre for Youth
The American Association of University Women
The American Council on Education
The Association of Catholic Colleges and Universities
The Association of Governing Boards of Universities and Colleges
The Chicago and Champions for Signed Theatre
The Consortium of Conservatory Programs
The Council for Adult and Experiential Learning
The Council of Graduate Schools
The Federation of Independent Illinois Colleges and Universities
The Illinois Arts Alliance
The Illinois League for Nursing
The International Association of Theatre for Children and Young People
The League of Chicago Theatres
The Midwest Alliance in Nursing
The National Association of Independent Colleges and Universities
The National Catholic Education Association
The National Council on Rehabilitation Education
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Academic Information and Regulations

This bulletin is the official statement of the requirements, rules and regulations for the Graduate Programs offered by the College of Liberal Arts and Sciences, School of Education, School of Music, School for New Learning, and The Theatre School. Students are advised that each of the graduate divisions of the schools and colleges represented in this bulletin have additional academic information and regulations applicable to their graduate programs, which appears in other sections of this publication. Additionally, this bulletin does not constitute a contract between the student and the University. Every effort has been made to provide accurate and firm information. The University reserves the right to revise the content of its Bulletins and Schedules, and to change policies, programs, requirements, rules, regulations, procedures, calendars, and schedule of tuition and fees; to establish and modify admission and registration criteria; to cancel or change courses or programs and their content and prerequisites; to limit and restrict enrollment; to cancel, divide or change time or location or staffing of classes; or to make any other necessary changes.

A student upon admission to a graduate program is to follow the bulletin requirements in effect at the time of entrance. A student who is readmitted or who changes his or her program or enrollment status is subject to the terms of the bulletin in effect at the time of readmission or status change.

As a graduate student you assume the responsibility to know and meet both the general and particular regulations, procedures, policies, and deadlines set forth in this bulletin. All students are expected to adhere to the Student Code of Responsibility. The University follows the requirements outlined in the Family Educational Rights and Privacy Act of 1974 which outlines the rights of students to review their educational records. The procedures for such review and the rights of students in this regard are set forth in the Student Handbook.

ACADEMIC COUNSELING

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

If you are a degree-seeking graduate student, you must contact your faculty advisor prior to registration for signed approval of your registration form. If you are a non-degree-seeking student or a student-at-large, you should contact either your graduate division office or the appropriate department or program director prior to registration. (Note: all graduate registration forms require the signature of an authorized member of the student's graduate division.)
COURSE INFORMATION

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, and not the faculty member's, to resolve the problem. An instructor cannot enter a student's name on a class sheet nor give such a student a grade without first seeing the student's copy of an authorized enrollment change form or registration form.

Course Credit

College credit is accumulated on the basis of quarter hours. The unit of credit is one quarter hour granted for 45 minutes of classroom work a week. The normal class extends over a ten-week period (or an accelerated five-week period in the summer). All courses carry four quarter hours of credit (2 2/3 semester hours), unless otherwise noted.

Course Numbering

Courses numbered 300 to 399 inclusive are advanced undergraduate courses normally taken in the junior and senior years. If listed in this Bulletin, they may be accepted for graduate credit within the limitations stipulated by the specific departmental chairpersons or program directors.

Advanced Undergraduate Courses

Students must have a grade of at least "B" if they are to receive graduate credit.

Graduate Courses (those numbered 400 and above)

A "C+", or "C" grade is acceptable in no more than half the graduate courses completed by the students in their major and minor sequences. A grade of "C-", "D+" or "D" is unacceptable for graduate credit, and if earned in a required course, the course must be retaken or substituted as directed by the Chairperson of the area of concentration. The "D+" or "D" grade remains in the student's cumulative grade point average.

