CONTENTS

CAMPUS MAP

COLLEGE OF LIBERAL ARTS AND SCIENCES
Administration 6, Philosophy 7, Master's Programs 7, Doctoral Programs 8, Admission Classifications 10, Admission Procedures 11, Biological Sciences 13, Chemistry 18, Communication 22, Computer Science 27, Economics 72, English 78, History 84, Interdisciplinary Studies 93, International Studies 99, Liberal Studies 102, Mathematical Sciences 111, Nursing 119, Philosophy 126, Physics 134, Psychology 140, Public Services 158, Rehabilitation Services 172, Sociology and Anthropology 179, Women's Studies 186, Writing 189.

SCHOOL OF EDUCATION

SCHOOL OF MUSIC
Administration 242, Goals 243, Faculty 243, Admission 246, Course Requirements 248, Courses 250.

THE THEATRE SCHOOL
Administration 258, Graduate Study 259, Facilities 259, Faculty 260, Programs of Study 265, Admission 264, Residence Requirements 264, Terminal Requirements 265, Continuance Policy 265, Acting 265, Directing 266, Scene Design 266, Costume Design 266, Lighting Design 267, Courses 267.

SCHOOL FOR NEW LEARNING

THE UNIVERSITY

ACADEMIC INFORMATION AND REGULATIONS

FINANCIAL POLICIES AND PROCEDURES

CALENDAR
1994-95 Graduate Academic Calendar 299.

STATEMENT OF VINCENTIAN CHARACTER

Note: The University reserves the right to revise its Bulletins and Schedules. See page 288 for further details.
ADMINISTRATION

MICHAEL L. MEZET, PH.D.
Acting Dean

LARRY W. MAYO, PH.D.
Associate Dean for Graduate Programs

CAROL GOODMAN-JACKSON
Graduate Administrative Assistant

RANDALL HONOLD
Academic Advisor

ANGELA RICKWALT
Admissions Coordinator

MARIOL BLACKMON
Student Data Coordinator

ACADEMIC DEPARTMENTS AND PROGRAMS

LIBERAL ARTS AND SCIENCES

Biological Sciences
Chemistry
Communication
Computer Science
Economics
English
History
International Studies
Interdisciplinary Studies
Liberal Studies
Mathematical Sciences
Nursing
Philosophy
Physics
Psychology
Public Services
Rehabilitation Services
Sociology
Women's Studies
Writing
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.

MASTER'S PROGRAMS

For the master's degree, all programs involve one or more of the following: 1) Credit Hours, 2) Thesis, 3) Paper on Approved Topic, 4) Integrating Project, 5) Final or Comprehensive Examination, and 6) 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.

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.

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. 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 binding fee is $10 per copy, to be submitted along with the copies of the thesis. 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 Project. Procedures for such a project are set in advance in each specific case through consultation between the student and the department or program advisor.
Final or Comprehensive Examination. 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 department or program may grant permission for another examination. 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 from the first registration date for a course in the program. 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 Computer Science, 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) Academic Achievement, 3) Residence, 4) Admission to Candidacy, 5) Dissertation, 6) Final Examination and 7) 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.

Academic Achievement. A student will be advised to withdraw from the doctoral program when the department 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 department, the student may satisfy residency by course work, 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).

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 three consecutive quarters of full-time study beyond the master’s level. Other requirements may include a comprehensive examination, departmental language or allied field study, and/or a dissertation proposal.
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.

All doctoral dissertations are to be microfilmed. After all requirements have been completed, 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 $60.00 is collected when dissertation copies are submitted.

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.

Final Examination. The dissertation is the principal basis of the Final Examination. After completing the dissertation, and at least eight months after admission to candidacy, candidates should submit a petition for the Final Examination to their department. The department chairperson notifies the Graduate Dean of the date, time, and place of the examination and of the names of the members of the examining committee. After the examination, the chairperson of the committee sends a report of the results, signed by all committee members, to the Graduate Office.

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 admission 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 LA&S Office of all required supporting credentials, including a letter of intent addressed to the Dean.

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 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, 2320 North Kenmore, Chicago, Illinois, 60614 or by calling (312) 362-5367. 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, 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 $25.00 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 STUDENT ADMISSION
Applicants educated outside of the United States must obtain, in addition to the standard application, the Educational History Form and Information Sheet by writing to the Graduate Admission Office. Candidates must meet academic requirements and demonstrate English proficiency with a TOEFL score of 550 or greater. Those requesting Student Visas (I-20) must demonstrate adequate financial support. The letter of admission and the visa form I-20 are issued only after admission.

Application deadlines for international students are:

<table>
<thead>
<tr>
<th>Initial Enrollment</th>
<th>Deadline</th>
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<tbody>
<tr>
<td>Autumn Quarter</td>
<td>June 4</td>
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<tr>
<td>Winter Quarter</td>
<td>October 1</td>
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<tr>
<td>Spring Quarter</td>
<td>January 2</td>
</tr>
<tr>
<td>Summer Quarter</td>
<td>March 4</td>
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</table>

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

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 $5.00 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 Re classification Application with the LAS Office.
DEPARTMENT OF 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. GRIEBSBACH, PH.D.
Professor Emeritus
University of Chicago

DANUTE S. JURAS, PH.D.
Associate Professor
Marquette University

LEIGH A. MAGINNIS, PH.D.
Associate Professor
University of Hawaii

RICHARD M. MCCOURT, PH.D.
Assistant Professor
University of Arizona

DOLORES J. MCWHINNIE, PH.D.
Associate Professor
Marquette University

DENNIS A. MERITT, PH.D.
Adjunct Associate Professor
(Lincoln Park Zoo)
University of Illinois at Chicago

MARY A. MURRAY, PH.D.
Associate Professor Emeritus
University of Chicago

DANIEL G. OLDFIELD, PH.D.
Associate Professor Emeritus
University of Chicago

MARGARET E. SILLIKER, PH.D.
Assistant Professor
University of California, Berkeley

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.

PROGRAMS

MASTER OF SCIENCE: BIOLOGICAL SCIENCES

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.

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: 56 quarter hours of graduate credit, including graduate core courses, BIO 400 Development of Topics for research, BIO 495 Introduction to Graduate Study, and up to 12 hours of Research, of which at least eight 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 501 Seminar Continuation. Note: Students are expected to have at least one course in each of the six core areas of study.

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 486)
Development and Genetics (BIO 460, BIO 468)
Advancement to Candidacy: based upon the results of a qualifying examination between the departmental faculty and the student taken near the end of the third quarter of the student’s first full year and earning grades of B or better in four credits of Biology 401 and/or Biology 496. 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.

CERTIFICATION FOR HIGH SCHOOL (6-12) TEACHING

DePaul University School of Education offers approved programs for State of Illinois certification in 6-12 teaching. Students who complete the requirements for the Master of Science in Biological Sciences listed above may also obtain certification by satisfying the following additional requirements:

1. Courses:
   School of Education: CUG 400, 403, 408, R&L 446, CDG 405, 525, 590 (student teaching), and SE 399.

2. Other requirements:
   a. Specific courses in general education (such as science or U.S. history) if not taken as an undergraduate.
   b. Basic skills and subject matter tests.
   c. Field experiences.

   Students in this program must apply to and have an advisor in the School of Education.

COURSES

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

GRADUATE COURSES

400 Development of Topics for Research. To help graduate students develop skills necessary to formulate research questions and design methods for their implementation. Students will, with the guidance of a faculty member, undertake a detailed investigation of a topic, formulate a potential research project in that area, and present their proposal orally to the faculty at the end of the quarter (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).


410 Advanced Endocrinology. Analysis of non-hypothalamic-hypophyseal pathways for hormonal regulation of the structure, function and biochemistry of hard tissues, calcium metabolism, and regulation of glucose metabolism. Lecture-Seminar (4). Prerequisite: Biology 386 or 486, or equivalent.

416 Phycology. Introduction to algae with emphasis on taxonomy, morphology, ultrastructure, physiology, life histories of freshwater and marine species. Lecture Laboratory (4). Prerequisite Biology 103. Lab Fee $25.00.
Aquatic Biology. The study of biological, physical and chemical phenomena in fresh water and marine environments. Emphasis on organisms and their interactions. Lecture-Laboratory. Prerequisite Biology 103. Lab Fee $25.00.

Cellular Events in the Immune Response. Analysis of cellular and subcellular interactions in the immune response. Lecture, seminar, discussion (Prerequisite: completion of Immunobiology course or its equivalent.) (4).

Neurobiology. Organization 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 mechanisms 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 drugs and chemicals, especially on the developing mammalian organism including the human. Laboratory project in experimental induction of birth defects. Lecture-Laboratory (4). Laboratory Fee $25.00.

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

Introduction to Endocrinology. Study of hypothalamic-hypophyseal pathways of hormonal regulation in animals. Lecture only. Prerequisite: Biology 250, 260, and 310 or consent of instructor.

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

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. 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.

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)

502 Candidacy Continuation. Required of all students who are not registered for regular courses but who occasionally utilize University facilities during completion of course requirements and/or research. Non-credit. $40.00 per quarter.
DEPARTMENT OF CHEMISTRY

FACULTY
SARA STECK MELFORD, PH.D.
Associate Professor and Chair
Northwestern University
JURGIS A. ANYSAS, PH.D.
Professor Emeritus
Illinois Institute of Technology
AVROM A. BLUMBERG, PH.D.
Professor
Yale University
FRED W. BREITBEIL, III, PH.D.
Professor
University of Cincinnati
SANAT K. DHAR, PH.D.
Professor
Wayne State University
KATHLEEN HELM-BYCHOWKI, PH.D.
Assistant Professor
University of California, Berkeley
GREGORY B. KHARAS, PH.D.
Assistant Professor
Technion University
EDWIN F. MEYER, PH.D.
Professor
Northwestern University
THOMAS J. MURPHY, PH.D.
Professor
Iowa State University
WILLIAM R. PASTERCZYK PH.D.
Professor Emeritus
Loyola University,
Stritch School of Medicine
FRANKLIN S. PROUT, PH.D.
Professor Emeritus
Vanderbilt University

PURPOSES
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.

PROGRAMS
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 AND POLYMER CHEMISTRY: NON-THESIS
  This program, which has been set up with the cooperation of the Chicago Society for Coat-
ing 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 chem-
istry 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 Coating Technology Laboratory I
  CHE 462 Coatings Technology II
  CHE 463 Coatings Technology Laboratory II.
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 125 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.
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.
399 Independent Study.

GRADUATE COURSES

422 Advanced Inorganic Chemistry I. Prerequisites: CHE 312 and 321 or consent of instructor. Offered: Winter of even-numbered years.
424 Advanced Inorganic Chemistry II. Prerequisite: CHE 422. Offered: Spring of even-numbered years.
426 Bioinorganic Chemistry. Prerequisite: CHE 422. Offered: By arrangement.
440 Biochemistry III. Prerequisite: CHE 342. Offered: Spring of even-numbered years.
452 Advanced Organic Chemistry II. Prerequisite: CHE 450. Offered: Winter.
460 Coatings Technology I. Prerequisite: CHE 175 or 125 and 215 or equivalent. Offered: Spring 1993, 1995.
461 Coatings Technology Laboratory I. Prerequisite: CHE 175 or 125, and 215, or equivalents. Offered: Spring 1993, 1995, 1997 (2 quarter hours).
462 Coatings Technology II. Prerequisite: CHE 175 or 125; 215 or equivalent; and CHE 430, or permission of instructor. Offered: Fall 1993, 1995.
463 Coatings Technology Laboratory II. Prerequisite: CHE 175 or 125 and 215 or equivalent. Offered: Fall 1993, 1995, 1997 (2 quarter hours).

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

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

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

480 Special Topic in Analytical Chemistry. Prerequisite: CHE 261. This course may be any topic related to chemical analysis, such as mass spectroscopy, electro-chemical 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.

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

497 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).

500 Independent Study. Variable credit. Prerequisite: Permission of Chair. Offered by arrangement. This course may be repeated for credit.

502 Candidacy Continuation. Required of all students who are not registered for regular courses but who occasionally utilize University facilities during completion of course requirements and/or research. Non-credit. $40.00 per quarter.
DEPARTMENT OF COMMUNICATION

FACULTY

JACQUELINE TAYLOR, Ph.D.
Professor and Chair
University of Texas, Austin

RICHARD DECORDOVA, Ph.D.
Associate Professor
University of California, Los Angeles

BRUCE EVENSEN, Ph.D.
Associate Professor
University of Wisconsin, Madison

MAROUF HASIAN, J.D., Ph.D.
Assistant Professor
University of Georgia

KATE KANE, Ph.D.
Assistant Professor
Northwestern University

LUCY XING LU, Ph.D.
Assistant Professor
University of Oregon

DONALD MARTIN, Ph.D.
Associate Professor
University of Texas, Austin

JILL O'BRIEN, Ph.D.
Associate Professor
University of Illinois, Urbana

BARBARA SPEICHER, Ph.D.
Assistant Professor
Northwestern University

K.E. SUPRIYA, M.A.
Instructor
University of Madras and University of Oklahoma

BRUNO TEBOUL, Ph.D.
Assistant Professor
Ohio State University

STEVE WHITSON, Ph.D.
Assistant Professor
University of Pittsburgh

SARAH WORTMAN, M.F.A.
Assistant Professor
Northwestern University

PURPOSES

As business is reshaped by new technologies and by social and economic change, and as the United States becomes, more visibly, a culture of many cultures, the challenges and opportunities for communication specialists increase. The Graduate Program in Communication, with tracks in Corporate Communication and Multicultural Communication, is designed with these challenges and opportunities in mind.

PROGRAMS

Although the Corporate and Multicultural tracks share some coursework, they are distinct, and students will apply to be admitted to one or the other.

The Corporate Communication track focuses on communication challenges specific to business and organizational settings. It teaches students to understand and manage the broad communication processes within organizations while enabling them to develop their individual skills as communicators. This track will be of interest to professionals in profit and non-profit settings, particularly those who manage employees or have responsibilities for personnel issues.

Multicultural Communication focuses on the dynamics of communication across cultures. It explores not only what happens when people of two different national cultures meet, but also what happens when people from a variety of cultures and ethnicities come together in one organization, community or country. This track will be of particular interest to those who work with transnational and multiethnic corporations and to public service personnel serving individuals from a variety of backgrounds and cultural traditions. It will also provide a solid foundation for Ph.D. work in communication and related disciplines.
ADMISSION

A bachelor's degree, or equivalent, is required for admission to this program. To be admitted, applicants must demonstrate, through past academic or professional work, a capacity for achievement. The Department of Communication looks at each application as a unique presentation of a candidate's profile, and will consider a variety of information sources. Admission decisions will be based on the following:

• two official undergraduate transcripts (minimum grade point average 3.0 on a 4-point scale).
• a writing sample (either a research paper from undergraduate work or a portfolio of three to five samples of written/creative work on the job).
• application form with personal essays (see application packet).
• 3 current letters of recommendation written by work supervisors and/or by faculty members familiar with the applicant's academic and/or professional achievements.
• a resume from candidates who have been working full-time for at least two years.
• GRE scores are not required, but may be submitted to strengthen an application.
• The program director and/or the admission committee may request an interview.

Provisional acceptance may require one or more of the following:

• CMN 360: Communication Theory may be required if a student lacks prior course work or employment experience in this area.
• ENG 300 or 301 (advanced writing courses) may be required if a student lacks sufficient experience with academic writing.
• An English language examination is required for applicants who have completed their undergraduate education outside the USA; a minimum TOEFL score of 550 is necessary for admission. Confirmation of English language ability will occur when the student reaches campus.

DEGREE REQUIREMENTS

The Master of Arts in Communication requires 12 courses—four core courses common to both the multicultural and corporate concentrations, six courses in the student's chosen concentration and two graduate electives. Students will complete a culminating project or thesis in their final quarter.

The M.A. in Communication is designed to be completed in two years through full-time study (two courses taken every quarter). It requires 12 courses as follows:

I. FOUR CORE COURSES

501 Communication in Cultural Contexts
541 Corporate Communication and Culture
581 Qualitative Research Methods or
582 Quantitative Research Methods
599 Final project or thesis

II. TWO ELECTIVES chosen with advisor's permission

III. SIX courses chosen from the concentration (corporate or multicultural communication)

COURSES THAT SERVE CORPORATE AND MULTICULTURAL CONCENTRATIONS:

523 Gendered Communication
542 Multicultural Communication in the Workplace
561 International Media
583 Ideological Foundations of Communication
591 Internship
COURSES THAT SERVE THE CORPORATE CONCENTRATION:
543 Communication and Organizational Change
544 Politics and Power in Organizations
545 Communication and Technology
546 Business and Professional Communication
549 Topics in Corporate Communication
562 Media Relations

COURSES THAT SERVE THE MULTICULTURAL CONCENTRATION:
502 Intercultural Communication Theories
503 Communication in Cultures in Transition
521 Language and Power
522 Rhetorical Constructions of Identity
563 Multicultural Media Representations
590 Topics in Multicultural Communication

COURSES

501 Communication in Cultural Contexts. Analyzes theories of the interaction between culture and communication. Investigates the facets of culture that influence communication in a variety of settings, ranging from corporate and educational realms to social and familial domains, particularly among people from different cultures. Examines how communication can serve to bridge gaps in a multicultural setting.

502 Intercultural Communication Theories. Examines classic and modern theories of intercultural communication such as those of Hall, Gudykunst, and Giles. The course provides a critical and analytical exploration of the theories, their strengths and weaknesses, and the empirical research which tests them.

503 Communication in Cultures in Transition. Examines the interaction between culture and communication and its impact on social transformations in contemporary societies. The course takes a case study approach (e.g. China, the former Soviet Union, Saudi Arabia).

509 Topics in Multicultural Communication. Offers topics such as: Interethnic Communication. Examines theories and research on ethnicity and interactions among different ethnic groups. Investigates communication patterns and roots of different ethnic groups in the U.S. and explores the role of communication in achieving diversity and unity.

Language, Culture, and Society. Examines theories of how language simultaneously perpetuates and reflects culture and society. Explores how language influences perceptions, world view, and memory, and how language manifests the political structures and ideological bases of society.

Non-Verbal Communication. Explores theories of cultural differences in nonverbal communication. It examines time, space, form, and action in multicultural contexts, and investigates how non-verbal norms reflect philosophical and ideological perspectives.

521 Language and Power. Reviews the role of language and representation as social power. Topics include rhetorical form as strategy, semiotic analysis of power relations, language and the construction of subjectivity, and discursive structures of empowerment.
522 **Rhetorical Constructions of Identity.** Focuses on the rhetorical theories and practices through which various cultural groups within the U.S. construct a sense of identity. The course examines different rhetorical forms and strategies through an analysis of the rhetorical situations, texts and artifacts of various cultural groups.

532 **Gendered Communication.** Examines research into the ways the various aspects of communication are affected by and affect the social construction of gender. Topics covered include language and language usage differences, interaction patterns and perceptions of the sexes generated through language and communication.

541 **Corporate Communication and Culture.** Examines theoretical issues and concepts relevant to understanding how communication is influenced by key facets of corporate life. Social, economic, and technological realities that influence corporate structure, climate, and culture are explored.

542 **Multicultural Communication in the Workplace.** Multicultural issues affect the communication of organizational members on a day-to-day basis. This course examines multicultural issues in professional settings. It provides students with knowledge about co-cultural communication patterns, which will enhance their own ability to interact. Further, it demonstrates how multicultural communication can be an organizational asset.

543 **Communication and Organizational Change.** Change in an organization implies change in communicative processes at the individual, dyadic, group, and systemic levels. Communication variables that define patterns of interaction within these organizational contexts will be examined as well as key issues that might cause communication difficulties.

544 **Politics and Power in Organizations.** Examines political activities sanctioned and encouraged by organizations, subjective political activities initiated by individuals, bases of power within organizations (influence strategies), living and working with organizational politics (coping mechanisms).

545 **Communication and Technology.** Explores the managerial challenges prompted by technological dependency and the resulting reduction of human communication within organizations.

546 **Business and Professional Communication.** Explores presentational skills, interviewing skills, bargaining and negotiating skills, and small group communication skills. Surveys topics critical to effective communication in a corporate environment.

549 **Topics in Corporate Communication.** Offers topics such as: *Comparative Management and Communication.* Examines and contrasts the management philosophies of different cultures around the world, paying special attention to how European and Asian organizational practices influence structure, culture and communication within American corporations.

*Current Trends in Corporate Life.* Business and academic communities “re-invent” the corporation by developing novel approaches to “organizing.” Examines the latest organizational theories and practices and explores the implications these have for workplace communication.
**International Media.** Examines the political economy of the global media, with attention to institutional, historical, and contemporary questions of ownership and program content. Includes examination of issues in the mass media now debated within the international community, pursuing questions about the New World Information Order, the international marketplace of images, cultural imperialism and national culture, and types of programming aimed at an international audience (Voice of America, Radio Beijing).