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 the suggested maximum.
GRADES

The grades of "A" through "F" are used to indicate the quality of achievement in all course work taken at DePaul. The grade of "FX" indicates excessive absences, or unauthorized withdrawal, and will be treated as an "F" in the computation of the grade point average. "IN"-Incomplete indicates all requirements for a given course have not been completed at the end of the term. An incomplete grade may not be assigned unless the student has formally requested it from the instructor and the instructor has given his or her permission for the student to receive an incomplete grade. Responsibility for completion of the course requirements, and removal of the incomplete grade rests with the student. Graduate divisions have a prescribed period of time in which an incomplete grade must be resolved. Students are referred to their department advisor for clarification. "R"-Research grade is reported for thesis and other research work not completed at the end of a term. "W" grades indicates official withdrawals. "AU" designates auditor status; no credit is granted for this grade.

PROBATION AND DISMISSAL

A student is subject to Probation as soon as his/her graduate GPA falls below 2.500. The student remains on Probation until four more courses are taken, at which time another evaluation is made. If, at that time, the student has failed to raise his/her GPA to the required level of 2.500 the student may be dismissed for poor scholarship, and prohibited from registering for additional course work.

A student who has been dismissed may, after a period of time, petition for reinstatement. The petition, addressed to Dean of the respective Graduate Division, would provide information that would demonstrate a change in the student's circumstances to an extent that would support successful completion of the student's degree program. The Dean's decision, based upon the merits of the petition and the recommendation of the faculty of the student's department, may, if favorable, stipulate conditions of reinstatement.

PLAGIARISM

Plagiarism is a major form of academic dishonesty involving the presentation of the work of another as one's own. Plagiarism includes but is not limited to the following:

The direct copying of any source such as written and verbal material, computer files, audio disks, video programs or musical scores, whether published or unpublished, in whole or in part, without proper acknowledgement that it is someone else's.

Copying of any source in whole or in part with only minor changes in wording or syntax even with acknowledgement.

Submitting as one's own work a report, examination paper, computer file, lab report or other assignment which has been prepared by someone else. This includes research papers purchased from any other person or agency.

The paraphrasing of another's work or ideas without proper acknowledgement.

Plagiarism, like other forms of academic dishonesty, is always a serious matter. If an instructor finds that a student has plagiarized, the appropriate penalty is at the instructor's discretion. Actions taken by the instructor do not preclude the College or the University taking further punitive action including dismissal from the University.
REGISTRATION PROCEDURES

Mail Registration

Schedules for current course offerings may be picked up in your graduate division office. To avoid the possible closing of desired classes, the following students will be mailed pre-printed registration forms: 1) graduate students who were enrolled in either of the two previous quarters preceding 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 University 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 their college office.

Registration In Courses in Other Colleges or Schools

Graduate students may be permitted 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 courses(s) will be taken. The registration forms, however, must always be returned directly to the student's graduate division office for the necessary approval to process the forms.

Residence Registration

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

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 their respective graduate division office. That office will assist the student in obtaining an identification number.
GRADUATION PROCEDURES

Application Form
May be picked up in your graduate office.

Degree Requirements
You must have successfully completed all of the general and specific degree requirements as listed in departmental or program sections of the bulletin under which you were admitted.
Completed degree requirements can include the submitting of the dissertation or the thesis or the research paper, examination scores, and, if necessary, grade changes.

Graduation with Distinction
Conferred when a student receives a 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 passes the final oral, written examination or Master's papers "with distinction.

Binding Fee
You will automatically be billed a binding fee of $10.00 for each of the minimum number of thesis, dissertation or research papers copies required by your department or program.

Dean's or Director's Letter
Your graduate office will notify you by letter of your confirmation for graduation.

Commencement
Graduation ceremonies are held in June of each year. If you wish to graduate "in absentia," you must request permission in writing from your Dean. If you cancel or are ineligible to graduate, you must re-apply for the next convocation.

Diploma
Graduation ceremonies are symbolic. Your diploma will be mailed shortly after the convocation.
Deadlines

Specific dates are established for submission to your graduate office of the completed graduation application and for completion of graduation requirements.

<table>
<thead>
<tr>
<th>Application for Graduation</th>
<th>Deadline</th>
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<tbody>
<tr>
<td>June Commencement</td>
<td>February 1</td>
</tr>
<tr>
<td>October Degree Conferral</td>
<td>June 28</td>
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<tr>
<td>February Degree Conferral</td>
<td>October 12</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Completed Thesis or Dissertation</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>June Commencement</td>
<td>May 10</td>
</tr>
<tr>
<td>October Degree Conferral</td>
<td>August 30</td>
</tr>
<tr>
<td>February Degree Conferral</td>
<td>January 3</td>
</tr>
</tbody>
</table>

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 services and materials are for the academic year 1990-91 are applicable only to graduate students.

**Graduate Student Tuition, per quarter hour:**

**Liberal Arts and Sciences**
- 100-200 series, per hour ........................................... $183.00
- 300-700 series, per hour ........................................... $203.00
- Computer Science courses in 300-600 series, per hour .............. $218.00

**Education**
- 100-200 series, per hour ........................................... $183.00
- 300-600 series, per hour ........................................... $203.00

**Music**
- All courses, per hour ........................................... $225.00

**School for New Learning**
- All courses, per hour ........................................... $203.00

**Theatre**
- Graduate 1-1 credit hours, per hour ................................ $255.00
- Graduate 12-credit hour package, per term ........................ 3,314.00

**General Fees**

Fees are not refundable
Graduate Application Fee ........................................ $20.00
Readmission Fee .................................................. 5.00
Registration Fee .................................................. 10.00
Late Registration Fee ............................................. 25.00a
Delinquency Fee ................................................... 50.00
Deferred Examination Fee
  On Designated Dates ........................................... 10.00
  At Times Not Designated .................................... 20.00
Doctoral Dissertation Fee ........................................ 45.00
Thesis Binding (Per Copy) ...................................... 10.00
Each Transcript of Credit Fee .................................. 3.00
Each Returned Check Fee ....................................... 20.00b

a. In addition to regular registration fee.
b. If a student gives the University a check that is returned by the bank upon which it is
drawn marked "Not Sufficient Funds," "Payment Stopped," or "Account Closed," a $20.00
charge will be assessed for each such occurrence.

MATERIAL FEES

See individual course descriptions for specific material fees.

PAYMENT

All charges are due DePaul University at the time of registration, but not later than the
end of the second 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 at the end of the second full week of the term:
1) Will be assessed a $10.00 Delinquency Fee.
2) Will be prohibited from receiving transcripts.
3) Will be prohibited from future registration.

WITHDRAWALS

Changes 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 with-
draw. Withdrawals must be processed in the College Office either in person or by mail. The
University does not accept responsibility for delays in the U.S. Postal System. SIMPLY CEAS-
ing TO ATTEND OR NOTIFYING THE FACULTY DOES NOT CONSTITUTE A WITHDRAWAL
OF RECORD.

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 full week of classes ................. 100%
After the second week .............................................. 0%
For courses of four 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 dura-
tion, no refunds will be granted after the workshops or sessions begin.

REGISTRATION AND CERTAIN COURSE FEES ARE NOT REFUNDABLE.
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.
REFUNDS

Should an account result in a credit balance which is refundable to the student, the student has the option of leaving the credit on the account to be applied toward future term expenses; or, apply for a refund through the Cashier's Office.

Application for a refund may be made to the Cashier's Office by a telephone request or in person. Refund checks will be made payable to the student and mailed to the address the student has on file with the University.

In the event a refund is requested at the time charges for a subsequent term are assessed, the credit will first be applied to the new term charges. Any credit remaining on the account will be processed as a refund.

Loan checks, such as the Perkins and Stafford loans, must first be applied to the balance due on the student's account. If a credit balance is created after application of the loan check, the student may apply for a refund of the credit balance.

Please Note: Financial Aid awards (grants and scholarships) cannot be considered for refunds until the course add/drop refundable drop period is closed, that is, after the second full week of the term.