**Media Relations.** Explores the communication between reporters and organizational spokespeople. Topics include goals of reporters and spokespeople during the transmission of information, interpretation of the various types of corporate media for reporters, techniques for corporate spokespeople for giving effective interviews. Case studies (e.g. Michael Deaver’s handling of Ronald Reagan’s presidential image) will be analyzed. **Prerequisite:** CMN 355 Public Relations

**Multicultural Media Representations.** An analysis of how media theory explores the strategies, stereotypes, and rhetorical rituals used in portraying cultures to one another and the mechanisms used, particularly in media-rich countries, to depict the conventional wisdom or metadiscourse through which “other” cultures are interpreted.

**Qualitative Research Methods.** Introduction to qualitative approaches to research in communication. The course includes a systematic review and application of ethnography, unstructured interviewing, personal document analysis, historical research, and critical practice. Addresses the rationale, method, and theory of each qualitative approach to research in addition to placing emphasis upon data collection and interpretation.

**Quantitative Research Methods.** Introduces students to quantitative approaches to research and basic statistics. Topics include research design and control, survey construction, measurement and other general research issues, nonparametric statistics, correlation, the t-test and analysis of variance.

**Ideological Foundations of Communication.** Interrogates the basic concepts “corporate” and “multicultural,” and draws on historical and social thought to analyze and situate these ideas and their relation to each other. Explores the intellectual, historical, and political context of the field of communication, with special attention to works that make connections across disciplines.

**Internship.** In consultation with the graduate advisor and the internship director, students design a field experience to be undertaken under the supervision of a project director in the field. The internship may be connected to a question derived from coursework, related to the student’s thesis topic, or based on a personal research objective. It may include appropriate experiences determined by the field supervisor as well as the student’s individual goals.

**Independent Study.** Prerequisites: Approval of instructor and chair.

**Final Project/Thesis Research.** 4 credit hours.

**Candidacy Continuation.** Required of all students who are not registered for regular courses but who occasionally utilize University facilities during completion of course requirements and/or research. Non-credit. $40.00 per quarter.
DEPARTMENT OF COMPUTER SCIENCE

FACULTY

HelmUT EPP, Ph.D.
Associate Professor and Chair
Northwestern University

SALLY Adams, J.D.
Lecturer
John Marshall College of Law

L. Edward Allemand, Ph.D.
Professor
University of Louvain

Gary Andrus, Ph.D.
Associate Professor
Wayne State University

Ronald Beniamin, M.S.
Adjunct Associate Professor
DePaul University

Gregory Brewster, M.S.
Assistant Professor
University of Wisconsin

Susy S. Chan, Ph.D.
Associate Professor
Syracuse University

David Chodorowski, B.S.
Lecturer
Elmhurst College

I-Ping Chu, Ph.D.
Associate Professor
S.U.N.Y. at Stony Brook

Anthony Chung, Ph.D.
Assistant Professor
University of Maryland

Nick Dekelaita, M.S.
Lecturer
DePaul University

Joseph Donovan, B.B.A.
Lecturer
Bernard Baruch College

Lawrence Drabin, Ph.D.
Lecturer
Illinois Institute of Technology

Br. Michael Driscoll, M.S.
Instructor
Notre Dame University

Clark Elliott, Ph.D.
Assistant Professor
DePaul University

Richard Ezop, M.B.A.
Lecturer
University of Chicago

Robert James Fisher, Ph.D.
Associate Professor
Harvard University

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.
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James Janosky, M.S.
Instructor
California State University

Xiaoping Jia, Ph.D.
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Northwestern University

Prasanna Jog, Ph.D.
Assistant Professor
Indiana University

Richard Johnsonbaugh, Ph.D.
Professor
University of Oregon

Steve Jost, Ph.D.
Associate Professor
Northwestern University

Martin Kalin, Ph.D.
Associate Professor
Northwestern University

George Knafl, Ph.D.
Professor
Northwestern University

Warren Krueger, Ph.D.
Professor
University of Wisconsin
PURPOSES

The Department of Computer Science and Information Systems offers graduate level, professional education in these areas: artificial intelligence, computer science, data analysis, database, data communications, information systems, quality management, software engineering, telecommunication systems, visual computing, and management information systems. Students choose from a broad collection of courses to develop, in depth, the research habits and practical skills needed for research and professional practice. The department's programs are designed to provide its graduates with the technical competence and the flexibility necessary to respond to both present and future opportunities in the computing professions.

PROGRAMS

The department offers graduate work leading to the Master of Science and Doctor of Philosophy degrees as well as non-degree programs in Professional Development. The M.S. is a terminal degree. A Master's degree in computer science or a related field is required for consideration for the Doctor of Philosophy degree. The curricula cover theoretical foundations, state-of-the-art techniques and skills, and major trends. The department offers programs in the following areas:

PROFESSIONAL DEVELOPMENT

The non-degree programs in professional development offer intensive training in several areas for computing professionals. For more information on these certificate programs, students should contact the Institute for Professional Development at (312)362-6282.
DEPARTMENT OF COMPUTER SCIENCE

MASTER OF SCIENCE
Computer Science
Information Systems
Software Engineering
Telecommunication Systems
Management Information Systems

DOCTOR OF PHILOSOPHY:
Computer Science

MASTER OF SCIENCE: COMPUTER SCIENCE
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. Successful completion of the Prerequisite Phase constitutes part of the admission requirements for the Masters degree program.

The Core Knowledge and Advanced Phase constitute the degree program. 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 students needs. The student must pass an examination to move from one phase to another.

Students with a superior undergraduate academic record who have completed sufficient undergraduate coursework in Computer Science are eligible for the Distinguished Scholars Program (DSP) within the M.S. degree in Computer Science. DSP provides a more flexible and accelerated program of study than the regular program, has a research orientation, and requires a Master's thesis. The program is recommended for students with an interest in research and development work or in future doctoral study in Computer Science. Participants in this program may receive early admission to the Ph.D. program.

ADMISSION REQUIREMENTS
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.

The following Prerequisite Phase courses are required. At the time they apply for admission, students with an undergraduate major in computer science or an allied field, who have successfully completed the GRE subject test, may petition the Admissions Committee to waive all Prerequisite Phase requirements. If the Prerequisite Phase requirements are not waived by the Admissions Committee, the requirements can be met by taking the courses at DePaul and receiving a grade of at least B-.

Alternatively, the Graduate Assessment Prerequisite Phase course requirements can be met by taking an equivalency exam, the Graduate Assessment Exam (GAE). Students with related course work or experience in calculus or statistics should consult a graduate advisor for possible waiver of the Quantitative Prerequisite Phase course requirements.
The GAE is offered at the beginning of each quarter. Applications for the exam must be received at least three weeks before the exam. A late fee will be charged for applications received after this date. Exam dates, application forms, and a study guide are available from the department (phone 312/362-8714). For more information on this exam, contact a graduate advisor.

GRADUATE ASSESSMENT PREREQUISITE PHASE COURSES COMPUTER SCIENCE

C Language,

CSC 215 Introduction to Programming Using C OR
CSC 225 C Language for Programmers

CSC 343 Introduction to Operating Systems Prerequisites: CSC 416 and 417
CSC 345 Computer Architecture Prerequisites: CSC 416 and 417
MAT 140 Discrete Mathematics

Sequence A:

CSC 310 Principles of Computer Science I Prerequisites: MAT 140 and CSC 215
CSC 415 Foundations of Computer Science II Prerequisite: CSC 310
CSC 416 Foundations of Computer Science II Prerequisite: CSC 311 or 415
CSC 417 Foundations of Computer Science III Prerequisite: CSC 311 or 415

OR

Sequence B (Restricted to graduate students with programming experience.):

CSC 415 Foundations of Computer Science I Prerequisites: MAT 140 and CSC 225
CSC 416 Foundations of Computer Science II Prerequisite: CSC 311 or 415
CSC 417 Foundations of Computer Science III Prerequisite: CSC 311 or 415

Those students who fulfill the C Language requirement with CSC 215 must complete Sequence A. Students with programming experience and who have met the requirement for CSC 225 normally follow it with Sequence B.

QUANTITATIVE PREREQUISITE PHASE COURSES: COMPUTER SCIENCE

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.

MAT 145 Calculus for Information Systems OR MAT 150 and 151 Calculus I - II
CSC 323 Data Analysis and Statistical Software I

DEGREE REQUIREMENTS

Students must complete 13 courses (52 hours) beyond the Prerequisite Phase and after receiving full degree-seeking admission. Successful completion of the Master of Science in Computer Science consists of:

• Completion of Core Knowledge Phase courses
• Passing the Core Knowledge examination
• Completion of Advanced Phase courses

The Advanced Phase courses are chosen from one of the following concentrations:

• Artificial Intelligence
• Standard Computer Science
• Data Communications
• Data Analysis and Database
• Visual Computing

Conditionally admitted students may register for at most three graduate courses prior to successful completion of the Prerequisite Phase. Conditionally admitted students receive credit for Advanced Phase courses only after successful completion of the Prerequisite Phase. Fully admitted students may register for at most four Advanced Phase courses prior to passing the Core Knowledge Examination.
DEPARTMENT OF COMPUTER SCIENCE

CORE KNOWLEDGE PHASE COURSES: COMPUTER SCIENCE

CSC 447  Concepts of Programming Languages
CSC 455  Software Development Methods
CSC 491  Design and Analysis of Algorithms

CORE KNOWLEDGE EXAMINATION: COMPUTER SCIENCE

The examination covers the subject matter of the Core Knowledge Phase courses. Students take this examination following successful completion of the Core Knowledge Phase course requirements. The exam is offered in the Autumn, Winter, 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)362-8714 for further details on this examination.

Students who pass the Core Knowledge Examination with distinction and who maintain a 3.75 grade point average may graduate with distinction.

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

ADVANCED PHASE COURSES: COMPUTER SCIENCE

Students must fulfill the course requirements of their concentration. Waiver of some of these courses is possible in individual cases with the approval of 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 may register for at most four Advanced Phase courses prior to passing the Core Knowledge Examination.

Artificial Intelligence Concentration

A two-course sequence:

CSC 456  Foundations of Intelligent Databases AND
CSC 457  Expert Systems

One two-course sequence chosen from Data Analysis and Database, Data Communications, Software Engineering, Standard Computer Science or Visual Computing.

CSC 458  Symbolic Programming
CSC 556  Foundations of Artificial Intelligence

One of the following:

CSC 585  Knowledge Representation
CSC 578  Neural Networks I

Two of the following:

CSC 578  Neural Networks I
CSC 582  Machine Learning
CSC 583  Natural Language Processing
CSC 585  Knowledge Representation
CSC 586  Artificial Intelligence Programming II
CSC 587  Cognitive Science
CSC 588  Knowledge Representation II

One elective course (see the Elective Course Restriction section below).

Standard Computer Science Concentration

One two-course sequence chosen from the following:

CSC 445  Computer Architecture AND
CSC 545  Advanced Computer Organization
CSC 446  Computer Operating Systems AND
CSC 546  Operating Systems Design
CSC 448  Compiler Design AND
CSC 548  Advanced Compiler Design
CSC 493  Automata Theory and Formal Grammars AND
CSC 490  Theory of Computation
OR
Two of the following:
CSC 502  Genetic Algorithms
CSC 503  Parallel Algorithms
CSC 504  Parallel Processing
CSC 591  Advanced Topics in Algorithms
One two-course sequence chosen from Artificial Intelligence, Data Analysis and Database, Data Communications, Software Engineering or Visual Computing.

Two of the following:
CSC 426  Values and Computer Technology
CSC 431  Formal Software Specifications and Development I
CSC 432  Computer and Information Systems Modeling
CSC 434  Object-Oriented Programming
CSC 445  Computer Architecture
CSC 446  Computer Operating Systems
CSC 448  Compiler Design
CSC 465  Software Engineering Principles
CSC 490  Theory of Computation
CSC 493  Automata Theory and Formal Grammars
CSC 495  Logic Design and Switching Theory
CSC 502  Genetic Algorithms
CSC 503  Parallel Algorithms
CSC 504  Parallel Processing
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 698  Master's Thesis
CSC 696  Master's Project
Four elective courses (see the Elective Course Restriction section below).

Data Analysis and Database Concentration
Two-course sequence:
CSC 423  Data Analysis & Regression AND
CSC 449  Database Systems
One two-course sequence chosen from Artificial Intelligence, Data Communications, Software Engineering, Standard Computer Science or Visual Computing OR

One of the following advanced two-course sequences
CSC 424  Advanced Data Analysis AND
CSC 428  Data Analysis for Experimenters
CSC 451  Database Design AND
CSC 456  Foundations of Intelligent Databases
Five of the following:

CSC 424  Advanced Data Analysis  
CSC 427  Software Quality Management  
CSC 428  Data Analysis for Experimenters  
CSC 436  Foundations of Visual Computing  
CSC 437  User Interface Design  
CSC 451  Database Design  
CSC 452  Database Programming  
CSC 456  Foundations of Intelligent Databases  
CSC 462  Data Communications  
CSC 465  Software Engineering Principles  
CSC 467  Software Reliability  
CSC 481  Pattern Recognition and Machine Perception  
CSC 489  Queuing Theory with Computer Applications  
CSC 549  Advanced Database Technologies  
CSC 550  Object Oriented Databases  
CSC 556  Foundations of Artificial Intelligence  
CSC 581  Knowledge-based Systems

One elective. Courses taken from the two-course sequences may also fulfill Advanced Phase course requirements, thus increasing the number of electives, up to three.

**Data Communications Concentration**

Two-course sequence:

CSC 462  Data Communications AND  
CSC 561  Distributed Processing

One two-course sequence chosen from Artificial Intelligence, Data Analysis and Database, Software Engineering, Standard Computer Science or Visual Computing.

CSC 463  Computer Networks

Three of the following courses:

CSC 432  Computer and Information Systems Modeling  
CSC 489  Queuing Theory with Computer Applications  
CSC 562  Computer Communications Network Design and Analysis  
CSC 563  Protocols and Techniques for Data Networks  
CSC 564  Local Area Networks  
CSC 565  Voice and Data Integration  
CSC 566  Integrated Services Digital Networks  
CSC 696  Master's Project  
CSC 698  Master's Thesis

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

**Visual Computing Concentration**

CSC 436  Foundations of Visual Computing

One of the following two-course sequences:

CSC 437  User Interface Design AND  
CSC 537  User Interface Evaluation  
CSC 469  Introduction to Computer Graphics AND  
CSC 539  Advanced Rendering Techniques  
CSC 481  Pattern Recognition and Image Processing AND  
CSC 584  Computer Vision

33
One of the following not previously applied above:
CSC 437  User Interface Design
CSC 469  Introduction to Computer Graphics
CSC 481  Pattern Recognition and Image Processing

Three of the following courses, not previously applied above, including at least one of CSC 590, 592 or 595:
CSC 437  User Interface Design
CSC 469  Introduction to Computer Graphics
CSC 481  Pattern Recognition and Image Processing
CSC 498  Digital Signal Processing
CSC 536  Modelling for Computer Aided Design
CSC 537  User Interface Evaluation
CSC 538  Vision Architectures
CSC 539  Advanced Rendering Techniques
CSC 570  Visualization
CSC 578  Neural Networks
CSC 582  Machine Learning
CSC 584  Computer Vision
CSC 587  Cognitive Science
CSC 590  Topics in User Interfaces
CSC 592  Topics in Computer Vision and Pattern Recognition
CSC 595  Topics in Graphics
CSC 456  Foundations of Intelligent Databases

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

Visual Computing two course sequence for non-Visual Computing students:
CSC 436  Foundations of Visual Computing AND

One of the following:
CSC 437  User Interface Design
CSC 469  Introduction to Computer Graphics
CSC 481  Pattern Recognition and Image Processing

Personalized Concentration
Students with superior results on the Core Knowledge Phase examination 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.

DISTINGUISHED SCHOLARS PROGRAM
Students with a superior undergraduate academic record who have completed sufficient undergraduate coursework in Computer Science are eligible for the Distinguished Scholars Program (DSP) within the Master of Science degree in Computer Science.

Advanced Placement
Students may only apply for the Distinguished Scholars Program at the time they apply for admission to the graduate program in Computer Science. The following are minimal requirements for admission with advanced placement into the graduate degree programs in Computer Science:
• Bachelor's degree from an accredited institution

• Completion of undergraduate courses equivalent to the following prior to application to the Graduate Program.

  CSC 215  Introduction to Structured Programming Using C
  CSC 310-311  Principles of Computer Science I-II
  CSC 323  Introduction to Data Analysis
  CSC 342  File Processing and Data Management
  MAT 140-141  Discrete Mathematics I-II
  MAT 150-151  Calculus I-II
  MAT 220  Linear Algebra with Applications

Any five of the following courses:

  CSC 321  Design and Analysis of Algorithms
  CSC 324  Data Analysis and Regression
  CSC 325  Advanced Topics in C and UNIX
  CSC 334  Advanced Data Analysis
  CSC 343  Introduction to Operating Systems
  CSC 345  Computer Architecture
  CSC 347  Concepts of Programming Languages
  CSC 348  Introduction to Compiler Design
  CSC 349  Data Bases and Data Management
  CSC 365  Introduction to Software Engineering
  CSC 373  Data and Information Systems
  CSC 380  Artificial Intelligence

DSP students are not required to take Graduate Assessment Examinations on prerequisite courses.

• A cumulative GPA of 3.50 or better on a 4.00 scale in undergraduate courses.

• Submission of three letters of recommendation.

• Prior to taking any graduate courses, meet with a departmental advisor to complete an application form for the DSP and propose a course of study to prepare for the Core Knowledge examination. DSP students are encouraged to take this examination after completing as few Core Knowledge courses as possible.

• Pass the Core Knowledge examination in Computer Science from the regular degree program prior to completion of at most five graduate courses. DSP students will normally take the examination for the first time without completing all Core Knowledge courses.

Degree Requirements

Successful completion of the Master of Science degree in Computer Science through the Distinguished Scholars Program consists of:

• Completion of at least 13 graduate courses.

• Maintain a grade point average of at least a 3.50.

• Completion of at least 3 courses from one of the concentration areas of the Ph.D program as well as any necessary prerequisite courses.

• Completion of a Master's Thesis (CSC 698) in their area of concentration.

The remaining courses are elective courses. However, courses taken to prepare for the Core Knowledge examination reduce the number of elective courses.
Admission to the Ph.D. Program

Students in the Distinguished Scholars Program are eligible for early admission into the Ph.D. program in Computer Science. All admission requirements for the Ph.D. program must be met. However, the application will only be considered by the Ph.D. Admissions Committee after completion of the DSP Advanced Placement requirements. Ph.D. students are normally required to pass the doctoral candidacy examination in three areas. However, DSP students who are admitted to the doctoral program may have the examination in their concentration area waived at the discretion of their Master's thesis committee. A total of at least 112 hours of credit is required to complete the doctoral program, including 52 hours for the M.S. degree plus an additional 60 hours or more for the doctoral program.

ELECTIVE COURSE RESTRICTIONS

Elective courses are those Computer Science courses in the 420-599 range. Credit will be given for courses taken outside the department 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 CSC 415, 416, 417 and 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 four.

GRADE REQUIREMENTS

Fully admitted students must maintain an average of at least 3.50 (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 3.50 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 3.50 (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 Director of Graduate Studies will provide the appropriate permission form. An incomplete must be completed within one year or the grade may be changed to an 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. Successful completion of the Prerequisite Phase constitutes part of the admission requirements for the Masters degree program.
The Core Knowledge and Advanced Phase constitute the degree program. 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 students needs. The student must pass an examination to move from one phase to another.

**ADMISSION REQUIREMENTS**

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.

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 as Graduate Assessment Courses. The exam is offered at the beginning of each quarter. Applications for the exam must be received at least three weeks before the exam. A late fee will be charged for applications after this date. Exam dates, application forms, and a study guide are available from the department (phone 312/362-8714). For more information on this exam, contact a graduate advisor.

**GRADUATE ASSESSMENT PREREQUISITE PHASE COURSES INFORMATION SYSTEMS**

**Programming skills in two languages.** A knowledge of two high-level languages is required. Suggested courses are:

- **CSC 203** COBOL Programming **AND**
- **CSC 215** Introduction to Programming Using C **OR**
- **CSC 225** C Language for Programmers

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

- **CSC 310** Principles of Computer Science **I Prerequisite CSC 215 AND**
- **CSC 311** Principles of Computer Science **II Prerequisite CSC 310**

**OR**

- **CSC 415** Foundations of Computer Science **I Prerequisite CSC 225 and MAT 140.**

Those students who fulfill the C Language requirement with CSC 215 must complete the two quarter sequence CSC 310 and 311. Students with programming experience and who have met the requirement for CSC 225 normally follow it with CSC 415.

**File Structures and File Processing.** Suggested courses are:

- **CSC 204** Advanced Topics in COBOL **Prerequisite CSC 203**

**OR**

- **CSC 342** File Processing and Data Management **Prequisite CSC 311 or CSC 410.**

**Systems Analysis.**

- **CSC 315** Systems Analysis and Design Techniques

**Discrete Mathematics.** Suggested course is:

- **MAT 140** Discrete Mathematics

**OTHER PREREQUISITE PHASE COURSES: INFORMATION SYSTEMS**

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

MAT 145  Calculus (or MAT 150-151) Required for Quality Management concentration only.
CSC 323  Data Analysis and Statistical Software I

The Computer Career Program (CCP) may fulfill part of the requirement for prerequisite phase courses.

Degree Requirements

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

Successful completion of the Master of Science in Information Systems consists of:

- Completion of Core Knowledge Phase courses
- Passing the Core Knowledge examination
- Completion of Advanced Phase courses

The Advanced Phase courses are chosen from one of the following concentrations:

- Standard Information Systems
- Quality Management

CORE KNOWLEDGE PHASE COURSES: INFORMATION SYSTEMS PROGRAM

Conditionally admitted students may register for at most three graduate courses prior to successful completion of the Prerequisite Phase. The required courses are:

CSC 411  Computers in Information Systems and Telecommunications
CSC 446  Operating Systems
CSC 449  Database Technologies
CSC 461  Basic Communications Systems
CSC 475  Information Systems Analysis and Design

CORE KNOWLEDGE EXAMINATION: INFORMATION SYSTEMS PROGRAM

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, Winter, 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.

Students who pass the Core Knowledge Examination with distinction and who maintain a 3.75 grade point average may graduate with distinction.

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

ADVANCED PHASE COURSES: INFORMATION SYSTEMS PROGRAM

Students must fulfill the course requirements of their concentration. Waiver of some of these courses is possible in individual cases with the approval of 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 may register for at most three Advanced Phase courses prior to passing the Core Knowledge Examination.

Students must complete the Advanced Phase courses required for their chosen concentration. The course requirements by concentration are listed below.
Standard Information Systems Concentration
CSC 477  Software and Systems Project Management
CSC 553  Advanced Topics for Systems Development
CSC 574  Decision Support Systems and Expert Systems
CSC 577  Management of Information Technology

Three of the following (at least one 500-level course):
CSC 423  Data Analysis and Regression
CSC 427  Software Quality Management
CSC 430  Object-Oriented Modeling
CSC 437  Graphical User Interfaces
CSC 451  Database Design
CSC 462  Data Communications
CSC 463  Computer Networks and Data Systems
CSC 467  Software Reliability
CSC 468  Software Measurement and Project Estimation
CSC 482  Legal Aspects of Data Processing
CSC 483  Information Processing Management
CSC 549  Advanced Database Technologies
CSC 554  Information Engineering
CSC 556  Foundations of Artificial Intelligence
CSC 558  Software Methodologies
CSC 564  Local Area Networks
CSC 571  Software Maintenance
CSC 572  Computer Security
CSC 596  Topics in Information Systems
CSC 690  Research Seminar
CSC 696  Master's Project
CSC 698  Master's Thesis

One elective course (See Elective Course Restriction section below).

Quality Management Concentration
CSC 423  Data Analysis and Regression
CSC 427  Software Quality Management
CSC 477  Software and Systems Project Management

Three of the following:
CSC 424  Advanced Data Analysis
CSC 428  Data Analysis for Experimenters
CSC 430  Object-Oriented Modeling
CSC 433  Software Quality Assurance
CSC 434  Object-Oriented Programming
CSC 437  User Interface Design
CSC 447  Concepts of Programming Languages
CSC 455  Software Development Methods
CSC 467  Software Reliability
CSC 468  Software Measurement & Project Estimation
CSC 529  Software Risk Management
CSC 553  Advanced Topics for Systems Development
CSC 577  Management of Information Technology
MAT 458  Statistical Quality Control

Two electives (See Elective Course Restriction section below).
ELECTIVE COURSE RESTRICTIONS

Elective courses are those Computer Science courses in the 420-599 range. Credit will be given for courses taken outside the department 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 CSC 415, 416, 417 and 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 year or else they may change to grades of F.

MASTER OF SCIENCE: SOFTWARE ENGINEERING

The masters degree program consists of three phases:

- Prerequisite Phase
- Core Knowledge Phase
- Advanced Phase

The Prerequisite Phase is required for students who need a more complete background in Computer Science. The Core Knowledge Phase covers materials required for all students, while the Advanced Phase provides for study of selected, more advanced topics in Software Engineering.

ADMISSION REQUIREMENTS

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

- Bachelor of Science degree in Computer Science, Computer Engineering, or a closely related field. Applicants with degrees in other fields, but with a strong background in mathematics and/or extensive programming experience will be considered for either full admission or conditional admission. Individuals with little or no experience in computing should acquire a stronger background before applying.
- Counseling session with a Software Engineering counselor.
• Completion of courses equivalent to the Prerequisite Phase courses. Applicants may be fully admitted with a limited number of Prerequisite Phase courses. These courses must be completed with a grade of “B-” or better before enrolling in any Core Knowledge Phase courses that require them as prerequisites.

Applicants who have a strong academic background but who have not completed a sufficient number of Prerequisite Phase courses may be admitted conditionally. They must complete the full Prerequisite Phase requirements as listed below.

GRADUATE ASSESSMENT PREREQUISITE PHASE COURSES: SOFTWARE ENGINEERING

The following courses are required as part of the Prerequisite Phase. Those students with appropriate coursework and/or computing experience may take an equivalency exam, the Graduate Assessment Exam (GAE), for the courses listed as Graduate Assessment Courses. The Exam is offered at the beginning of each quarter. Applications for the exam must be received at least three weeks before the exam. A late fee will be charged for applications after this date. Exam dates, application forms, and a study guide are available from the department (phone 312/362-8714). For more information on this exam, contact a graduate advisor. A grade of “B-” or better is required in the Prerequisite Phase courses.

CSC 225  C Language for Programmers
CSC 315  Analysis and Design Techniques
CSC 343  Introduction to Operating Systems Prerequisites: CSC 416 and 417
MAT 140  Discrete Mathematics

QUANTITATIVE PREREQUISITE PHASE COURSES: SOFTWARE ENGINEERING

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.

MAT 150  Calculus I
MAT 151  Calculus II
MAT 220  Linear Algebra with Applications
CSC 323  Data Analysis and Statistical Software I

Degree Requirements

Students must complete 14 courses (56 hours) beyond the Prerequisite Phase and after receiving full degree-seeking admission. Successful completion of the Software Engineering Program consists of:

• Completion of Core Knowledge Phase courses with a grade of “B” or better. Students with prior coursework equivalent to any of the Core Knowledge Phase courses may be allowed by a Software Engineering counselor to take other related advanced courses as substitutes.

• Completion of Advanced Phase courses.

• Successfully defend the thesis. Students should choose a thesis advisor before the end of the first quarter following completion of the Core Knowledge Phase. They should form a thesis committee, consisting of three faculty members including their thesis advisor, by the end of the next quarter. They must complete the course CSC 690 Research Seminar, write a thesis proposal, and obtain approval of the thesis proposal from their thesis committee before enrolling in the course CSC 698 Master’s Thesis.

CORE KNOWLEDGE PHASE COURSES: SOFTWARE ENGINEERING

Students may register for graduate courses only if they have met all prerequisite requirements before enrolling in those courses. Students complete 6 required courses.
Background Courses
CSC 423  Data Analysis and Regression
CSC 447  Concepts of Programming Languages

Software Engineering Courses
CSC 430  Object-Oriented Modeling
CSC 431  Formal Software Specifications and Development I
CSC 455  Software Development Methods
CSC 465  Software Engineering Principles

Advanced Phase Courses: Software Engineering
Conditionally admitted students receive credit for Advanced Phase courses only after successful completion of the Prerequisite Phase.
CSC 690  Research Seminar
CSC 698  Master’s Thesis

Four of the following:
CSC 426  Values and Computer Technology
CSC 428  Data Analysis for Experimenters
CSC 434  Object-Oriented Programming
CSC 433  Software Quality Assurance
CSC 437  User Interface Design
CSC 449  Database Technologies
CSC 466  Software Engineering Projects
CSC 467  Software Reliability
CSC 468  Software Measurement and Project Estimation
CSC 477  Software and System Project Management
CSC 529  Software Risk Management
CSC 531  Formal Software Specifications and Development II
CSC 533  Software Validation and Verification
CSC 553  Advanced Topics for System Development
CSC 556  Foundations of Artificial Intelligence
CSC 571  Software Maintenance
CSC 588  Software Methodologies

Two elective courses (See Elective Course Restrictions below).

Software Engineering two course sequence for non-Software Engineering students:
CSC 465  Software Engineering Principles AND
CSC 431  Formal Software Specification and Development I

ELECTIVE COURSE RESTRICTIONS
Elective courses are those Computer Science courses in the 420-599 range. Credit will be given for courses taken outside the department 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. (including CSC 415, 416, 417 and 500-level GSB courses.)

Any required course 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.
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 Director of Graduate Studies will provide the appropriate permission form. An incomplete must be completed within one year or the grade may be changed to an F.

MASTER OF SCIENCE: TELECOMMUNICATION 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. Successful completion of the Prerequisite Phase constitutes part of the admission requirements for the Masters degree program.

The Core Knowledge and Advanced Phase constitute the degree program. 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 students needs. The student must pass an examination to move from one phase to another.

ADMISSION REQUIREMENTS

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.

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 as Graduate Assessment Courses. The exam is offered at the beginning of each quarter. Applications for the exam must be received at least three weeks before the exam. A late fee will be charged for applications after this date. Exam dates, application forms, and a study guide are available from the department (phone 312/362-8714). For more information on this exam, contact a graduate advisor.

GRADUATE ASSESSMENT PREREQUISITE PHASE COURSES: TELECOMMUNICATION SYSTEMS

Programming skills in one high-level language. Suggested courses are:

CSC 215 Introduction to Programming Using C
OR
CSC 225 C Language for Programmers
Principles of Computer Science. (Required for the Computer Science concentration only.) Suggested courses are either the undergraduate two quarter sequence:

CSC 310 Principles of Computer Science I Prerequisite CSC 215 AND
CSC 311 Principles of Computer Science II Prerequisite CSC 310
OR
CSC 415 Foundations of Computer Science I Prerequisite CSC 225 and MAT 140.

OTHER PREREQUISITE PHASE COURSES: TELECOMMUNICATION SYSTEMS

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 Data Analysis and Statistical Software I

**DEGREE REQUIREMENTS**

Students must complete 12 courses (48 hours) beyond the Prerequisite Phase and after receiving full degree-seeking admission.

Successful completion of the Master of Science in Telecommunication Systems consists of:

- Completion of Core Knowledge Phase courses
- Passing the Core Knowledge examination
- Completion of Advanced Phase courses

The Core Knowledge and Advanced Phase courses are chosen from one of the following concentrations:

- Standard Telecommunication Systems
- Computer Science

**CORE KNOWLEDGE PHASE COURSES: TELECOMMUNICATION SYSTEMS**

Conditionally admitted students may register for at most three graduate courses prior to successful completion of the Prerequisite Phase.

**Standard Telecommunications Concentration**
CSC 411 Computers in Information Systems and Telecommunications
CSC 461 Basic Communication Systems
CSC 462 Data Communications
CSC 463 Computer Networks and Data Systems
CSC 464 Voice Communication Networks

**Computer Science Concentration**
CSC 445 Computer Architecture
CSC 446 Operating Systems
CSC 461 Basic Communication Systems
CSC 462 Data Communications
CSC 464 Voice Communication Networks
CORE KNOWLEDGE EXAMINATION: TELECOMMUNICATION SYSTEMS

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, Winter, 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.

Students who pass the Core Knowledge Examination with distinction and who maintain a 3.75 grade point average may graduate with distinction.

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

ADVANCED PHASE COURSES: TELECOMMUNICATION SYSTEMS

Students must fulfill the course requirements of their concentration. Waiver of some of these courses is possible in individual cases with the approval of 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 may register for at most three Advanced Phase courses prior to passing the Core Knowledge Examination.

Standard Telecommunications Concentration
CSC 476 Economics of Telecommunication Systems
CSC 565 Voice and Data Integration
CSC 566 Integrated Services Digital Networks
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
CSC 577 Management of Information Technology

One elective course (see the Elective Course Restriction section below).

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 Data Integration
CSC 566 Integrated Services Digital Networks
CSC 567 Telecommunication System Design and Management
CSC 568 Network Management
CSC 577 Management of Information Technology

Three elective courses (see the Elective Course Restriction section below).
ELECTIVE COURSE RESTRICTIONS

Elective courses are those Computer Science courses in the 420-599 range. Credit will be given for courses taken outside the department 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 CSC 415, 416, 417 and 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 year or else they may change to grades of F.

MASTER OF SCIENCE: MANAGEMENT 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. Successful completion of the Prerequisite Phase constitutes part of the admission requirements for the Masters degree program.

The Core Knowledge and Advanced Phase constitute the degree program. 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 students needs. The student must pass an examination to move from one phase to another.

ADMISSION REQUIREMENTS

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 completed
- Satisfactory completion of GMAT.
• Counseling session with a graduate counselor.
• A passing score on the Graduate Assessment Examination or a grade of "B-" or better in the corresponding Prerequisite Phase courses.

**PREREQUISITE PHASE: MANAGEMENT INFORMATION SYSTEMS**

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 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:

**Internal Environment of Organizations**
- GSB 499 Effective Analysis and Communication
- ACC 500 Financial Accounting
- MGT 500 Managing People I
- MGT 502 Operations Management

**External Environment of Organizations**
- BLW 500 Legal and Ethical Environment
- ECO 509 Business Conditions Analysis
- ECO 500 Money and Banking
- FIN 500 Financial Institutions and Markets
- IB 500 Global Economy

**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 Principles of Computer Science I & II OR
- CSC 415 Foundations of Computer Science I

**Quantitative Methods**
- MAT 145 Calculus for Information Systems
- MAT 140 Discrete Mathematics
- CSC 323 Data Analysis and Statistical Software I

**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 Science offerings and at least 6 of them from the Management Information Systems offerings. The remaining course is chosen from either of the two groups of courses.

**CORE KNOWLEDGE PHASE COURSES: MANAGEMENT INFORMATION SYSTEMS**

These consist of 3 Computer Science 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 course work or experience but requires permission of their advisor. Students are still responsible for the content of these courses on the Core Knowledge Examination. The course requirements are:
Management Information 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 411  Computers in Information Systems and Telecommunications
CSC 446  Computer Operating Systems
CSC 449  Database Technologies

CORE KNOWLEDGE EXAMINATION: MANAGEMENT INFORMATION SYSTEMS

This examination covers the subject matter of the three computer science Core Knowledge Phase courses listed above. Students take this examination as soon as they successfully complete their Core Knowledge Phase courses. A "B" or better is required for the MIS courses in the Core Knowledge Phase. If a student receives a "C+" or lower in one of these courses they have two options: 1) Re-take the course and receive a "B" or 2) Take the corresponding comprehensive exam and receive a passing grade.

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 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.

Students who pass the Core Knowledge Examination with distinction and who maintain a 3.75 grade point average may graduate with distinction.

Deadline: Students must submit a written application three months before taking the Core Knowledge Examination.

ADVANCED PHASE COURSES: 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.

Management Information Systems

Students must take at least two courses from Group A and one 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** Design and Construction of Decision Models  
**ACC 588** Management Consulting  
**MGT 510** Quality Control  
**MGT 580** Operations Research  
**MGT 590** Management of Innovation and Technological Change  
**MIS 679** Graduate Seminar in Information Systems  
**MIS 798** Special Topics  
**MKT 585** Marketing Information Systems for Decision Support

**Computer Science**

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 550** Software Methodologies  
**CSC 556** Foundations of Artificial Intelligence  
**CSC 560** On-Line Systems and Telecommunications  
**CSC 572** Computer Security  
**CSC 574** Decision Support Systems and Expert Systems  
**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** Queuing Theory with Computer Applications  
**CSC 549** Advanced Database Technologies  
**CSC 565** Voice and Digital Systems  
**ECO 512** Applied Time Series and Forecasting

**DOCTOR OF PHILOSOPHY: COMPUTER SCIENCE**
ADMISSION REQUIREMENTS
In order to be considered for admission to the doctoral program, students minimally must
• hold a master's degree in Computer Science or an allied field
  Students are eligible for early admission to the Ph.D. program through the Distinguished
  Scholars Program within the M.S. degree in Computer Science.
• submit three letters of recommendation
• show definite promise for completing the program
• submit a written statement describing their accomplishments, goals, and interests
• submit a completed College and Department application form.
Completeness of credentials. When important pieces of information, such as transcripts,
are lacking, the department is compelled by University regulations to reject the application.
The departmental Ph.D. Administration Committee (PAC) determines which applicants will
be admitted to the program. Meeting the minimum admission standards does not guarantee
acceptance, since the number of applicants who can be admitted is limited.

DEGREE REQUIREMENTS
The following steps are needed to complete the requirements for the degree. The student must
• complete advanced coursework
• be admitted to candidacy
• complete the dissertation
  These steps are described in detail below.

COURSE REQUIREMENTS
• Doctoral students must complete at least 60 credit hours (15 courses) of graduate course-
  work beyond the master's degree. This includes a required 12 hours of CSC 699 Research.
• All students must complete the course CSC 426 Values and Computer Technology. Students
  need the approval of PAC in writing before registering to apply courses taught outside the
department towards the doctoral program's course requirements.
• All students must complete at least 12 credit hours (3 courses) in each of three of the fol-
  lowing concentration areas for a total of 36 credit hours. Courses taken at DePaul University
  as part of a master's degree program may be applied toward these requirements.
  Students take the Doctoral Candidacy exam covering their three concentration areas after
  completing these courses. See below for further information on this examination and the
time limit for taking it.

  The courses in each area are listed below:

  Artificial Intelligence
  CSC 502 Genetic Algorithms
  CSC 578 Neural Networks
  CSC 580 Artificial Intelligence Programming I
  CSC 581 Knowledge-based Systems
  CSC 582 Machine Learning
  CSC 583 Understanding Natural Language
  CSC 584 Computer Vision
  CSC 585 Knowledge Representation I
  CSC 586 Artificial Intelligence Programming II
CSC 587  Cognitive Science
CSC 588  Knowledge Representation II
CSC 594  Topics in Artificial Intelligence

**Communications**
CSC 463  Computer Networks and Data Systems
CSC 464  Voice Communications Networks
CSC 498  Digital Signal Processing
CSC 560  On-Line Systems and Telecommunications
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 Data Integration
CSC 566  Integrated Services Digital Networks
CSC 567  Telecommunication Systems Design and Management
CSC 568  Network Management
CSC 569  Telecommunications Regulation, Policy, Law and Standards
CSC 593  Topics in Telecommunications
CSC 597  Topics in Data Communications

**Theoretical Computer Science**
CSC 490  Theory of Computation
CSC 493  Automata Theory and Formal Grammars
CSC 497  Information Theory
CSC 503  Parallel Algorithms
CSC 520  Advanced Topics in Discrete Structures
CSC 591  Advanced Topics in Algorithms
CSC 599  Topics in Computer Science

**Computer Information Systems**
CSC 477  Software and Systems Project Management
CSC 553  Advanced Topics for Systems Development
CSC 554  Information Engineering
CSC 558  Software Methodologies
CSC 574  Decision Support Systems and Expert Systems
CSC 577  Management of Information Technology
CSC 596  Topics in Information Systems

**Data Analysis**
CSC 423  Data Analysis and Regression
CSC 424  Advanced Data Analysis
CSC 428  Data Analysis for Experimenters
CSC 598  Topics in Data Analysis

**Database Systems**
CSC 451  Database Design
CSC 452  Database Programming
CSC 456  Foundations of Intelligent Databases
CSC 481  Pattern Recognition and Machine Perception
CSC 549  Advanced Database Technologies
CSC 550  Object-Oriented Databases
CSC 581  Knowledge-based Systems
CSC 589  Topics in Database
Operating Systems
CSC 460  Topics in Operating Systems
CSC 489  Queuing Theory with Computer Applications
CSC 504  Parallel Processing
CSC 510  Introduction to Systems Programming
CSC 546  Operating System Design
CSC 572  Computer Security

Visual Computing
CSC 436  Foundations of Visual Computing
CSC 481  Pattern Recognition and Machine Perception
CSC 538  Vision Architectures
CSC 539  Advanced Graphics
CSC 570  Visualization
CSC 584  Computer Vision
CSC 587  Cognitive Science
CSC 590  Topics in Pattern Recognition
CSC 591  Advanced Topics in Algorithms
CSC 592  Topics in Computer Vision
CSC 595  Topics in Graphics

Programming Languages and Environments
CSC 434  Object-oriented Programming
CSC 437  Graphical User Interfaces
CSC 504  Parallel Processing
CSC 535  Formal Semantics of Programming Languages
CSC 548  Advanced Compiler Design
CSC 599  Topics in Computer Science

Software Engineering
CSC 430  Object-Oriented Modeling
CSC 431  Formal Software Specifications and Development I
CSC 465  Software Engineering Principles
CSC 467  Software Reliability
CSC 468  Software Measurement and Project Estimation
CSC 477  Software and System Project Management
CSC 529  Software Risk Management
CSC 531  Formal Software Specifications and Development II
CSC 533  Software Verification and Validation
CSC 558  Software Methodologies
CSC 571  Software Maintenance
CSC 690  Research Seminar

- Students must maintain a grade point average of 3.0 or better to remain in good standing in the program. A course grade below 2.0 is unsatisfactory and will not be counted toward degree requirements. PAC will ask students to withdraw from the doctoral program if the members judge that those students are not progressing satisfactorily toward the degree.