GENERAL NOTES

1. Registration cannot be accepted from a student with an unpaid balance from a prior term. Registration attempted under these circumstances is subject to cancellation.

2. Tuition and fees for courses audited are charged at the regular tuition rates. These must be paid at the time of registration and are not refundable.

3. 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 total tuition and fees for each term. In the event that such proration leaves a balance due from the student, this balance must be paid no later than the end of the first full 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. The process may take as long as twelve weeks. Because the loan is a personal matter between the student and bank, the University does not recognize payment until the loan check is endorsed by the student and applied to his or her account. DELINQUENCY FEES APPLY.

4. 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.

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

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

Several types of financial aid are available to graduate students through programs administered by the University graduate school departments. These include DePaul University graduate assistantships as well as special awards funded by foundations and corporations.

In addition, the DePaul Office of Financial Aid Office administers a variety of loan and work programs for which graduate students are eligible to apply.

**LOANS**

**Perkins (National Direct Student) Loans.** This is a federally subsidized program that makes loans to students with demonstrated need. The awards range in value from $300 to $2,250 per year. Students may borrow a maximum of $9,000 as undergraduates. (Additional funds may be borrowed for graduate study up to a maximum of $18,000.) The interest rate on this loan currently is 5%. No interest payment or principal payments are due until the student is no longer enrolled for at least six months. If you are eligible for this loan, it will be included as part of your financial aid package. Please refer to the section on "How to Apply" for application requirements.

**Stafford (Guaranteed Student) Loans.** This program enables eligible students to borrow a loan at 8% from a bank, credit union, savings and loan association or other participating lenders who are willing to make the loan. The loan is guaranteed by a State or private non-profit agency.

All students must demonstrate need for this loan. Application forms, which must be completed by the student before the loan can be processed, are available in the Office of Financial Aid.

Graduate and professional students may borrow up to $7,500 per academic level. The aggregate limit for all graduate and professional students is $54,750, including undergraduate borrowing.

Lenders are authorized to charge student borrowers an origination fee of 5% of the principal of the loan. The guarantee agency may also charge an insurance premium. 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 Office of Financial Aid for application instructions.

**Supplemental Loan for Students (SLS)** Students who are not eligible to borrow under either of the loan programs described, 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 Office of Financial Aid 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 Office of Financial Aid for application instructions.

**Alternate Financing Resources.** 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 found to be ineligible for other types of aid.

In addition, DePaul offers an installment payment plan through the American Management Service (AMS). This is a monthly payment program which allows students or parents to budget the cost of attendance including tuition and fees and on-campus room and board charges.
PART - TIME EMPLOYMENT

College Work Study is federally funded. Through this program, student's salaries are paid jointly by federal funds and by the employer (either DePaul or a specially designated non-profit or government agency).

Student Service Employment takes the form of on-campus work with the full salary paid by DePaul. Any student wishing to work on campus may be eligible under this program as long as they are not receiving other need based aid that would be affected by such earnings. If you would like to work on campus, check with the Office of Financial Aid to see if you are eligible.

HOW TO APPLY

For more information about these financial programs, or to apply for any programs, contact DePaul University's Office of Financial Aid, 25 E. Jackson Blvd., Chicago, IL 60604 Telephone (312) 362-8091.

In order to receive priority consideration for 1991-92, NEW students must submit all necessary applications to the Office of Financial Aid by April 22, 1991.

ASSISTANTSHIPS, AND FOUNDATION AWARDS

The following programs are administered by individual departments and programs. Application should be made to the chairperson of the department or program director for the program you plan to enter.

New applicants must have all their credentials (completed application form, admission fee, duplicate copies of transcripts and letters of recommendation) on file in the appropriate graduate office no later than the February 15 prior to Autumn Quarter admission.

Announcement of Graduate Assistantships is generally made by June 1. Assistantships must be accepted or declined in writing by July 1.