ADMISSION TO CANDIDACY
To be admitted to candidacy, doctoral students must complete the following:

Residency. Three consecutive quarters of full time study at DePaul University beyond the master’s level. Full time study is defined as registration for a minimum of eight credit hours (2 courses) in a quarter. With prior approval of PAC, students may satisfy residency requirements by course work, by participation in seminars, or by research performed off campus.
Allied Courses. Complete the course CSC 426 Values and Computer Technology.

Doctoral Candidacy Examination. Students need to complete at least three courses in each of their three concentration areas before applying to take this examination. The doctoral candidacy examination consists of three area examinations taken on material from the three concentration areas. The material covered by each area examination is described in the study guides available in the department office. A student is allowed at most two attempts at passing a candidacy examination in any area. Any student who fails more than three candidacy examination attempts will be asked to leave the program. Refer to the section on program time limitations below.

CANDIDACY CONTINUATION

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. This may be accomplished by registering for one or more four credit hour graduate courses or for one of the non-credit courses CSC 701 Resident Candidacy Continuation and CSC 702 Non-Resident Candidacy Continuation. Failure to comply with this 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 doctoral program. Students who have been dismissed from the program for this reason need to follow the College readmission procedures to be considered for reinstatement in the program.

THE DISSERTATION

A student who has been admitted to candidacy must complete the following steps prior to beginning work on their dissertation topic.

- Select a dissertation area.
- Pass an oral qualifying examination on the dissertation area.
- Select a dissertation topic and a dissertation advisor.
- Prepare a written dissertation proposal and present it at a departmental meeting.

After completing these steps, a dissertation committee will be formed subject to the approval of PAC. The committee will consist of three full-time faculty members and will be chaired by the candidate’s dissertation advisor.

PUBLIC DISSERTATION DEFENSE

To complete the degree, the candidate must present a dissertation comprising original and significant research and defend it before the dissertation committee. As part of the dissertation defense, the student will present the results of the dissertation in a departmental seminar. Consult the beginning of this bulletin for information on submitting the dissertation and an abstract of it to the College. Refer to the section on program time limitations below.

GRADUATION

Doctoral candidates who have passed the dissertation defense and who have submitted their dissertations to the College become eligible for degree conferral. Consult the Handbook for Graduate Studies at the back of this bulletin for procedures and fees related to graduation.

PROGRAM TIME LIMITATIONS

- There is a time limit of four years between admission to the doctoral program and admission to candidacy.
- There is a time limit of two years between admission to candidacy and passing the oral qualifying examination.
- There is a time limit of not less than eight months and not more than five years between admission to candidacy and the dissertation defense.
• Consult the Handbook for Graduate Studies at the back of this bulletin for graduation application deadlines and the deadline for submitting completed dissertations.

COURSES
All courses carry 4 hours of credit unless otherwise indicated.

UNDERGRADUATE COURSES
These courses count only for Prerequisite Phase requirements.

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 215  Introduction to Structured Programming Using C. An introduction to structured computer programming using ANSI C. 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.)

CSC 225  Programming in C. Introduction to the programming language ANSI 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 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 315  Analysis and Design Techniques. Analyzing a problem requiring a computer-based solution, designing a solution, prototyping the solution in a 4th generation language, testing the prototype. Structured analysis and design techniques, data flow and control flow programming, the data/project dictionary, processing narratives, architectural design, detailed design, transform and transaction flow, program design language, technical reviews, inspections, and walkthroughs. Comparison of structured techniques to alternative approaches. A team project will be required to motivate these topics. Prerequisite: CSC 310.

CSC 323  Data Analysis and Statistical Software I. 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.

CSC 343  Introduction to Operating Systems. A brief history of operating systems development; the four basic components—file systems, processor scheduling; memory management, and device scheduling; deadlock; concurrency; protection; distributed systems. Prerequisite: CSC 415.
CSC 345  Computer Architecture. Introduction to digital logic; micro-programming; further topics. Prerequisite: CSC 415.

CSC 415  Foundations of Computer Science I. Iteration, induction, and recursion; asymptotic analysis; analysis of algorithms; trees, binary trees, binary search trees, priority queues, heapsort; linked lists; stacks; queues; abstract data types. Prerequisites: MAT 140 and CSC 225 or 310.

CSC 416  Foundations of Computer Science II. Sets, hashing, relations, and functions; relational data model; graphs. Prerequisites: CSC 415.

CSC 417  Foundations of Computer Science III. Grammars and languages; propositional logic; digital logic. Prerequisites: CSC 415.

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.

PHY 405  Physical Principles of Telecommunications. The 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.

GRADUATE COURSES

411  Computers in Information Systems and 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.
**Values and Computer Technology.** This course examines the impact of computerized technologies on society with particular attention paid to the ethical issues raised by these social effects.

**Software Quality Management.** Quality management principles, tools, and methods applied to the software development process. Selected techniques for continuous and incremental improvements in product and process such as defect analysis, control charts, risk assessment, quality control, quality improvement programs, quality function deployment, the capability maturity model, cleanroom engineering, and benchmarking. **Prerequisite: CSC 323.**

**Data Analysis for Experimenters.** The analysis of experiments in the computing science with special emphasis on the use of statistical software and interpretation of generated output. **Prerequisite: CSC 423.**

**Object-Oriented Modeling.** Object-oriented modeling techniques for analysis and design. Emphasis on one approach and a survey of several alternative approaches, for example, Coad and Yourdon, Booch, Rumbaugh, and Shlaer and Mellor. Relationship between these modeling techniques and the features of object-oriented languages including C++. Team project. **Prerequisite: CSC 415.**

**Formal Software Specifications and Development 1.** This course will focus on practical applications of formal software specification and design techniques. Topics include a survey of formal specification approaches and languages, model-oriented specifications, design refinement, and supporting tools for formal software development. **Prerequisite: 455.**

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

**Software Quality Assurance Software testing strategies.** Designing test plans and test cases. Design reviews, walkthroughs, and inspections. Configuration management. **Prerequisite: CSC 315 or consent.**

**Object-Oriented Programming.** An introduction to object-oriented concepts and programming. Object-oriented applications, object-oriented database systems, architectural issues in object-oriented systems, and areas of research in object-oriented systems will be examined.

**Foundations of Visual Computing.** Mathematical and physical notions that underpin computer vision graphics. Topics will include approximation, interpolation, linear shift invariant systems, transforms for signal and analysis, radiant sources, photometry. **Prerequisite: Math 145 and 420.**


**User Interface Evaluation.** Techniques of heuristic evaluation, usability testing and formal experimentation. Students take a prototype interface from a first implementation through evaluation. **Prerequisite: 437, 323 or a basic statistics course.**

**Data Structures.** Data structures and their use in computer algorithms. Priority queues, searching, hash functions, string searching and pattern matching, graphs. **Prerequisite: CSC 410 and 420.**
Computer Architecture. Design and evaluation of modern digital computers. Virtual machines, sequential circuits, instruction formats and addressing modes, basic ALU operations, control design and microprogramming, high-speed memory technology, bus architecture. Prerequisites: CSC 312 and CSC 420 or PHY 405.

Computer Operating Systems. A conceptual introduction to operating systems. Multiprogramming, timesharing, concurrent and cooperating processes, scheduling policies, storage management and file management. Prerequisites: CSC 311 or 410.


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: database architecture, data models, query languages, integrity, security, functional dependency and normalization. Prerequisites: CSC 311 or 410, CSC 442 is recommended.

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 online applications and report generations. Micro-computer Database System programming. Concepts such as database integrity, transactions, transaction recovery, concurrency, and record locking will be covered. Prerequisites: CSC 449, 215.

Software Development Methods. This course will focus on techniques for designing, implementing, and testing large-scale software systems, as well as principles and methods for developing high quality software systems. It will emphasize object-oriented technology and its applications. Topics include: object-oriented design methods and notations, object-oriented programming and testing, formal specifications, and programming methodologies. Prerequisite: CSC 447 or CSC 430.

Foundations of Intelligent Databases. An introduction to the use of logic and deduction in databases and artificial intelligence. Topics will include propositional logic, first order predicate calculus, resolution theorem proving, deductive retrieval and deductive databases, inference engines, logic programming, and truth maintenance systems. Prerequisite: CSC 449.
Expert Systems. A detailed study of the development of artificial intelligence-based expert systems applications. Students will use commercial expert systems packages to develop example applications programs. Topics will include frames and other knowledge representation techniques, rule-based and case-based systems, inference, and model-based reasoning.

Symbolic Programming. Introduces the basic concepts of symbolic programming as embodied in the language LISP. Students will learn techniques for prototyping and building conceptually advanced systems in an environment that encourages procedural and data abstraction. Topics include basic programming techniques, symbolic expressions, recursion, advanced data and control structures, and object programming in CLOS. Assignments will focus on Artificial Intelligence techniques, but the class is intended to be useful for anyone who will need to rapidly develop large complex systems.

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 is recommended.

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.


Software Engineering Principles. Survey of fundamental concepts and principles in software engineering. Requirements analysis and software specification, requirements validation and prototyping, and formal specifications. Software design. Software testing. Software project measurements and management. Social issues and ethics. Students will work on team projects. Prerequisite: CSC 455.

Software Engineering Projects. Emphasize on team work, application of development and management techniques and use of CASE tools. The projects involve requirements analysis, requirements validation and inspection, object-oriented design, implementation, testing, integration, demonstration, and presentation. Prerequisite: CSC 465.
467 **Software Reliability.** The practical application and theory of software reliability models. Classification and comparison of software reliability models. Parametric estimation. **Prerequisite:** CSC 323, MAT 140, and MAT 145.

468 **Software Measurement and Project Estimation.** Software metrics. Productivity, effort, and defect models. Software cost estimation. **Prerequisite:** CSC 323 and either CSC 465 or CSC 475.


475 **Information Systems Analysis and Design.** Information systems development emphasizing the application of structured techniques in a CASE and 4GL environment. Topics and team project tasks include CASE tools, entity-relationship diagramming, data flow diagramming, structure chart, action diagram, joint application design, prototyping, design of relational database, and testing. **Prerequisite:** CSC 375.

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

477 **Software and Systems Project Management.** Planning, controlling, organizing, staffing and directing software development activities or information systems projects. Theories, techniques, and tools for scheduling, feasibility study, cost-benefit analysis. Measurement and evaluation of quality and productivity. **Prerequisite:** CSC 465 or CSC 475.

481 **Pattern Recognition and Image Processing.** Image processing, edge detection, segmentation, feature extraction, decision boundaries, Bayesian classifiers, nearest neighbor classifiers, clustering, neural nets. **Prerequisite:** One statistics course.

482 **Legal Aspects of Data Processing.** A practical survey of computer and data processing law arising in a high-tech environment. Areas covered include: contracts, copyrights, patents, trade secrets, trademarks, crime, unfair competition and international treaties.

483 **Information Systems 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 475.

484 **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:** CSB 504 or ACC 103.

485 **Numerical Analysis.** Use of a digital computer for numerical computation. Error analysis, Gaussian elimination and Gauss-Seidel method, solution of non-linear equations, function evaluation, approximation of integrals and derivatives, Monte Carlo methods. **Prerequisites:** MAT 220 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. **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 queueing. 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 and 493.

**Design and Analysis of Algorithms.** Methods of designing algorithms including divide-and-conquer, the greedy method, dynamic programming, and backtracking. Emphasis on efficiency issues. **Prerequisite:** CSC 420 and CSC 442 or CSC 417.

**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.

**Logical Design and Switching Theory.** Binary and multi-valued switching algebra, logical completeness, minimization of switching functions, combinational logic design, design examples using IC's, 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.

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

**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.

**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.
502 Genetic Algorithms. This course covers the basics of genetic algorithms, the schema theory of John Holland, advanced operators and genetic search, as well as applications e.g. genetic-based machine learning, parsing, expert system etc. Students will work on a variety of projects based on the applications discussed in class. **Prerequisite:** CSC 491.

503 Parallel Algorithms. Development, implementation, and applications of parallel algorithms. Models of parallel computation. Parallel sorting, searching, and graph algorithms, as well as other parallel algorithms, will be studied and implemented on both simulated and actual parallel machines. **Prerequisite:** CSC 491.

504 Parallel Processing. The course covers some specific multiprocessor architectures and how to implement various algorithms on each machine. Students will implement a fairly large project on a multiprocessor. The course will also introduce some compilation techniques, for a better understanding of the issues. **Prerequisite:** CSC 491.

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.

529 Software Risk Management. Identification, estimation, evaluation, planning, controlling, and monitoring of risk involved in the development, maintenance, operation, and evolution of systems. **Prerequisites:** CSC 323, CSC 465 or 475.

531 Formal Software Specifications and Development II. Techniques for specifying software requirements using formal language. Model-base and algebraic formal specifications. Cleanroom software development. Application of formal methods in real software development projects. **Prerequisite:** CSC 420 or MAT 141, CSC 465 or CSC 475.

533 Software Validation and Verification. Techniques, methods and tools for software inspection and testing. Theory and applications of formal verification of programs. Techniques and tools for automated analysis of programs.


536 Modelling for Computer Aided Design. Review of Bezier curves. Splines. NURBS. Catmull-Rom splines. Integer and adaptive methods of curve generation. Surfaces. User interface considerations for CAD systems. GIS support issues. **Prerequisite:** 436 and 469; or consent of instructor.

538 Vision Architectures. A survey of architectures of processors and systems for machine vision, including existing implementations and proposed designs. **Prerequisite:** CSC 445 and CSC 584.

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

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.

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.

Advanced Database Technologies. Failure and recovery in database systems, concurrency control, distributed databases, object-oriented databases and logic databases. Prerequisite: CSC 449.


Advanced Topics for Systems Development. Rapid application development approach to information systems development emphasizing integrated use of CASE products. The integration of tools, methodology, management, and project and user teams. Topics include evaluation and implementation of CASE products, object-oriented modeling, and methods for real-time systems. Case studies and systems project. Prerequisite: CSC 475 or CSC 465.


Software Methodologies. Recently developed techniques for software requirements analysis, specification, and design. Prerequisite: CSC 465.

On-Line Systems and Telecommunications. On-line system design and development; technical design control; network topology; telecommunications (voice and data) hardware and software; telecommunications systems; network architecture; telecommunications deregulation; technology forecast. Study of large scale on-line systems. Prerequisite: CSC 446.

Distributed Processing. A high-level understanding of network architectures and distributed applications; client/server models; remote procedure call; examples of applications such as electronic mail and file transfer; network programming. Prerequisite: CSC 462.
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 463.

Voice and Data Integration. Methods for data transmission and switching over Wide Area Network telecommunication facilities. DDS and T1 networking. Alternate voice digitization techniques. Microwave, satellite, and fiber optic transmission systems. Structure and evolution of the digital telecommunications network. **Prerequisites:** 462 and 464.

Integrated Services Digital Networks. A study of the Integrated Services Digital Network (ISDN) including its structure, services and protocols. How current network switching and transmission methods must be modified and expanded to allow integration of voice and data services. A survey of current LEC and IXC ISDN offerings. Future trends in integrated communication networks. **Prerequisites:** 463 and 464.

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 464. CSC 565 is recommended.


Visualization. Reconstruction techniques. Voxel classification and isosurface generation. Spatial set operations. Projections of higher-dimensional data sets. Data feature enhancement. False color mapping. Survey of applications in science, engineering and medicine. **Prerequisite:** CSC 469 and CSC 436.

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.

Decision Support Systems and Expert Systems. Analysis, design and implementation of systems for decision support and strategic planning, including decision support systems (DSS), group decision support systems (GDSS), expert systems (ES), executive information systems (EIS), and other applications of artificial intelligence. Case studies, projects on applications, and evaluation of software. Prerequisite: CSC 475 or CSC 465.

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.

Management of Information Technology. Information technology and resource management. Assessment of information technology trends, application of portfolio resources, managing application development and end-user computing, information resource and asset control, strategic applications, and strategic information technology planning. Diffusion theories and stage models. Case studies. Prerequisite: CSC 475 or CSC 465 or completion of Core Knowledge phase in Telecommunications.

Neural Networks I. A study of the basic structure of neural networks, activation and weights computation, learning, and various models: competition, pattern association, supervised and unsupervised learning units, single and multi-layer models, Hopfield nets, Boltzmann machines, and others. Some current applications are explored.

Neural Networks II. The course is a continuation of CSC 578 Neural Networks I. It will include discussion of advanced neural network architectures: Kohonen Networks, Counter Propagation Networks, Bi-directional Associative Memories as well as Art1 and Art2 Networks. Professional Neural Network development tools will be used throughout the course. There will be a project. Prerequisite: CSC 578.

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.


Natural Language Processing. Introduction to computer understanding of natural (human) languages. Topics include knowledge representation, syntactic analysis and grammars, parsing, semantic interpretation, discourse analysis, text generation, and machine translation. An overview of several existing natural language processing systems.
Computer Vision. An introduction to computer vision, including image representation, segmentation, stereo, color, texture perception, motion, knowledge representation, and neural nets. Recommended: CSC 436 or CSC 481.

Knowledge Representation. Techniques for symbolic representation of knowledge in artificial intelligence and knowledge-based systems. Topics will include propositional logic, predicate calculus, nonmonotonic logics, semantic networks and frames, conceptual dependencies and scripts, truth maintenance systems, and qualitative reasoning. Prerequisites: CSC 456.


Cognitive Science. Introduction to the principles and methods of cognitive psychology, and the relation between psychology and artificial intelligence; in particular, the use of AI systems to model human cognition. An overview of AI systems that have been intended as cognitive models, such as ACT* and SOAR. Emphasis on information processing. Applications to human/computer interaction.

Knowledge Representation II. A continuation of CSC 585 Knowledge Representation. A survey of knowledge representation techniques used in various areas of artificial intelligence. Prerequisite: CSC 585.

Topics in Database. (Prerequisite: Consent of the instructor. Independent study form required.)

Topics in User Interfaces. (Prerequisite: Completion of the corresponding visual computing core sequence or consent of instructor. May be repeated for credit.)

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.

Topics in Computer Vision and Pattern Recognition. (Prerequisite: Completion of the corresponding visual computing core sequence or consent of instructor. May be repeated for credit.)

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

Topics in Artificial Intelligence. (Prerequisite: Consent of instructor. Independent Study form required.)

Topics in Graphics. (Prerequisite: Completion of the corresponding visual computing core sequence or consent of instructor. May be repeated for credit.)

Topics in Information Systems. (Prerequisite: Consent of instructor. Independent Study form required.)

Topics in Data Communications. (Prerequisite: Consent of instructor. Independent Study form required.)

Topics in Data Analysis. (Prerequisite: Consent of instructor. Independent Study form required.)

Topics in Computer Science. (Prerequisite: Consent of instructor. Independent Study form required.)
610 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.

611 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.


640 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.

650 Executive Program. A 10-week integrated certificate program in microcomputing and computer technology for business professionals. Offered through the Institute for Professional Development—enrollment is restricted.

670 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.

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

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

696 Master's Project. Students may register for this course only after their advisor has approved a written proposal for their project. 4 credit hours. Prerequisite: Consent of advisor. Independent study form required.

698 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.

699 Research. (Prerequisite: Pass Candidacy Examination in three concentration areas. 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. Prerequisite: Admission to Candidacy Independent Study form required.

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. Prerequisite: Admission to Candidacy Independent Study form required.
COURSES FROM OTHER DEPARTMENTS

MAT 458  Statistical Quality Control. Consult the Department of Mathematics Section of this bulletin for the description of this course.

Courses Related to the MIS Degree

GSB 499  Effective Communication. The introductory course for the Kellstadt Graduate School of Business draws on factors that make DePaul University distinctive: its Vincentian values, pragmatism and strong relationship with the Chicago business community. The course gives students the opportunity to develop knowledge and skills in communication necessary to effectively influence business and social decision making. Students are encouraged to examine their personal role in the corporate environment through self management, and, forming and maintaining business relationships. The course examines the dynamics of communication in interpersonal transactions and in decision making for business and society while exposing the student to specific skills necessary for success in DePaul's graduate programs and today's challenging global business environment. Prerequisite: Graduate Standing.

BLW 500  Legal & Ethical Environment. This is an introduction to the nature and sources of law, including an analysis of ethical perspectives present in the judicial process. Students will learn how legal and ethical issues influence the decision-making process of managers. Students will examine utilitarianism, the rights and justice perspective, and professional obligations as they are represented in the law. Students will explore the relationship between personal values and business decisions, and whether there exists a social responsibility of managers. This course will cover legal concepts relevant to business including basic concepts of public law (Constitutional and Administrative Law) and private laws (Sales and Product Liability). Students will examine business organizations and issues in Employment Law. Prerequisite: Graduate Standing.

ECO 500  Money & Banking. (2 credit hours). This course examines the role of money in the economy from both a functional and macroeconomic perspective. The role of the Federal Reserve as a monetary policy-maker will be examined in detail. Students completing this course will be able to make informed judgments of the impact of monetary and fiscal policy on inflation, interest and exchange rates, and the general level of economic activity. Prerequisites: Mathematics Workshop, or equivalent.

ECO 509  Business Conditions Analysis. This course teaches students how to use available economic data to assess business conditions. This is done by: (1) evaluating the sources and usefulness of data periodically released by government and private sources and (2) developing a macro-economic framework that the student can use to analyze business conditions. Completion of this course will allow students to understand economic news and relate it to their business or job. Prerequisites: Math & Stat Workshops, or equivalent.

FIN 500  Financial Institutions & Markets. (2 credit hours). This course covers the structure and functions of the most important financial institutions and financial markets. Coverage includes the banking system, saving institutions, other financial institutions, money markets, capital markets, and markets for derivative securities. Prerequisite: Math Workshop, or equivalent.
IB 500  **Global Economy.** This course is designed to be an introduction to the economic environment in which businesses operate. With the increasing interdependence of national economies and the growing role of global enterprises, the understanding of international economic issues is vital to decision makers. The material covered will include both socio-cultural aspects and economic and financial dimensions of global business. Students should obtain a grasp of the basic theory as well as a knowledge of the major current issues in the global economy. **Prerequisite:** Graduate Standing.

Accounting

500  **Financial Accounting.** This 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 Cash Flows are studied in detail and analyzed. **Prerequisite:** Graduate Standing.

526  **Microcomputer Uses in Decision Making.** Hands-on use of microcomputers as tools for solving business problems. Students will learn to apply existing software and to construct their own worksheets. Emphasis will be on problem formulation, input preparation and solution analysis. Problems are selected from areas such as allocation of scarce resources, capital budgeting, inventory planning and control, pricing and performance evaluation. Offered Autumn, Spring. **Prerequisites:** Basic Knowledge of Lotus 1-2-3, GSB 502 and either Acct. 542A or GSB 511 and permission of instructor.

527  **Design and Construction 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 Variably. **Prerequisite:** Completion of Phase 1 or equiv.

535  **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: variably. Prerequisite: Completion of Phase 1 or equiv.

Management Information Systems

Systems Analysis and Design: Concepts, Tools and Techniques. This course is designed as the first of two courses. It focuses on the early phases of the information systems development life cycle and covers primarily process-oriented techniques, methods, and methodologies. This course prepares students for the case study-oriented MIS 676 course where learned techniques are applied. Laboratory exercises include the use of a computer-aided software engineering (CASE) tool. Offered Autumn, Winter, Summer. Prerequisite: Completion of Phase 1 and MIS 670 or equiv.

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. The second of a two-course sequence for MIS majors. It summarizes and extends the concepts of functionally oriented, structured, and data-oriented methodologies, and CASE tools and focuses on applying them. It covers other topics of interest to the systems developers and systems manager, such as: methodologies for systems development without programmers (prototyping, 4th generation languages, end user computing), management of information services including information center concepts, and analysis and design of decision support and expert systems. Offered Winter, Spring. 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. Offered Winter, Summer. 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. Offered Spring. Prerequisite: MIS 676 or equiv. or permission.

Graduate Seminar in Information Systems. Formal aspects of the course will provide a framework for integrating the various areas and disciplines studied in other courses. Readings, classroom discussion and group participation will be required of all students. Offered Winter and Spring. Prerequisite: MIS 674 or permission.


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. Offered Spring. Prerequisite: MIS 676 or equiv. or permission.
Special Topics. Content and format of this course are variable. An in-depth study of current issues in management information systems. Subject matter will be indicated in class schedule. Offered variably. Prerequisite: As indicated in class schedule.

Management

500 Managing People 1. Students will critically examine and creatively solve problems of managing individuals and teams within organizations. Fundamental principles of perception, attribution, motivation, and learning will be applied as participants engage in the study of leadership, empowerment, team development, managing innovation and change, decision processes, business ethics, and power and politics. Prerequisite: Graduate Standing.

502 Operations Management. This course provides an introduction and overview of the field of operations management. Students will learn how the operations function of a firm is responsible for the creation and distribution of goods and services. Major problems and ethical issues concerning the management of domestic and international operations are addressed. Quantitative and qualitative concepts of quality and continuous improvement are applied to both the manufacturing and service sectors. Prerequisites: Mathematics and Statistics Workshops, or equivalent.

510 Quality Control. This course offers a treatment of several specific production and operations management functional areas including: statistical process control, total quality control, just in time, enhanced scheduling technologies, and productivity measurement. The interrelationship of these topics is identified and applications are discussed in various manufacturing and service environments. Offered Autumn, Spring. Prerequisite: Completion of Phase 1 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.

590 Management of Innovation and Technological Change. This course provides a foundation for managing technology in a competitive environment with global implications. Managing technology, whether in R&D or the finance department, requires the manager to understand, utilize, and support technology. Technology is discussed as a critical component, along with people and skills, in adding value to products and services. Other topics discussed include entrepreneurship, a technology foundation, deployment of technology, and the industry evolution process. Selected emerging technologies and their future evolutions are studies. Offered Winter. Prerequisite: Completion of the internal and external environment courses or equiv.

Marketing

585 Marketing Information Systems for Decision Support. Course explores the development of a systems approach to the collection, analysis and distribution of marketing information within the organization. Topics include expert systems, data base development and maintenance, and planning and control systems for marketing decision making. Offered variably. Prerequisite: MIS 500, ACC 555, MKT 555, and MKT 525 or equiv.
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

JOHN BERDELL, PH.D.
Assistant Professor
University of Cambridge

ELIJAH BREWER III, PH.D.
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Massachusetts Institute of Technology

FRANK J. BROWN, PH.D.
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Catholic University of America

GABRIELLA BUCCI, PH.D.
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The 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, PH.D.
Assistant Professor
University of Wisconsin

SETH EPSSTEIN, PH.D.
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University of Arizona

DOUGLAS EVANOFF, PH.D.
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Professor
Cornell University

RICHARD M. THORNTON, PH.D.
Professor Emeritus
Northern Illinois University

WILLIAM R. WATERS, PH.D.
Professor Emeritus
Georgetown University

RICHARD J. WILTGEN, PH.D.
Professor
University of Illinois
PURPOSES
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.

PROGRAMS

MASTER OF ARTS: ECONOMICS
The graduate program is theoretical and analytical. Economic analysis is used to explain and understand our economy and international economic developments. The program provides wide acquaintance with the basic sources in the field and initiates the student to habits of economic research.

ADMISSION REQUIREMENTS
For admission, students must have the following:

Bachelor's Degree.
Three letters of recommendation from professors familiar with your academic work. A two page statement describing your reasons for undertaking graduate work in Economics. Nine courses in the social sciences. At least six of these courses must be in Economics. The Economics courses must include 305 Intermediate Microeconomics and 306 Intermediate Macroeconomics. Familiarity with differential calculus and introductory statistics. Undergraduate grades that indicate a high probability for success in a graduate program.
The GRE is not required, but is recommended.

DEGREE REQUIREMENTS
The candidate for the Master's 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 economics and/or allied fields, require the student to have the written permission of the Program Coordinator 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 requirement that follows.

Oral Comprehensive Examination: This examination covers the thesis and the Area of Economics 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: GSB Courses, ECO 500, ECO 509, ECO 511 and ECO 555 cannot be used to fulfill degree requirements for M.A. students in economics.

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 insofar 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.

330 The Economics of Socialism (formerly 230). Fundamental economic relationships as they exist under socialist forms of organization. The pure theory of socialism is examined, as well as the practical organization of the economies in the various socialist nations. Prerequisite: 104.

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.

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. 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. Prerequisite: Graduate Standing.

Advanced Macroeconomics. 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. Prerequisite: Graduate Standing.

Business Conditions Analysis. 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.) Prerequisite: Graduate Standing.
Business and Economic Forecasting. 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.) **Prerequisite: Graduate Standing.**

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

Industrial Organization. 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. **Prerequisite: Graduate Standing.**

Business and Public Policy. 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. **Prerequisite: Graduate Standing.**

Public Economics and the Economics of Taxation. Application of microeconomic analysis to the role of the government in society. The theoretical foundation for the design of an efficient and equitable tax and expenditure program is presented and the impacts of such a program on the economy is explored through general equilibrium analysis. Students must have a solid grounding in basic calculus. **Prerequisite: Graduate Standing.**

Labor Economics and Labor Relations. 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. **Prerequisite: Graduate Standing.**

History of Economic Thought. 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. **Prerequisite: Graduate Standing.**

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

Regional and Urban Economics. 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. **Prerequisite: Graduate Standing.**
557 **International Economics.** 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. Prerequisite: Graduate Standing: ECO 361 or equivalent.

560 **Development of the American Economy.** 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. Prerequisite: Graduate Standing.

561 **Economics of Underdeveloped Countries.** 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. Prerequisite: Graduate Standing.

576 **Econometric Methods.** The various fundamental problems in the application of statistical procedures to econometric estimation will be studied; multicollinearity, 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. Prerequisite: ECO 375.

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

581 **Mathematics for Economics and Business II.** 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. Prerequisites: Graduate Standing and ECO 380.

599 **Seminar in Economics.** 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. Prerequisite: Graduate Standing.

600 **Thesis Research.** 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. Prerequisite: Permission of the Department Chair.

602 **Candidacy Continuation.** Required of all students who are not registered for regular courses but who occasionally utilize University facilities during completion of course requirements and/or research. Non-credit. $40.00 per quarter.

798 **Special Topics.** 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. Prerequisite: As indicated in class schedule.

799 **Independent Study.** Available to graduate students of demonstrated capability for intensive independent work in economics. Prerequisite: Written permission of supervising faculty member and Chair is required prior to registration.
FACULTY

GERALD P. MULDERIG, PH.D.
Associate Professor and Chair
The Ohio State University

THEODORE G. ANTON, M.A., M.F.A.
Assistant Professor
University of Iowa

ANNE CLARK BARTLETT, PH.D.
Assistant Professor
University of Iowa

DARIE BOWDEN, PH.D.
Assistant Professor
University of Southern California

BERNARD A. BRUNNER, PH.D.
Professor Emeritus
University of Chicago

ANNE CALCAGNO, M.F.A.
Assistant Professor
University of Montana

CARYN CHADEN, PH.D.
Associate Professor
University of Virginia

CAROL KLMICK CYGANOWSKI, PH.D.
Associate Professor
University of Chicago

STANLEY J. DAMBERGER, M.A.
Professor Emeritus
Saint Louis University

WILLIAM FAHRENBACK, PH.D.
Assistant Professor and Director,
Graduate Program in English
University of Toronto

JAMES FAIRHALL, PH.D.
Assistant Professor
State University of New York
at Stony Brook

WILLIAM J. FEENEY, PH.D.
Professor Emeritus
University of Oregon

KRISTINE GARRIGAN, PH.D
Professor
University of Wisconsin

ROGER GRAVES, PH.D.
Assistant Professor
The Ohio State University

JONATHAN GROSS, PH.D.
Assistant Professor
Columbia University

HUGH J. INGRASCI, PH.D.
Associate Professor
University of Michigan

DAVID A. JOLLIFFE, PH.D.
Associate Professor
University of Texas, Austin

RICHARD JONES, M.A., M.F.A.
Professor
University of Virginia, Vermont College

ELLIN M. KELLY, PH.D.
Professor Emeritus
University of Wisconsin

HELEN MARLBROUGH, PH.D.
Assistant Professor
Brown University

ZAHAVA MCKEON, PH.D.
Professor Emeritus
University of Chicago

MARGARET M. NEVILLE, PH.D.
Professor Emeritus
Loyola University

JOHN E. PRICE, PH.D.
Associate Professor
Loyola University

LAVON RASCO, PH.D.
Professor Emeritus
Northwestern University

LUCY RINEHART, PH.D.
Assistant Professor
Columbia University

SHAILIJA SHARMA, PH.D.
Assistant Professor
State University of New York
at Stony Brook

FRANK SHERMAN, PH.D.
Professor Emeritus
University of California, Berkeley

CRAIG A. SIRLES, PH.D.
Assistant Professor
Northwestern University

GARY SMITH, PH.D.
Associate Professor
Stanford University

PETER J. VANDENBERG, PH.D.
Assistant Professor
Texas Christian University
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; and to cultivate independent critical ability, that is, the ability to read literary texts flexibly and comprehensively.

PROGRAM

MASTER OF ARTS: ENGLISH

The Master of Arts program in English achieves its purposes through graduate courses in different periods of English and American literature, as well as electives in English and American literature, writing and linguistics, literary criticism, and 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.

ADMISSION REQUIREMENTS

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) Completion of three core courses:
   - ENG 400  Bibliography and Literary Research
   - ENG 401  History of the English Language
   - ENG 470  Studies in Literary Criticism
C) 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 c) above.
D) 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.)
E) A passing grade on a written Master’s examination, based on a reading list drawn up by a department committee. A student is eligible to write the examination only after he or she has completed all other degree requirements. If a student does not pass the examination, the department may recommend that the Dean grant permission for the student to write another examination at the next regular time. The examination may not be taken more than twice.

GOOD STANDING

To achieve good standing in the program, students must

1) complete at least three courses within twelve months of their admission to the program (one of these courses must be ENG 400: Bibliography and Literary Research), and
2) maintain an overall grade-point average of at least 3.0 in their course work. Students whose cumulative GPA falls below 3.0 will be placed on probation and given two quarters to raise their average to the minimum 3.0 level. Students on probation are required to consult with the program director before registering for classes. Failure to meet these requirements constitutes grounds for dismissal.

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.

CERTIFICATION FOR HIGH-SCHOOL (6-12) TEACHING

DePaul University's School of Education offers approved programs for State of Illinois certification in 6-12 teaching. Students who complete the requirements listed above for the Master of Arts in English may also obtain certification by satisfying the following additional requirements:

1. Courses:
   a. School of Education: CUG 400, 403, 408, R&L 446, CDG 405, 525, and 590 (student teaching).
   b. English: ENG 480 or 481

2. Other requirements:
   a. Specific courses in general education (such as science or U.S. history) if not taken as an undergraduate.
   b. Basic skills and subject-matter tests.
   c. Field experiences.

Students in this program must apply to and have an advisor in the School of Education.

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.

403 History of Rhetoric I: Classical Rhetoric (formerly 406). A survey of Greek and Roman rhetorical theory. Examines important definitions and discussions of rhetoric from Plato to Augustine, with attention to their implications for an understanding of the roles of rhetoric and writing in modern society.

404 History of Rhetoric II: Rhetoric in the Renaissance and the Eighteenth Century. A survey of developments in rhetoric from the sixteenth through the eighteenth centuries. Includes consideration of the vernacular rhetorics of the English Renaissance and analysis of connections between logic, rhetoric, and literary criticism in the eighteenth century, with attention to implications for contemporary studies of literature, language, and writing.

Stylistics. Theory and practice in examining features of prose style, including 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. Prerequisite: previous creative writing experience and permission of instructor.

Writing Poetry. A course in writing and reading poetry. Emphasis is placed on class discussion of student writing. Prerequisite: previous creative writing experience and permission of instructor.

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.

Editing. An introduction to editing principles and practices in professional and technical fields.

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.

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.
Milton. Milton's poetic works in their historical context.

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 English Romantic Prose. Major Romantic nonfiction prose writers, including Burke, Coleridge, Hazlitt, DeQuincey, and Lamb.


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

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

Topics in Nineteenth-Century British Literature. 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 emphases on major writers, including Hawthorne, Melville, Poe, Whitman, Dickinson, Twain, Chopin, Crane, James, Wharton, and Cather.


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.

Writing Center Theory and Pedagogy. Introduction to current theories and practices in writing instruction; prepares students to develop and administer writing centers and to work as writing consultants. (Writing Center practicum required. This four-credit-hour course will be offered over a two-quarter time span during the Autumn and Winter quarters only. See instructor for further information.)

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

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.

Candidacy Continuation. Required of all students who are not registered for regular courses but who occasionally utilize University facilities during completion of course requirements and/or research. Non-credit. $40.00 per quarter.
FACULTY
THOMAS CROAK, C.M.
Assistant Professor and Chair D.A., J.D.
Carnegie-Mellon University
DONALD J. ABRAMOSKE, PH.D.
Professor Emeritus
University of Chicago
ALBERT ERLEBACHER, PH.D.
Professor
University of Wisconsin, Madison
ELLEN T. ESLINGER, PH.D.
Assistant Professor
University of Chicago
BRUCE L. FENNER, PH.D.
Professor Emeritus
Cornell University
ROBERT F. FRIES, PH.D.
Professor Emeritus
University of Wisconsin, Madison
ROBERT GARFIELD, PH.D.
Associate Professor
Northwestern University
ROSEMARY D. GOODEN, PH.D.
Assistant Professor
University of Michigan
DOUGLAS R. HOWLAND, PH.D.
Assistant Professor
University of Chicago
GREGORY C. KOZLOWSKI, PH.D.
Professor
University of Minnesota
JAMES P. KROKAR, PH.D.
Associate Professor
Indiana University
FELIX MASUD-PILOTO, PH.D.
Assistant Professor
Florida State University
HOWARD O. LINDSEY
Assistant Professor, Ph.D.
University of Michigan
RICHARD J. MEISTER, PH.D.
Professor
Notre Dame University
THOMAS R. MOCKATIS, PH.D.
Assistant Professor
University of Wisconsin, Madison
BRUCE L. OTTLEY, J.D.
Adjunct Professor
University of Iowa
WILLIAM A. PELZ, PH.D.
Lecturer
Northern Illinois University
STEPHANIE QUINN, PH.D.
Lecturer
Vanderbilt University
SUSAN RAMIREZ, PH.D.
Professor
University of Wisconsin, Madison
BARBARA RÅNSBY, M.A.
Instructor
University of Michigan
KAREN SCOTT, PH.D.
Assistant Professor
University of California, Berkeley
CORNELIUS SIPPEL, PH.D.
Associate Professor
University of Michigan
ARTHUR W. THURNER, PH.D.
Professor Emeritus
University of Chicago
PURPOSES

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.

PROGRAMS

MASTER OF ARTS: HISTORY

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.

ADMISSION REQUIREMENTS

For full admission, students must have the following:

A 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. 1) Two letters of recommendation. 2) A one- to two-page personal statement explaining their reason(s) for studying history in graduate school.

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

DEGREE REQUIREMENTS

Thesis
Courses: minimum of 48 quarter hours, including

HST 401 Historical Methods
HST 499 Thesis Research (up to 8 credit hours taken in 4 credit units.)

The faculty of the Department of History highly recommends that students selecting the Thesis option declare their intention to write a Thesis and select a thesis supervisor as soon as possible after they begin their course of study. (At the end of their second quarter of study for full-time students or no later than the completion of their sixth course for part-time students.)

Students pursuing the Thesis option will take a minimum of three courses at the 400 or 300 levels (and at least one at the 400-level) in their chosen area of concentration and at least one course each in two of the following areas chosen outside of their concentration: African-American, European, Latin American, East Asian, Islamic, African, South Asian, Southeast Asian, U.S.

Note: Knowledge of a computer or foreign language, appropriate to the students area of concentration. The department will accept as evidence of knowledge of a foreign or computer language 18 quarter hours (12 semester hours) of college study successfully completed (ie, a grade of C or above), 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 provide evidence of reading knowledge by passing an examination set by the department.

HST 500 Candidacy Continuation. Required of all students who are not registered for regular courses but who occasionally utilize University facilities during completion of course requirements and/or research. $40.00 per quarter.