University Assistantships

The University provides a number of teaching, research and administrative assistantships to applicants accepted as degree-seeking, fully admitted graduate students. Last year over 80 assistantships were awarded (both full and partial). The stipends are $5,000. Students may be offered a tuition waiver.

Recipients will be assigned by their program directors or departments to activities appropriate for a teaching, research or administrative assistant.

Traineeships

Mental Health Traineeships. Full-time, degree seeking students in clinical psychology are eligible to apply after they have completed at least three quarters of graduate work. As trainees, students are assigned to the University Mental Health Center on a half-time basis. Application should be made to the Director of the Mental Health Center.
Public Health Service Traineeships. A number of these are available. The Department of Nursing offers traineeships which provide monthly stipends and a tuition allowance for each quarter the student is registered as an admitted, full-time degree seeking student. Applicants should apply, in writing, directly to the chairperson of the Nursing Department.

Searle Foundation Awards. These awards are made to support students, identified as having high academic potential but not able to afford the expenses. who intend to major on the graduate level in one of the following fields of study: accountancy, biological sciences, business administration, chemistry, computer science, economics, finance, general business, management, marketing, and mathematical sciences. Each award, is supplemented with a full tuition waiver by the University. Recipients of the awards must be admitted full-time degree seeking students. They will be assigned by the department or the program director to such activities appropriate for their development in teaching, research, or administration.
# 1990-91

## Graduate Academic Calendar

Registration information is published in the University's Schedule of Classes.

### Autumn

<table>
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<tr>
<th>Month</th>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>August</td>
<td>20</td>
<td>Monday. College of Law Autumn Semester classes begin.</td>
</tr>
<tr>
<td>August</td>
<td>31</td>
<td>Friday. Final date for submitting thesis or dissertation for October degree conferral.</td>
</tr>
<tr>
<td>September</td>
<td>3</td>
<td>Monday. Labor Day.</td>
</tr>
<tr>
<td>September</td>
<td>12</td>
<td>Wednesday. Autumn Quarter begins.</td>
</tr>
<tr>
<td>October</td>
<td>1</td>
<td>Monday. University Degree Conferral.</td>
</tr>
<tr>
<td>October</td>
<td>12</td>
<td>Friday. Last day to file for February Degree Conferral.</td>
</tr>
<tr>
<td>October</td>
<td>16-22</td>
<td>Tuesday-Monday. Mid-Term Week (optional).</td>
</tr>
<tr>
<td>November</td>
<td>2</td>
<td>Friday. Last day to withdraw from classes.</td>
</tr>
<tr>
<td>November</td>
<td>21-25</td>
<td>Wednesday Evening-Sunday. Thanksgiving Holiday. No classes Wednesday evening through Sunday.</td>
</tr>
<tr>
<td>November</td>
<td>26</td>
<td>Monday. Last day of Autumn Quarter evening classes.</td>
</tr>
<tr>
<td>November</td>
<td>27-December 3</td>
<td>Tuesday-Monday. Final Examinations for Autumn Quarter evening classes.</td>
</tr>
<tr>
<td>December</td>
<td>3</td>
<td>Monday. End of Autumn Quarter. End of College of Law classes.</td>
</tr>
<tr>
<td>December</td>
<td>6-21</td>
<td>Thursday-Thursday. College of Law Final Examinations for Autumn Semester.</td>
</tr>
</tbody>
</table>