Comprehensive Examination: The final examination for students choosing the Thesis option will consist of an oral examination on the student’s thesis, on topics selected by the student and his/her advisor in the area of specialization from which the Thesis comes, as well as on one outside field chosen from those named above.
Non-Thesis
Courses: minimum of 48 quarter hours, including

HST 401 Historical Methods
  Five 400-level courses
  Six 300-level history courses, including one in American/African-American (if not previously taken in undergraduate program), one in European (if not previously taken in undergraduate program), one in Latin American, one in East Asian, one in Islamic, one in African or World History.

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
African-American
Colonial Americas
Medieval European
Early Modern European
Modern European
England to 1688
Islamic
Modern Britain and Ireland since 1688
Latin American
United States to 1865
United States since 1860
East Asian
South Asian
Southeast Asian
World History

CERTIFICATION FOR HIGH SCHOOL (6-12) TEACHING

Students who wish to obtain certification for secondary school teaching, must also take the following courses.

DePaul University's School of Education offers approved programs for State of Illinois certification in 6-12 teaching. Students who complete the requirements for the Master of Arts in History listed above may also obtain certification by satisfying the following additional requirements:

1. Course:
   a. School of Education: CUG 400, 403, 408, R&L 446, CDG 405, 525 and 590 (student teaching).
   b. HST 393

2. Other requirements:
   a. Specific courses in general education (such as science or U.S. history) if not taken as an undergraduate.
   b. Basic skills and subject matter tests.
   c. Field experiences.

Students in this program must apply to an have an advisor in the School of Education.
COURSES
All courses carry four quarter hours of credit unless otherwise noted.

ADVANCED UNDERGRADUATE COURSES

European

315 **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.

316 **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.

317 **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.

318 **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.

326 **England to 1688.** The origins and development of English political and social institutions in the medieval and early modern periods.

327 **Modern Britain Since 1688.** The continued development of political and social institutions, the growth of industrial civilization, the experience of empire, post-imperial Britain in a European and world context.

328 **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.

332 **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 at the Congress of Vienna.

336 **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.

337 **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.

347 **Europe from Vienna to Versailles.** The development of the modern nation-state, the growth of industrial society and culture, the advent of European ascendancy.

348 **Europe in the Twentieth Century.** The crisis of democracy and culture, the decline of European ascendancy, the growth of pan-Europeanism.

355 **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.
356 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.

358 Eastern Europe to 1699. A survey of the area’s settlement by Slavic and non-Slavic peoples, the establishment of medieval states, the East European Renaissance and reformation, the struggle of Cross and Crescent, and the growth of Habsburg and Ottoman power.

359 Eastern Europe, 1699-1914. A survey of the East European Enlightenment and absolutism, the Polish partitions, and the effects of revolutionary ideas on multinational empires.

360 Eastern Europe, 1914 to Present. A survey of World War I and its effects in Eastern Europe; the rise of nation-states; the destruction of traditional agrarian societies; the impact of World War II; and the establishment and decline of Communist regimes.

Asian and African

323 Islam in World History: The Foundations. A study of Islam as a religious faith, a civilizing tradition and a political system from the time of the Prophet to the 12th century.

324 Great Islamic Empires. Examines the social, cultural and economic histories of the Ottoman-Turkish, Safavid-Iranian and Mughal-Indian empires which dominated the Muslim world in the crucial centuries between the end of the Mongol empire and the advent of European dominance.

325 Islam and the West in the Modern World (formerly 342). An examination of the economic, cultural and political interaction of Europe and the Islamic world.

349 Africa: The Age of Empires, African History to 1800. A study of African history from earliest times, concentrating on the political, social, and religious aspects of major African States and empires.

350 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.

351 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.

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

353 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.”

380 Ancient and Medieval Japan to 1600. Examines indigenous traditions in Japan and their development in a world dominated by Chinese Civilization. The cultural history of three phases in Japan’s past: the archaic kingship; the Chinese-style aristocratic empire; and the decentralized feudal order of warlords. Political order and related literary and religious developments predominate.
Creating a Japanese Nation-State: Japan 1600-1890. Examines the creation of an authoritarian, hierarchical, and increasingly fluid pre-modern society in an isolated Japan under the Tokugawa shogunate, and its demise with the "Meiji Restoration" of 1868, as Japan turned to a greater involvement with Western Europe and the United States. The political, economic, and intellectual institutions that join medieval and modern Japan will be stressed.

Imperial Japan and Its Post-war Reconstruction, 1890 to the Present. Examines the establishment of a German-style Constitutional Monarchy, the expanding Japanese Empire and its wars against China and the U.S. (1937-1945), and the restructuring of Japan after the war so as to effect an "economic miracle." Stresses the interaction of Japan's cultural history and the international political economy.

Traditional Chinese Civilization: China to 1800. An examination of China from the appearance of civilization during the Shang to the middle of the Qing in 1800. Focuses on the development of Chinese philosophy, the growth of the Chinese empire, the introduction of Buddhism, the development of distinctive social and economic structures, and China's interactions with neighbors in East, Central, and Southeast Asia.

Revolutionary China, 1800 to the Present. A study of China during the nineteenth and twentieth centuries, focusing on the factors that shaped the Chinese revolution, an examination of the various stages of the revolution, and a discussion of how the revolution altered traditional China.

Latin American

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.

Colonial Latin America: Power and the Development of a Multi-racial Society. The multi-cultural origins of colonial rule in the Americas from the 15th to the early 19th century.

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.


Inter-American Affairs. 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.

Latinos in the United States. A survey of the history, politics, and culture of the major Hispanic groups in the United States: Mexicans, Puerto Ricans, Cubans, Dominicans, and Central Americans. Traces the history of these groups from the 19th century to the present by analyzing their impact on the United States.
314  The Cuban Revolution. General analysis of the impact of the Cuban Revolution on Cuban society and the international political arena. The historical background of the revolution as well as its accomplishments and shortcomings will be emphasized.

United States

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

343  The Origins of the African-Americans: African-American History to 1800. Europeans in West Africa, the middle passage, slavery in the West Indies, development of the Slave trade, introduction of slavery into the American colonies.

344  From Slavery to Freedom: African-American History, 1800-1900. Black participation in frontier life, in the War of 1812, in the growth of the cotton industry, in the Civil War and Reconstruction


346  African-American Intellectual History. African-American contributions in the areas of philosophy, theology, politics, literature, and art from 1619 to the present.

369  History of Communications in the United States. A survey of major developments in printed media in the United States from the seventeenth century to the present.

370  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.

371  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.

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

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

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

375  America in the Age of World War, 1914-1945. A consideration of World War I, the Twenties, the Great Depression, the New deal, World War II.

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

377  Caribbean Migrations to the United States. Examines the causes and effects of the increasing migration of people from the Caribbean to the United States. Special emphasis will be placed on United States immigration policy for the area and the political, economic, and humanitarian factors affecting policy.

378  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.

Topics in American History (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.

The Crucible of Freedom: The History of the U.S. Bill of Rights. An examination of the historical, philosophical, and legal developments of the Bill of Rights of the U.S. Constitution. The impact of Supreme Court appointments, decisions, and Constitutional Amendments on these rights will be included in this examination.

The Arbiter of Liberty: History of the U.S. Supreme Court. An examination of the development of the U.S. Supreme Court from its Constitutional foundation into the 21st century. Included in this examination will be the major and controversial appointments to the Court, decisions by the Court, and their impact on U.S. history.

Special

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

Historical Sources and Evidence: Nuremberg to the Gulf War. 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.

Oral History Project. Introduction to the techniques or oral history with particular emphasis on public history.

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

407 Colloquium in Asian History. Prerequisite: one 300-level course in Asian History or consent of the instructor.

408 Colloquium in World History. Prerequisite: 401 or consent of the instructor.

492 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.

497 Independent Study. Prerequisites: approval of instructor and chair.

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

502 Candidacy Continuation. Required of all students who are not registered for regular courses but who occasionally utilize University facilities during completion of course requirements and/or research. Non-credit. $40.00 per quarter.
INTERDISCIPLINARY STUDIES

FACULTY
ALBERT ERLEBACHER, PH.D.
Professor, Program Director
University of Wisconsin, Madison

TOM DOLAN, M.A.
Administrative Assistant to the Dean College of Commerce
Marquette University

MARIANNE MURPHY, J.D.
Director of Graduate Programs School of Education
Loyola University

PURPOSES
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 the program director, 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.

PROGRAMS
Master of Arts: Interdisciplinary Studies
Master of Science: Interdisciplinary Studies

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.

No more than six courses may be taken in the College of Commerce.
No more than six courses may be taken in any single discipline.
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 stu-
dent’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 approved 300-level courses, and remainder of credit hours from 400/500 level courses.
No more than six courses may be taken in the College of Commerce.
No more than six courses may be taken in any single discipline.
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 stu-
dent’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

ROBERT ROTENBERG, PH.D.
Professor, Program Director
University of Massachusetts, Amherst

MICHAEL ALVAREZ, PH.D.
Assistant Professor, Political Science
University of Chicago

JOHN BERDELL, PH.D.
Assistant Professor, Economics
University of Cambridge

MICHAEL BUDDE, PH.D.
Assistant Professor, Political Science
Northwestern University

PATRICK CALLAHAN PH.D.
Associate Professor, Political Science
The Ohio State University

FASSIL DEMISSIE, PH.D.
Assistant Professor, Urban Studies
University of California, Los Angeles

ROBERTA GARNER, PH.D.
Professor, Sociology
University of Chicago

ANIMESH GHOSHAL, PH.D.
Professor, Economics
University of Michigan

MIRZA GONZALEZ, PH.D.
Professor, Spanish
Northwestern University

RICHARD HOUK, PH.D.
Professor Emeritus, Geography
Northwestern University

DOUGLAS HOWLAND, PH.D.
Assistant Professor, History
University of Chicago

JAMES KROKAR PH.D.
Associate Professor, History
Indiana University

ELIZABETH LILLEHOJ, PH.D.
Assistant Professor, Art
Columbia University

THOMAS MOCKAITIS, PH.D.
Assistant Professor, History
University of Wisconsin, Madison

PAUL OROGUN, PH.D.
Assistant Professor, Political Science
University of California, San Diego

ALEXIS PAPADOPOULOS, PH.D.
Assistant Professor, Geography
University of Chicago

ROSE SPALDING, PH.D.
Professor, Political Science
University of North Carolina, Chapel Hill

JOSÉ SOLTERO, PH.D.
Assistant Professor, Sociology
University of Arizona

PURPOSES

The Master of Arts in International Studies provides well prepared graduates with the opportunity to become expert in the application of theory to problems affecting the international community. This program is designed to offer both a skills education of immediate relevance for working professionals and a preparatory education for students continuing on to professional schools. The differences between these approaches is evident in the second year, when students are free to choose how they will finish the degree. People who already hold professional degrees and are employed in international affairs, but whose international education at the undergraduate and professional levels was limited, should look at the program as a terminal degree. For them, the M.A. in international studies is a way of broadening their understanding of the problems they deal with and to a more limited extent certifying their commitment and expertise. Recent B.A.'s with strong international education backgrounds, who are committed to continuing their professional education with a Ph.D., J.D. or M.B.A., should approach the program as a threshold degree. For them, the M.A. in International studies is a way of deepening their understanding of theory and an opportunity to begin independent research that will empower them as professionals.
PROGRAM

MASTER OF ARTS: INTERNATIONAL STUDIES

The program is highly structured in the first year, insuring a predictable and broad core of appropriate social science and communication theory courses. It becomes more flexible in the second year, insuring the opportunity for research specificity and a depth of knowledge in the thesis area. The second year permits students to choose four electives that support their research goals or engage in internships or field research. At the end of the program, students come together in colloquia over two terms to discuss their thesis projects.

The program’s curriculum focuses the student’s attention on the application of theory through a thesis project. By thesis project, we include a broad set of possibilities. The scope of work can range from the interpretation of existing knowledge to the creation of new knowledge. It can take the form of a traditional, thesis-sized volume, an extended seminar paper, a video-tape, the original compilation of an essential database, or any other format that the student can justify as suitable to their educational goals. As in a traditional thesis requirement, a three person faculty committee will evaluate the academic quality of the work.

Students develop a tutorial relationship with an individual faculty member, who serves as the advisor/thesis supervisor. A crucial part of this role is the counseling of the student to choose electives in the second year that support the student’s thesis.

International studies is not a discipline and does not possess an authoritative, historically-derived methodology. This means that there is no standard strategy for designing or evaluating international studies research. Instead, scholars working in international studies use discipline-based methodologies that grew out of their doctoral training. At the M.A. level, one has the flexibility to focus the discussion of research around methodological stances in which a variety of disciplines participate. At the present time, the international scholarly interests of the faculty are quite diverse. In order to bring coherence to these interests and communicate them to potential students, the program will emphasize two concentrations in its curriculum: international political economy and global culture.

International political economy focuses on the unevenness in the distribution of resources among various actors and institutions in the world community. It sees the effort to manage this unevenness as the basis for change in that community. It analyses problems, policies, and solutions in these terms. Political economy represents a common research paradigm and a common background literature among researchers in the social sciences.

The global culture concentration, in contrast, is a new and somewhat untested paradigm: Recognizing that we live in an integrated world system, how do local and regional cultures respond to the inflow of new ideas? Art objects, food items, music, clothing, standards of beauty, medical technology, religious images, and traditional social practices of various kinds flow freely across cultural boundaries where their strangeness is reduced through interpretations that are different from those of their creators. There are a variety of consequences to a group’s sense of self and community, both in a positive and a negative sense, to living in this kind of global community. Global culture studies is the term current given to scholarship that focuses on this human experience.
SPECIAL PROGRAMS

EUROPEAN UNION RESEARCH INTERNSHIP

Students with a strong commitment to professional work in the European Union can apply to participate in the program's research internship in the European Union Commission's offices in Brussels. This four month intensive research experience is organized through the Irish Institute for European Studies at Leuven University outside Brussels and is the only one of its kind in the U.S. Interns work within the Commission offices on policy analysis and participate in the annual Stagiaire Seminar. The timing of the internship would extend the student's program an additional year There is an additional cost for participation in the internship.

ELECTRONIC COMMUNICATION

All students in this program receive accounts for accessing the internet and usenet newsgroups. This network permits students to discuss issues with each other, the faculty and network members abroad. Mastering the techniques of electronic communication are one of the benefits of the program.

MASTERS OF ARTS: INTERNATIONAL STUDIES

ADMISSION REQUIREMENTS

The M.A. in international studies is intended to be a small program of ten to twenty students each year who move through the course work and thesis colloquia together.

For full admission, students must have the following:

• Bachelor's Degree from an accredited institution with a 3.0 (on a 4.0 scale) GPA or higher.

• Admission essay of 2-5 pages that describes why the student is considering the International Studies Program, how it fits into a process of professional development, and what the student hopes to accomplish by enrolling in the program. Students are expected to have some idea of what they want to research at the time of admission. A list of faculty in the College of Liberal Arts and Sciences who supervise theses in the International Studies Program and the research areas they are willing to supervise is available to applicants. Only in exceptional cases will students be accepted to the program with personal research interests that are not included on this list.

• GRE, LSAT, or GMAT scores are not required but may be submitted to strengthen an application.

• Grade of B or better in introductory (principles of) microeconomics and macroeconomics at an accredited college or university. The economics courses can be taken after admission, either before the start of the Autumn term, or concurrently with the first year courses.

• Proficiency in the speaking, reading, and oral comprehension of a modern language other than English, demonstrated through one of the following:
  a. Grade of B or better in a modern language course beyond the second year, taken within the last three years at an accredited college, university or language institute. If the last language course was taken more than three years from the date of admission, and there has been no significant involvement with the language in the interim, the student may be asked to take refresher courses in the language as a condition of graduation.
  b. Examination for proficiency levels in reading, speaking and listening that would place the student beyond the second year of languages courses (200-level placement), or recent foreign living experience of at least six months (continuous) duration in a single culture outside of the United States (including English-speaking cultures).
c. Native speaker of a modern language who demonstrates reading and writing proficiency equal to the university standard in that language. This means that the applicant will have successfully completed a high school diploma and/or university-level courses in which their native language was the language of instruction. It is not sufficient to have grown up bilingual to satisfy this requirement.

This graduate program is committed to building a community of scholars who have demonstrated a commitment to expanding their life experience and cultural adaptability before deciding to seek the degree.

Applicants are encouraged to contact the program director at 312-362-6743 to set up a pre-admission information session either in person or by phone. A personal interview is not required for admission.

DEGREE REQUIREMENTS

Standard Concentration

Courses: successful completion of 48 hours of credit beyond the bachelor's degree, including six core courses, four electives, and the two thesis colloquia.

Thesis examination by a three member faculty committee with a grade of Pass or Pass with Distinction.

International Political Economy Concentration

Courses: successful completion of 48 hours of credit beyond the bachelor's degree, including six core courses, four electives, and the two thesis colloquia.

Electives must be chosen from a list of courses approved by the program faculty that focus on issues of international political economy.

Thesis examination by a three member faculty committee with a grade of Pass or Pass with Distinction.

Global Culture Concentration

Courses: successful completion of 48 hours of credit beyond the bachelor's degree, including six core courses, four electives, and the two thesis colloquia.

Electives must be chosen from a list of courses approved by the program faculty that focus on issues of global cultural issues.

Thesis examination by a three member faculty committee with a grade of Pass or Pass with Distinction.

Calendar

The M.A. program in international studies is a year round program. Students are expected to attend classes during the Summer term. This permits students to complete their theses in time to be certified for graduation and receive their degrees at the end of the second year. Student choose a thesis advisor and plan their second year courses as early in the program as possible. All students will choose their advisors by May 1st of the first year of the program.

The M.A. program in international studies is an evening program with all of the courses taught on DePaul's Lincoln Park Campus.

Graduate Writing Assistance

The M.A. in international studies challenges graduate students to sharpen their communication skills. Graduate writing assistance is available through the College of Liberal Arts and Sciences Writing Center for interested students who wish to arrange one-on-one writing workshops to enhance their writing. For more information, contact the program director.
Academic Progress

A grade of C- or better must be earned in each course that is counted toward the degree requirements. If a grade of D+ or below is earned, that course must be repeated or substituted for as required by the program director. In the core courses, there is the further requirement that a B- or better must be earned. If a C+ or lower is earned, that course must be repeated. Students must maintain a cumulative average of B- (2.70) or higher to remain in good standing and complete requirements for the M.A. A student is placed on departmental probation as soon as the cumulative average falls below 2.70. If during the next four courses the student receives another grade below B- or fails to raise the GPA above 2.70, the student may be dismissed for poor scholarship and prohibited from registering for further coursework.

A student who maintains a GPA of 3.50 or higher in their courses and who receive a "pass with distinction" grade on the thesis exam will graduate “with distinction.”

Program Time Limitation

The M.A. in international studies is designed to be completed within twenty-one months. In cases in which students are deficient in languages, or engaged in field research, the course of study may be extended. The University has set a six year limit on the completion of degree requirements. Extension may be granted by the Dean in unusual circumstances upon the recommendation of the program's director. Students must petition for such extension in writing.

COURSES

CORE COURSES

401  Proseminar in International Studies. The seminar defines the methodology of international studies in three ways: as a theory of institutional interactions between people separated by distance and/or culture, as a problem-based research agenda aimed at discovering more effective mechanisms for these institutional interactions, and a collection of methods that employ historical, political, economic, and cultural research techniques, simultaneously or sequentially, to uncover solutions to international problems. The objectives of this seminar are accomplished by studying a series of cases with students, most of which require library research. These serve as model thesis projects, thereby introducing students to the methodology of the field and the program requirements simultaneously. Faculty from the various disciplines offer lectures in the seminar, introducing students to a wider range of approaches and potential advisors in the Autumn term.

402  Complex Social Organization. The seminar will work through a series of cases that show students how to connect the surface events of a contemporary economic or political situation to the underlying social and cultural structures and processes that precipitate it. Theories that attempt to validate assumptions about these underlying structures and processes are examined. Through this seminar students acquire a fundamental knowledge of social theory and the methodology of organizational analysis.

403  Movements, Regimes, and Ideologies. The seminar focuses on the organization of power in contemporary societies and the processes that legitimate or impeach authority. Students examine cases from both historical movements and contemporary movements. Through this seminar students acquire a fundamental knowledge of the agendas of modern political movements and the ideological supports for existing regimes.
Intercultural Communication Theories. Examines classic and modern theories of intercultural communication such as those of Hall, Gudykunst and Giles. The course provides a critical and analytical exploration of the theories, their strengths and weaknesses, and the empirical research which tests them.

Economies in the International Context. Examines the historical development of the contemporary international economy. The principle channels of interaction in this economy are examined: trade and investment, diffusion of technology, and institutional borrowing and adaptation. Students encounter classical, marxian, and neoclassical (political) theories of the interaction between national economies.

Seminar in Cultural Geography. The seminar examines the distribution of group behaviors in space. Students work with theories that show the spatial component in political, economic, and social activity. Some of the topics of concern in this body of theory include: colonialism, underdevelopment, territory and group consciousness and symbolic landscapes.

Electives
The following list is expected to grow substantially within the first two years of the program.

Global Culture

Empires and Cultures of the 20th Century The course introduces the student to the growing field of cultural studies through an assessment of the discourse between the political structure of empire and the everyday life this structure produced. Attention is focused on the creation of cultural boundaries, places of contest and their representation, and the process by which cultural technologies emerge as a "type of power," the dialects of complicity and coercion, violence and idealism, repression and resistance that bind empire and culture in a complicated and multi-layered way.

Japan: Past and Present This course will introduce students to contemporary Japanese culture by identifying current issues relevant to Japan’s internal developments and international policies, tracing these back to traditional aspects of Japanese culture.

Socio-Cultural Perspectives in Latin American Literature The course involves close readings of selected works from contemporary Latin America. In accordance with the marked regional culture history, representative works from the different regions will be featured. Recent tends in Latin American post-revolutionary and post-dictatorship societies will be highlighted. (Spanish faculty)

International Political Economy

Ethics in International Politics Provides a detailed review of the ethical writings on international politics from a number of philosophical positions.

Political Economy of 20th Century Japan Provides a largely historical examination of the political economy of Japan, from the establishment of policies encouraging capitalist industrialization in the 1880s to the present state of Japanese politics and economics.
Development Strategies in Latin America (Spalding) The seminar offers a critical evaluation of the competing approaches to development that have been employed in the region. Emphasis will be placed on the competition between two models: variants of the ECLA model typically employed by populist governments, and the IMF-backed neo-liberal strategy that is currently gaining ground in the region. Country studies can include Mexico, Chile, Argentina, Brazil or Nicaragua.

Advanced Study

Special Topics in International Studies Special courses will be offered as students and faculty identify selected topics of common interest. This number is also used for students taking 300-level courses in the undergraduate International Studies Program. In this case, students must have the approval of their thesis advisor and the director of the International Studies Program before registering for the course.

Field Research in International Studies Supervised independent research aimed at acquiring primary data for the thesis. Requires the approval of the thesis advisor and the director of the program.

Internship/Practicum Supervised participation in a professional activity outside of the student’s current employment, that further deepens the student’s understanding of their research area. Requires the approval of the thesis advisor and the director of the program.

Thesis Research I: Directed Research All students take this term of thesis directed research in Autumn term of their second year in the program.

Thesis Research II: Thesis Writing All students take this term of thesis writing in Winter term of their second year in the program.

Candidacy Continuation Students who must take extra time to complete the requirements for the first or second year must enroll in candidacy continuation or must apply for re-admission to the program.

Courses from Other Departments

Communication Intercultural Communication Theories; Communication in Cultures in Transition; Language and Power; Rhetorical Constructions of Identity; International Media; Qualitative Research Methods.

Economics History of Economic Thought; Comparative Economic Systems; The Global Economy; International Economics; Economics of Underdevelopment.

History Historical Method and Bibliography; Colloquium in Latin American History; Colloquium in African History; Colloquium in European History; Colloquium in Islamic History; Colloquium in Asian History; Colloquium in World History.

Liberal Studies Cross-Cultural Studies; Women Across Cultures; Islam and the West in Modern World; Nationalism and International Conflict; Scholars and Samurai; Japanese Art; Islamic Art.

Public Services International Dimensions of Public Service (1 per year).

Psychology Advanced Statistics I (1 per year); Advanced Statistics II (1 per year).

Sociology Logic of Research Design and Evaluation (1 per year); Data Analysis (1 per year); Urban Cultural Areas (1 per 2 years); Population Problems (1 per 2 years).
FACULTY
Charles R. Strain, Ph.D.
Professor, Program Director
University of Chicago
Mary Theresa Miritello, M.A.
Assistant Director
DePaul University
Avrom A. Blumberg, Ph.D.
Professor
Yale University
Caryn Chaden, Ph.D.
Associate Professor
University of Virginia
Stanley J. Damberger, M.A.
Professor Emeritus
Saint Louis University
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
Karen Scott, Ph.D.
Assistant Professor
University of California, Berkeley

Arthur W. Thurner, Ph.D.
Professor Emeritus
University of Chicago
J. Harry Wray, Ph.D.
Associate Professor
University of North Carolina at Chapel Hill
Simone Zurawski, Ph.D.
Associate Professor
Brown University
Frida Furman, Ph.D.
Associate Professor
University of Southern California
David Gitomer, Ph.D.
Assistant Professor
Columbia University
Doug Howland, Ph.D.
Assistant Professor
University of Chicago
Sandra Jackson, Ph.D.
Assistant Professor
University of California, Berkeley
Barbara Speicher, Ph.D.
Assistant Professor
Northwestern University
Naomi Steinberg, Ph.D.
Associate Professor
Columbia University

PURPOSES
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.

PROGRAMS
MASTER OF ARTS: LIBERAL ARTS
The MLS program is grounded in a set of 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, students complete an integrating project which culminates the learning experience in the graduate liberal studies program at DePaul. This final project, typically research-based, approximately 35-50 pages in length, gives MALs students the opportunity to demonstrate the intellectual and creative powers that they have developed over the course of graduate study. Occasionally a student's project may take a more non-traditional form, such as a community-based project or an artistic project. This non-traditional approach must include a written component that provides a theoretical framework for the creative endeavor.

As students approach the midpoint of their graduate studies (24-32 credit hours earned), they are encouraged to begin discussing possible ideas for the integrating project with the MALs Director or Assistant Director. This consultation also gives the student an opportunity to discuss the two options available for completing the project—MLS 499 The Integrating Project (four credit hours) or MLS 500 The Integrating Seminar (four credit hours). When the student is ready to formulate a plan for the project, the MALs Director or Assistant Director will work with the student to design a project that can be completed in one or two quarters.

The MALs program offers three areas of study: the Standard Concentration, the Executive Concentration, and the Women's Studies Concentration. The Standard Concentration is based on a four course core requirement and is designed to provide maximum flexibility to students who wish to design their own programs of study. The Executive Concentration 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, six 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. The Women's Studies Concentration is based on a five course core requirement. Students choose one of the three concentrations with the help of an advisor.

**MA**

**STER OF ARTS: LIBERAL STUDIES**

**ADMISSION 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.
- Personal interview with the director or assistant director of the program.
DEGREE REQUIREMENTS

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

Core Courses
401  Visions of the Self
402  Perceptions of Reality or 405 Representations of the Body
403  The American Experience or 404 The City
406  Exploring Other Cultures or 407 Self, Culture and Society in Contemporary Japan
or
441  Women Across Cultures

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.

MLS 499 The Integrating Project. For the student who prefers to work on the project in a setting that is similar to an independent study, MLS 499 provides the opportunity to work under the guidance of a chosen director and committee of readers. Once a topic and focus have been selected, and the Integrating Project Proposal Form has been approved, the student chooses a committee of readers, in consultation with the MALS Director or Assistant Director. Next, the student secures approval of the topic from members of the committee, and submits the appropriate form with the necessary signatures of committee members to the MALS program office. At this stage of the process, the student is ready to enroll in MLS 499. Enrollment in MLS 499 is not restricted to any particular quarter in the academic year. At regular intervals during the project’s development and progress, the student consults with the committee members, and in particular, the project director, seeking responses and suggestions during the drafting stages of the writing process. Finally, the project’s satisfactory completion is confirmed by the signature of all committee members who have read the final draft.

MLS 500 The Integrating Seminar. For the student who prefers a structured, classroom-based approach to the completion of the final project, MLS 500 provides a weekly seminar in which the instructor offers guidance throughout each stage of the writing process. This seminar is offered each Spring quarter. Here, students benefit from sharing, listening, and responding to one another as they make steady progress toward the completion of their projects. Students who plan to enroll in this course should have submitted The Integrating Project Proposal Form and should have obtained approval of the project by February 1st. Preliminary work on the project should begin as soon as the Proposal has been accepted. All students who enroll in MLS 500 should be prepared to present a progress report at the first meeting of the seminar.
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 or 405 Representations of the Body
403 The American Experience or 404 The City
406 Exploring Other Cultures or 407 Self, Culture and Society in Contemporary Japan
or 441 Women Across Cultures
442 Ethics and the Economy or 444 Computers, Ethics, and Society
452 Great Ideas, Business and Society

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: MLS 499 or MLS 500. Students follow procedures given under Standard Concentration.

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 or 405 Representations of the Body
403 The American Experience or 404 The City
440 Feminist Theories
441 Women Across Cultures

Electives: six courses chosen from MLS special topics courses or departmental graduate courses with the aid of the student's advisor. Three of the six 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 443, 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. 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.

International Summer Programs at the University of Cambridge
DePaul's Master of Arts in Liberal Studies program has established an arrangement with the University of Cambridge, England for students who wish to include study abroad in their programs of study. Summer programs vary in length from three to six weeks. Variable graduate credit offered up to a maximum of eight hours.

Certification For High School (6-12) Teaching
DePaul University School of Education offers approved programs for State of Illinois certification in 6-12 teaching. Students who complete the requirements for the Standard Concentration of the Master of Arts in Liberal Studies listed above may also obtain certification by satisfying the following additional requirements:
1. Courses:
   a. School of Education: CUG 400, 403, 408, R&L 446, CDG 405, 525, and 590 (student teaching).
   b. ENG 480 and ENG 481, or HST 393 depending upon the area of specialization
2. Other requirements:
   a. Specific courses in general education (such as science or U.S. history) if not taken as an undergraduate.
   b. Basic skills and subject matter tests.
   c. Field experiences.
Students in this program must apply to and have an advisor in the School of Education.

Graduate Writing Assistance
The MLS core courses challenge the graduate student to sharpen communication skills. In addition, graduate writing assistance is available for interested MLS students who wish to arrange one-on-one writing workshops to enhance their writing. For more information, contact Mary Miritello at (312) 362-5140.

Program Time Limitation
The MLS program is essentially self-paced. However, the University has set a six year limit for the completion of degree requirements. Extensions may be granted by the Dean in unusual circumstances upon the recommendation of the program's director. Students must petition for such an extension in writing.

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.

405 Representations of the Body. This course will examine how the human body, which seems to be a natural, universal fact, is also a deeply cultural symbolic construction whose analysis yields insights into structures of power and consciousness.

406 Exploring Other Cultures. Examination of the history, traditions, values and institutions that have shaped the lives of people in another culture. Analysis of the "terms of encounter," that is, the perspectives that students assume as they seek to encounter the "other." Variable topics. See schedule for current offerings.

407 Self, Culture and Society in Contemporary Japan. Interdisciplinary examination of the political, economic and social order of contemporary Japan. Relationship of individuals and groups to the social order, as they create the reality of diversity and possibilities for change.
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 390). 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.”

444 Computers, Ethics and Society. This course examines the impact of computerized technologies on society with particular attention paid to the ethical issues raised by these social effects.

445 Gender and Communication. A review of the differences in communication patterns between women and men. Topics covered include language and language usage differences, interaction patterns, and perceptions of the sexes generated through language and communication.

446 Power and Difference: The Dream of Meaning and the Tyranny of Interpretation. The theory of interpretation from biblical book to literary classic. Problems of dichotomy and hierarchy, of ambiguity, pluralism, and paradox in reading writings, in proposing meanings, and in establishing worlds.

447 Gender and Society (cross-listed with SOC 470). 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 gender differentiation and inequality.

450 Chicago: Architecture and Urban Development. A study of urban architecture in Chicago from 1833 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.
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.

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.

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.

The Uses of Autobiography. Study of selected autobiographical writings to serve as models for self-expression.

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 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.

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.


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.

Mythology and the Dramatic Arts (cross-listed with ENG 385). Classical Mythology in drama.

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.

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.

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.

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.

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.

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.

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

Special Topics in Art History. Explorations in the history of art from ancient Egyptians to contemporary art. Topics vary.

Ecology, Spirituality and Ethics. This course explores the ecological crisis from a religious/ethical perspective, examining the dangers posed for humanity and the planet. It considers the new cosmology developing from science, especially physics, and its dialogue with philosophy, myth, and religion.

Cultural Perspectives on Health and Disease. A multi-disciplinary examination of the cultural factor that help form notions of the well and sick states of the human body. Included will be such topics as the social/religious history of epidemics, healing in Western and non-Western medicine, etc. Sources will be drawn from the history of medicine, anthropological and sociological works, philosophy and literature.

Special Topics and Controversies. Occasional offerings of particular contemporary relevance by visiting professors. Topics vary.
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. This course carries four hours of credit.

500 Integrating Seminar. Students may register for this course after the integrating project proposal has been approved. This course carries four hours of credit.

502 Candidacy Continuation. Required of all students who are not registered for regular courses but who occasionally utilize University facilities during completion of course requirements and/or research. Non-credit. $40.00 per quarter.
DEPARTMENT OF MATHEMATICAL SCIENCES

FACULTY
Yuen-Fat Wong, Ph.D.
Professor & Chair
Cornell University

J. Marshall Ash, Ph.D.
Professor
University of Chicago

Allan Berele, Ph.D.
Professor
University of Chicago

Jeffrey Bergen, Ph.D.
Professor
University of Chicago

William Chin, Ph.D.
Associate 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.
Professor
University of Chicago

Eduardo Gatto, Ph.D.
Associate Professor
Universidad de Buenos Aires

Constantine Georgakis, Ph.D.
Associate Professor
Illinois Institute of Technology

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.
Associate Professor
University of Chicago

Jeanne LADuke, Ph.D.
Associate Professor
University of Oregon

Effat Moussa, Ph.D.
Professor
University of Iowa

Carolyn Narasimhan, Ph.D.
Associate Professor
Northwestern University

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

Jacob Towber, Ph.D.
Professor
University of Chicago

Stephen Vaci, Ph.D.
Professor
University of Chicago

Gang Wang, Ph.D.
Assistant Professor
University of Illinois

David Webb, M.S.
Instructor
Rutgers University
PURPOSES

The Department of Mathematical Sciences provides students with the sound mathematical foundation in pure and applied mathematics required for many areas of study.

PROGRAMS

MASTER OF SCIENCE: APPLIED MATHEMATICS

The Department offers programs of study leading to the M.S. degrees in three areas of concentration, Statistics, Actuarial Science, and Operations Research. The M.S. degree is designed to provide students with the necessary quantitative background for employment in business, industry, or government and to provide a solid foundation for students interested in pursuing a Ph.D. degree in statistics.

COMBINED B.S./M.S. DEGREE: APPLIED MATHEMATICS

Promising undergraduate students may take up to 12 credit hours of graduate courses during their senior year. These may be applied toward the M.S. degree in Applied Mathematics if the grades are “B” or higher. Serious students may thus finish the M.S. degree in one year after their B.S. degree. Applicants who do not have this preparation may be admitted on a conditional status until completion of the requirement with a grade of “B” or better.

MASTER OF ARTS: MATHEMATICS EDUCATION

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.

This six quarter degree program is 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 emphasis in the program is on mathematical content, but significant amounts of time are 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, to teachers with bachelor’s degrees in mathematics who wish to upgrade their command of the field, and to bachelor’s degree holders in other fields who wish to enter teaching.

MASTER OF SCIENCE: APPLIED MATHEMATICS

ADMISSION REQUIREMENTS

For full admission, students must have the following:

Bachelor's degree.

Two years of calculus and linear algebra (The equivalent of the undergraduate sequences MAT 150-152 or 160-162 and 260-262.)

A course in statistics.

A course in scientific computer programming.

DEGREE REQUIREMENTS

Courses: at least 48 quarter hours of graduate level work in applied mathematics

Comprehensive Examination: Part I covers the material in MAT 451, 452 and 453. Part II is based on the special area of concentration.
All students in the program are required to complete the following eight core 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 459** Simulation Models and the Monte Carlo Method
- **MAT 470** Advanced Linear Algebra
- **MAT 485** Numerical Analysis
- **MAT 487** Operations Research I

In addition, students must complete at least four courses which are selected from their area of concentration. MAT 448 is recommended for all concentrations.

1. **Statistics Concentration:**
   - MAT 526 and 528, and at least two courses selected from MAT 448, 454, 455, 457, 458, 460, 489, 512.

2. **Actuarial Science Concentration:**
   - At least four courses from MAT 448, 461, 462, 463, 464, 465, 466, 467, 512.

3. **Operations Research Concentration:**
   - At least four courses from MAT 448, 455, 486, 488, 489, 512.

**COMPUTER USAGE**

The department places strong emphasis on computation and is well supported with equipment and software necessary for research. The computer is used in data analysis in the statistics courses, to find solutions to problems in the operations research courses, and to find numerical solutions to problems that arise in numerical analysis and mathematical modelling. Computer software is used in most courses and these packages are likely to play an important role in the solution of the problems the student finds in his or her place of employment.

**MASTER OF ARTS: MATHEMATICS EDUCATION**

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 program director in 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.

**DEGREE REQUIREMENTS**

The standard program consists of twelve courses: from among 606, 607, 609, 610, 611, 612, 620, 621, 630, 631, 640, 650, 651, 660 and 670. Certain modifications may be made in consultation with and subject to the approval of the program director.

**CERTIFICATION FOR HIGH SCHOOL (6-12) TEACHING**

DePaul University School of Education offers approved programs for State of Illinois certification in 6-12 teaching. Students who complete the requirements for the Master of Arts in Mathematics Education listed above may also obtain certification by satisfying the following additional requirements:

1. **Courses:**
   a. School of Education: CUG 400, 403, 408, R&L 446, CDG 405, 525, and 590 (student teaching).
   b. MAT 309 or MAT 609

2. **Other requirements:**
   a. Specific courses in general education (such as science or U.S. history) if not taken as an undergraduate.
b. Basic skills and subject matter tests.
c. Field experiences.

Students in this program must apply to and have an advisor in the School of Education.

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.


465 Actuarial Mathematics II. Survival models, estimation and construction of mortality tables. Prerequisite: MAT 453.

467 Actuarial Mathematics III. Credibility theory and loss distributions with applications to casualty insurance classification and ratemaking. 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.

481 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 modeling. 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.

484 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 451 or 348.
QUANTITATIVE METHODS AND OPERATIONS RESEARCH

485  **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.**

486  **Numerical Analysis II.** Theory and algorithms for efficient computation including the Fast Fourier Transform. Numerical solution of nonlinear systems of equations. Minimization of functions of several variables. Sparse systems of equations and eigen value problems. **Prerequisite MAT 485.**

487  **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.**

488  **Operations Research II: Optimization Theory.** Integer programming; non-linear programming; dynamic programming. **Prerequisite: MAT 487.**

STATISTICS AND PROBABILITY

448  **Statistical Methods Using SAS.** The SAS programming language. Data exploration, description, and presentation. Inference methods for continuous and categorical data. Analysis of variance models and regression procedures. **Prerequisite: one statistics course or consent of instructor.**

451  **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.**

452  **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.**

453  **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.**

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

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

456  **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 and MAT 262 or consent.**

457  **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.**

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

460 **Topics in Statistics.** One of the following topics: Clinical trials. Reliability and life testing. Categorical data analysis. Meta analysis. **Prerequisite:** consent of instructor.

489 **Queueing Theory with Applications.** Discrete and continuous time Markov chain models, Queueing systems, and topics from renewal and reliability theory. **Prerequisite:** MAT 453.

512 **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 Sybil/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.

528 **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.


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

**MATHEMATICS EDUCATION**

606 **Mathematical Software for Teachers.** Introduction to various mathematics software packages for the investigation of significant mathematical ideas. Emphasis will be on the use of software in the high school classroom for the enhancement of students' discovery and understanding of fundamental mathematical concepts.
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 logarithm, 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.

620  **Geometry for Secondary School Mathematics Teachers.** Axiom systems, types of reasoning used in proofs, Euclidean geometry.

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, invariants, 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.

640  **Multivariable Calculus for Teachers.** Functions of several variables, vectors, dot products and cross products, partial differentiation, directional derivatives, optimization, Lagrange multipliers, multiple integrals, polar spherical coordinates. Graphical software will be used.