### Winter

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td>3</td>
<td>Thursday. Winter Quarter classes begin.</td>
</tr>
<tr>
<td>January</td>
<td>4</td>
<td>Friday. Final date for submitting thesis or dissertation for February degree conferral.</td>
</tr>
<tr>
<td>January</td>
<td>9</td>
<td>Wednesday. College of Law Spring Semester classes begin.</td>
</tr>
<tr>
<td>February</td>
<td>1</td>
<td>Friday. Last day to file for June Commencement. University Degree Conferral.</td>
</tr>
<tr>
<td>February</td>
<td>4-8</td>
<td>Monday-Friday. Mid-Term Week (optional).</td>
</tr>
<tr>
<td>March</td>
<td>1</td>
<td>Friday. Last day to withdraw from classes.</td>
</tr>
<tr>
<td>March</td>
<td>13</td>
<td>Wednesday. Last day of Winter Quarter evening classes.</td>
</tr>
<tr>
<td>March</td>
<td>14-20</td>
<td>Thursday-Wednesday. Final Examinations for Winter Quarter classes.</td>
</tr>
<tr>
<td>March</td>
<td>20</td>
<td>Wednesday. End of Winter Quarter.</td>
</tr>
</tbody>
</table>
### Spring

**March**
- 31 Sunday, Easter.

**April 1**
- 1 Monday, Spring Quarter classes begin.

**May**
- 1-7 Wednesday-Tuesday, Mid-Term week (optional).
- 25 Thursday, College of Law classes end.
- 2-17 Thursday-Friday, College of Law Final Examinations for Spring Semester.
- 17 Friday, Last day to withdraw from class, Final date for submitting thesis or dissertation for June Commencement.
- 27 Monday, Memorial Day, Holiday—No classes.
- 30 Thursday, College of Law Summer classes begin.

**June**
- 8 Saturday, Last day of Spring Quarter classes.
- 10-15 Monday-Saturday, Final Examinations for Spring Quarter classes.
- 15 Saturday, Spring Quarter ends.
- 15-16 Saturday-Sunday, Commencement.

### Summer

**June**
- 18 Tuesday, First Summer Session begins.
- 28 Friday, Last day to file for October Degree conferral.

**July**
- 4 Thursday, Independence Day, Holiday—No classes.
- 18 Thursday, College of Law classes end.
- 22-26 Monday-Friday, College of Law Final Examinations for Summer.

**July**
- 23 Tuesday, First Summer Session ends.
- 24 Wednesday, Second Summer Session begins.

**August**
- 27 Tuesday, Second Summer Session ends.
Lincoln Park Campus
Fulton Avenue (500 N) at Sheffield Avenue (1000 W), Chicago

O'Hare Campus
3166 River Road
Des Plaines, Illinois 60018

Rosemont Horizon
Home of DePaul Blue Demon Games
6920 North Mannheim Road
Rosemont, Illinois 60018

Loop Campus
Jackson Boulevard (300 S) at Wabash Avenue (50 E), Chicago

Blackstone Theatre
60 East Balbo Drive
Chicago, Illinois 60605

Oak Brook Campus
Corporate Center
Westchester, Illinois 60154

O'Hare Campus

From Chicago:
Kennedy Expressway to O'Hare Field Ramp and Des Plaines/River Rd. ext. Proceed north on River Rd. to Devon Ave. (second building on the northwest corner of Devon Ave. and River Rd.)

From the South:
Tri-State Tollway to Touhy Ave. West exit to Des Plaines/River Rd. Turn left (south) on Des Plaines/River Rd. and proceed approximately ¼ mile (building will be on your right).

From the North:
Tri-State Tollway to O'Hare Field Ramp and Mannheim Rd. North exit to Lake Mannheim Rd. Turn right onto Higgins Rd. and proceed to Devon Ave. (second stop lights). Veer left onto Devon Ave. to Des Plaines/River Rd. (building is on the northwest corner of Devon Ave. and River Rd.).

From the West:
Northwest Tollway to Tri-State Tollway and the Touhy Ave. West exit to Des Plaines/River Rd. Turn left (south) on Des Plaines/River Rd. and proceed approximately ¼ mile (building will be on your right).

From the North:
Tri-State Tollway to Devon Ave. West exit to River Rd. Turn right (east) to Eisenhower, just west of Devon Ave.

From the West:
I-294 to Devon Ave. West exit to Eisenhower, just west of Devon Ave.
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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.