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.
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<th>Course Code</th>
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<tr>
<td>660</td>
<td><em>Discrete Structures for Mathematics Teachers</em></td>
<td>Mathematical induction, modular arithmetic and number theory, graphs, matrices, fundamental algebraic structures and their morphisms.</td>
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<tr>
<td>670</td>
<td><em>Abstract and Linear Algebra for Teachers</em></td>
<td>Number systems, polynomial rings, fields, vector spaces, and groups. This course provides the theoretical foundation for many topics covered in high school mathematics courses. <strong>Prerequisite:</strong> MAT 612 and 660 or consent of program director.</td>
</tr>
<tr>
<td>699</td>
<td><em>Topics in Mathematics for Teachers</em></td>
<td>Diverse topics in mathematical modeling or mathematical appreciation germane to the secondary classroom. <strong>Prerequisite:</strong> Consent of instructor.</td>
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**MISCELLANEOUS**

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<tr>
<td>599</td>
<td><em>Independent Study</em></td>
<td>Offered by arrangement. Approval by Department Chair required.</td>
</tr>
<tr>
<td>602</td>
<td><em>Candidacy Continuation</em></td>
<td>Required of all students who are not registered for regular courses but who occasionally utilize University facilities during completion of course requirements and/or research. Non-credit. $40.00 per quarter.</td>
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DEPARTMENT OF NURSING

FACULTY
Kim Amer, NSN, RN
University of Illinois, Chicago
Jeri S. Andrus, M.S., C.R.N.A.
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DePaul University
Sally A. Ballenger, M.S., R.N.
Associate Professor Emerita
DePaul University
Ann Scott Bloquin, 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. Drantz, Ph.D.
Adjunct Professor
DePaul University
Juanita L. Holliman, Ph.D., R.N.
Assistant Professor
Colorado State University
Steven Outly, M.D.
Adjunct Professor
University of Illinois
Susan Poslusny, Ph.D. RN
University of Illinois, Chicago
Patricia Rice-Rosen, MSN, RN
Loyola University
Bernadette Roche, M.S., C.R.N.A.
Adjunct Professor
Rush University
Daljeet Singh, M.D.
Adjunct Professor
Rangoon Medical College-Burma
Louise Shoves, Ed.D., R.N.
University of British Columbia
Donald Vidger, M.D.
Adjunct Professor
Chicago Medical School
Patricia Wagner, Ed.D., R.N.
Associate Professor Emerita
Northern Illinois University
Chang Hs Wee, M.D.
Adjunct Professor
Seoul National University

PURPOSES
The purpose of the graduate program in nursing is to prepare qualified nurses for advanced nursing practice and leadership roles in diverse health care settings. The curriculum is designed to provide inquiry-based education that anticipates the rapid pace of change in health promotion and illness care. Educational experiences enhance the development of critical thinking, communication skills, and therapeutic nursing interventions. Commitment to continuing professional development and community service is emphasized.

PROGRAMS
MASTER OF SCIENCE: NURSING
Concentrations
Nurse Educator
Nursing Administration
Nursing and Public Service Administration (combined option)
Nurse Anesthesia
The core nursing curriculum includes contemporary theoretic bases for advanced nursing practice, nursing research including informatics, and health policy analysis. Through specifically designed learning experiences the student will pursue professional development in either nursing education, nursing administration, or nurse anesthesia. Cognate courses are taken to support further development in one of these areas.
The focus in the Nurse Educator track is twofold: 1) analysis of theories that predict preventive and health supportive behaviors in individuals and groups and 2) exploration of strategies for teaching and learning with selected populations. Students' own clinical interests form the basis for developing individualized learning contracts for the teaching practica courses.

The Nursing Administration track provides 1) opportunity to assess the heuristic value of selected organizational and management theories and 2) guided experience in testing administrative practice models in selected health care agencies.

The Nursing and Public Service Administration option is offered in conjunction with the Public Services Program.

The Nurse Anesthesia Program is a cooperative program between Ravenswood Hospital Medical Center School of Anesthesia and the graduate nursing program at DePaul University. The Nurse Anesthesia Program is accredited by the American Association of Nurse Anesthetists.

**ADMISSION REQUIREMENTS**

Bachelor's degree in Nursing from a National League for Nursing accredited program or equivalent.

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 may need to be retaken.) *Acceptance into the program is based upon an acceptable combination of the cumulative GPA and the GRE score.

Advanced undergraduate statistics course (inferential statistics)
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 Medical Center Hospital School of Anesthesia.

Word processing proficiency is strongly recommended in order to meet program requirements.

*For students entering the Nurse Anesthesia concentration, these additional requirements must be met:

- One year of chemistry (organic and inorganic chemistry) taken within the last ten years.
- A minimum of one year of employment in an Intensive Care Unit.

**DEGREE REQUIREMENTS**

**NURSE EDUCATOR CONCENTRATION**
Courses: minimum of 48 quarter hours

**Core Courses:**
- **NSG 400** Theoretical Components of Nursing
- **NSG 401** Nursing Research I
- **NSG 402** Nursing Research II
- **NSG 403** Theoretical Basis for Advanced Nursing Practice
- **NSG 430** Health Policy and Nursing
Other Required Courses:
NSG 432 Theories of Health Behaviors (6 quarter hours)
NSG 455 Curriculum Development for Health Care Systems
NSG 458 Teaching in Health Care Systems
NSG 459 Practicum in Teaching in Health Care Systems (6-8 quarter hours)
NSG 405 Nursing Research II (Thesis)

OR

Additional Cognate
Two-Three Cognates (8-12 quarter hours)

Comprehensive Written Examination: qualification for this examination requires completion of all course requirements and professional resume.

NURSING ADMINISTRATION CONCENTRATION
Courses: minimum of 48 quarter hours

Core Courses:
NSG 400 Theoretical Components of Nursing
NSG 401 Nursing Research I
NSG 402 Nursing Research II
NSG 403 Theoretical Basis for Advanced Nursing Practice
NSG 430 Health Policy and Nursing

Other Required Courses:
NSG 451 Organizational Theory
NSG 452 Organizational Management
NSG 456 Practicum in Nursing Administration (6 quarter hours)
NSG 457 Practicum in Nursing Administration II (6 quarter hours)
MPS 406 Introduction to Financial Administration
NSG 405 Nursing Research II (Thesis)

OR

Additional Cognate
Two Cognates (8 quarter hours)

Comprehensive Written Examination: qualification for this examination requires completion of all course requirements and professional resume.

Nursing and Public Service Administration Concentration
The degree requirements for this concentration are the same as those for the Nursing Administration Concentration except for the changes described below.

Core Courses:
MPS 542 Policy Design and Analysis may be substituted for NSG 430

Other Required Courses (in addition to those listed above):
MPS 512 Public Service Organizations in the Public Context
MPS 557 Need Assessment and Program Evaluation
Cognate Courses: Two courses selected from Nursing or MPS courses

Nurse Anesthesia Concentration
Courses: minimum of 64 quarter hours
NSG courses will be taught on the DePaul Lincoln Park Campus. Courses in nurse anesthesia will be taught on the Ravenswood Campus and transferred to DePaul University in block credit at the completion of the program.
Core Courses:
NSG 400 Theoretical Components of Nursing
NSG 401 Nursing Research I
NSG 402 Nursing Research II
NGS 403 Theoretical Basis for Advanced Nursing Practice
NSG 430 Health Policy and Nursing

Nurse Anesthesia Courses:
Chemistry and Physics (6 quarter hours)
Anatomy, Physiology and Pathophysiology I
Anatomy, Physiology and Pathophysiology II
Anatomy, Physiology and Pathophysiology III
Principles of Anesthesia Practice I
Principles of Anesthesia Practice II
Principles of Anesthesia Practice III
Pharmacology I (6 quarter hours)
Pharmacology II
Anesthesia Practicum I (0 quarter hours)
Anesthesia Practicum II (0 quarter hours)

Comprehensive Written Examination: qualification for this examination requires completion of all course requirements and professional resume.

This curriculum is subject to change to meet standards congruent with the current Illinois Nursing Act and various accrediting agencies.

COURSES

All courses are four quarter hours unless otherwise indicated.

400 Theoretical Components of Nursing. In this seminar, participants examine the nature, function and development of selected concepts, models and theories for their relevance to advanced nursing practice and nursing research. The structure of theory is analyzed according to the relationship between its components and the type of theoretical statements used. A process for developing a conceptual framework for inquiry and data-based nursing practice is presented.

401 Nursing Research 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 use concepts presented to evaluate current studies. A thesis proposal will be developed. Prerequisite: Advanced Statistics.

402 Nursing Research II. Continuation of NSG 401 with emphasis on proposal development. Computer application in nursing research and nursing information systems is also explored. Prerequisite: Nursing 401 or equivalent.

403 Theoretical Basis for Advanced Nursing Practice: Seminar and Practicum. This course consists of a research colloquium (2 hours) and a practicum (2 hours). The research colloquium of faculty and invited presenters focuses on the use of inductive and deductive processes as a basis for advanced nursing practice. In the practicum, students build on the work begun in N 400 by testing frameworks, models and theories in a selected area of clinical practice. Prerequisite Nursing 400 or equivalent.
Nursing Research III. 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 402.

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.)

Cultural Sensitivity in Health Care (cross-listed as Nursing 370). This course explores theoretical models currently in use in transcultural nursing. Selected concepts and theories from the social sciences that explain individual and group behavior in the multicultural encounter are also explored along with ethnic and social cultural issues relevant to nursing and health care.

Health Policy and Nursing. Systematic analysis of health policy related to nursing including scope, dynamics, conceptual and practical dilemmas. Emphasis is on major issues involved in designing, implementing and evaluating policy decisions.

Theories of Health Behaviors. Analyzes selected theories that predict decision making in health care issues. Concepts and theories related to prevention and optimal health care as well as social, cultural and economic aspects of wellness and illness are explored. (6 hrs.)

Independent Study. This course is reserved for individuals who wish to do focused study at the graduate level.

Selected Topics in Nursing. This course is reserved for special seminars organized from time to time to accommodate the needs of groups interested in specific topics.

Organizational Theories. Organizational theories are explored through systematic inquiry of principles and methods of management, sociology, economics, political science, social psychology, and nursing theories. Knowledge from organizational science is applied to the discipline of nursing administration.

Organizational Management. Concepts of organizational management of health care systems are analyzed. Concepts are drawn from theories of change, communication, human relations, strategic management and quantitative decision making theories.

Curriculum Development for Health Care Systems. Theories, principles and approaches to curriculum development are explored. Basic elements of curricular design are examined in relation to traditional and evolving paradigms, reflecting development in social and professional dimensions of health care.

Practicum in Nursing Administration I. Application and synthesis of theories of nursing and management are conducted through guided practical experience in selected health care settings. Student needs and interests are integrated into a systematic analysis of the selected setting. (6 hrs.) Prerequisite: 451, 452.

Practicum in Nursing Administration II. An in-depth project based on the analysis of the health care setting selected in NSG 456 is conducted. Project selection is based on the needs and interests of both the student and the selected health care organization. (6 hrs.) Prerequisite: 451, 452, 456.
458 Teaching in Health Care Systems. Course explores theories, principles and strategies involved in the teaching-learning process. Emphasis is focused on analysis, planning, and evaluating teaching methods and strategies in a variety of learning environments.

459 Practicum in Teaching in Health Care Systems. Observation, investigation and application of theories, principles and methods of teaching and learning are conducted in selected health care settings. Opportunity is provided for the development and implementation of individual learning goals under the guidance of a preceptor. (6-8 hrs.) Prerequisite: 455, 458.

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.

Chemistry and Physics (Includes Cell Physiology)
The principles of biochemistry, cell physiology, and physics will be discussed in detail. Emphasis is placed on the application of principles of chemistry and physics in the practice of nurse anesthesia. (6 qtr. hrs.)

Anatomy, Physiology and Pathophysiology I
This course will concentrate on the origin, structure and function 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 the reflex responses. Pathophysiology of central and peripheral neurological disorders is detailed and analyzed with emphasis on clinical application in the practice of nurse anesthesia. (4 qtr. hrs.)

Anatomy, Physiology & Pathophysiology II
This course reviews in detail the endocrine and cardiovascular systems, including their structure, function and role in homeostasis. Emphasis is placed on the pathophysiology of endocrine and cardiovascular disorders, to assist the nurse anesthetist in designing and implementing an appropriate anesthetic care plan for persons with these disorders. (6 qtr. hrs.)

Anatomy, Physiology, and Pathophysiology III
The structure, function and disorders of the respiratory and renal systems are detailed with emphasis upon breathing mechanics, gas diffusion and transport, and the role of both systems in maintaining homeostasis. The impact of respiratory and renal disease on anesthetic management is stressed to assist the nurse anesthetist in decision making in the clinical setting. (6 qtr. hrs.)

Principles of Anesthesia Practice I
Basic principles of nurse anesthesia are stressed including pre-operative patient assessment, components of the 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. (4 qtr. hrs.)

Principles of Anesthesia Practice II
Advanced anesthetic management of the obstetric, pediatric and geriatric patient by the nurse anesthetist is the focus of this course with emphasis placed on the pre-operative assessment, fluid management, equipment and anesthetic techniques specific for those patient populations. Administration of regional anesthesia is also included. (4 qtr. hrs.)
Principles of Anesthesia Practice III
This course is designed to prepare the student to make pre-operative assessments and
develop appropriate nurse anesthesia care plans for the trauma and burn victim, as well as the
patient undergoing head, neck and peripheral vascular surgery. The course also includes 12—
lead EKG interpretation. And Legal aspects of nurse anesthesia practice. (4 qtr. hrs.)

Pharmacology I
Pharmacokinetics and pharmacodynamics of anesthetic drugs are discussed in detail and
include: inhalation, intravenous and local anesthetics, muscle relaxants and respective antag-
onists. (6 qtr. hrs.)

Pharmacology II
The pharmacodynamics and pharmacokinetics of drugs used in the treatment of neuro,
endocrine, cardiac, renal and respiratory disorders are stressed including anesthetic implica-
tions of their use. Ventilator management, pulmonary function testing blood gas analysis are
also covered. (4 qtr. hrs.)

Anesthesia Practicum I
First year clinical practicum (2nd, 3rd and 4th quarters) in which the student will gain experi-
ence in the clinical application of the basic skills and techniques of anesthesia for elective and
emergency surgery. In conjunction with this practicum, the nurse anesthesia student will par-
ticipate in seminar discussions and lectures of current topics of anesthesia. (No Credit.) Prer-
requisites: Pharm I, PAP I.

Anesthesia Practicum II
Second year clinical practicum (1st, 2nd, 3rd and 4th quarters) in which the student will have
the opportunity to practice all aspects of anesthesia including actual administration of
regional anesthesia. This practicum includes specialty rotations in obstetrical, pediatrics,
open-heart and neuro surgery. In conjunction with this practicum, the nurse anesthesia stu-
dent will participate in seminar discussions and lectures of current topics of anesthesia. (No
Credit.) Prerequisites: Anesthesia Practicum I, APP I, II, and III.
DEPARTMENT OF PHILOSOPHY

FACULTY
DAVID W. PELLAUER, PH.D.
Associate Professor and Chair
University of Chicago
KENNETH D. ALPERN, PH.D.
Associate Professor
University of Pittsburgh
PEG BIRMINGHAM, PH.D.
Associate Professor
Duquesne University
BERNARD J. BOELEN, PH.D.
Professor Emeritus
University of Louvain
ROBERT A. COOKE, PH.D.
Associate Professor
University of Chicago
PARVIS EMAD, PH.D.
Professor
University of Vienna
MANFRED S. FRINGS, PH.D.
Professor Emeritus
University of Cologne
STEPHEN G. HOULGATE, PH.D.
Professor
Cambridge University
JAMES W. KEATING, PH.D.
Professor Emeritus
Catholic University of America
DARYL KOEHN, PH.D.
Assistant Professor
University of Chicago

DAVID FARRELL KRELL, PH.D.
Professor
Duquesne University
GERALD F. KREYCHE, PH.D.
Professor Emeritus
University of Ottawa
MARY JEANNE LARRABEE, PH.D.
Professor
University of Toronto
ROBERT LECHNER, C.PP.S., PH.D.
Professor Emeritus
University of Fribourg
BILL MARTIN, PH.D.
Assistant Professor
University of Kansas
WILL MCNEILL, PH.D.
Assistant Professor
University of Essex
THOMAS N. MUNSON, S.T.L., PH.D.
Professor Emeritus
University of Louvain
MICHAEL NÄÅS, PH.D.
Assistant Professor
SUNY-Stony Brook
KATHERINE RUDOLPH, M.A.
Instructor
Yale University

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.
DEPARTMENT OF PHILOSOPHY

PROGRAMS

MASTER OF ARTS

The Department offers two programs leading to the master's degree. The first requires a Master's thesis and is intended for those desiring to continue their studies for the doctoral degree. The second program does not require a thesis and is intended as a terminal degree for those desiring to further their knowledge of philosophy but who may not intend to make a career of it. Even students taking a terminal Master's degree can profit from the experience of writing a thesis, however, and upon the approval of the Graduate Committee this option is open to them.

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, with many members of the department concentrating on issues in ethics and values studies within this tradition or in relation to the broader philosophical tradition.

Most graduate courses are taught in a series of “streams” organized each year under generic titles, such as German Idealism; Ethics, Society, and Politics; or Contemporary French Philosophy. These are all research courses, with no distinction being made between M.A. and Ph.D. course levels. The expectation is that M.A. students will pursue the three courses of a stream through the year, unless they can offer convincing reasons for a shift from one stream to another; Ph.D. students, after completion of the M.A., are free to move in and out of streams as their research interests dictate.

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 before being fully admitted into the program.

All applicants must submit the following material: (1) a completed University Graduate Application Form; (2) official transcripts of all previous academic work; (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 intent indicating why the applicant desires to pursue graduate work in this program, including areas of proposed research; and (6) a writing sample (e.g., a term paper, seminar paper, or a senior thesis or portion thereof).

To be considered for a fellowship (which includes a full tuition waiver and a stipend) or any tuition waiver, all materials must be received by February 15, 1995.

DEGREE REQUIREMENTS

Non-Thesis Option

Courses: 44 quarter hours of graduate study, including:
- 36 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 Graduate Affairs Committee gives written approval, the 8 quarter hours may be taken in fields related to philosophy.
Each year the full-time student will submit two research papers which will be kept on file in the General Office of the Department. These papers will be double-marked, first by the instructor of the course for which they were prepared, then by a second member of the faculty. In cases of discrepancy, the faculty members will meet to discuss the final grade; irresolvable differences will be adjudicated by the Director of Graduate Studies. The Graduate Affairs Committee will review every student’s progress towards the degree once a year to determine whether adequate progress is being made. Students deemed not to be making satisfactory progress may be placed on probation or required to leave the program.

Successful completion of the language requirement. In most cases this will require a reading knowledge of French or German. Other modern languages or Greek or Latin may be substituted if appropriate to the general direction of a student’s research.

**Thesis Option:**

As above, except that, in addition to the satisfactory completion of their course work, students are required to write a short thesis of approximately 50-60 pages, including scholarly apparatus. The thesis will be double marked and under exceptional circumstances the readers may require an oral examination. Students who wish to continue into the PhD program must take the thesis option.

**DOCTOR OF PHILOSOPHY: PHILOSOPHY**

**ADMISSION REQUIREMENTS**

For full admission, student must have Master of Arts degree in Philosophy or its satisfactory equivalent. Previous 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) a completed University Graduate Application Form; (2) official transcripts of all previous academic work; (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, seminar paper, or an M.A. thesis or portion thereof).

To be considered for a fellowship (which includes a full tuition waiver and a stipend) or any tuition waiver, all materials must be received by February 15, 1995.

**DEGREE REQUIREMENTS**

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

Courses: minimum of 112 quarter hours of post-baccalaureate credit including

68 quarter hours of work in addition to the work required for the M.A., to comprise 64 quarter credit hours of course work and 16 credit hours of PHL 699: Thesis Research. Until admitted to doctoral candidacy, students will be required to submit two research papers per year. These papers will be double-marked, first by the instructor of the course for which they were prepared, then by a second member of the faculty. In cases of discrepancy, the faculty members will meet to discuss the final grade; irresolvable differences will be adjudicated by the director of Graduate Studies. Students deemed not to be making satisfactory progress may be placed on probation or required to leave the program.

Foreign language requirement: For students whose research interests lie in Continental Philosophy, a reading knowledge of both French and German will be required. Students pursuing research in predominantly Anglo-American topics will be required to achieve reading competence in either French or German. Competence in classical Greek or Latin as well in other languages may be used to fulfill the language requirement if deemed appropriate to the research undertaken.
Admission to doctoral candidacy: A student will be recommended to the Graduate School for admission to doctoral candidacy when he or she has: 1) completed the residency requirement; 2) completed all course requirements (excluding PHL 699: Thesis Research) and the submission of required research papers (which shall count as fulfilling the University's qualifying examination requirement); 3) completed the foreign language requirement; and 4) submitted a dissertation proposal (8-10 pages in length, including critical bibliography) acceptable to the student's Dissertation Committee and to the Graduate Affairs Committee.

Candidacy Continuation: registration for resident or non-resident candidacy continuation is required each quarter between admission to candidacy and graduation. Thesis research courses shall also count toward meeting this requirement.

Completion of the doctoral dissertation, ordinarily of 200-275 pages including scholarly apparatus, and a public oral defense of this work before the Dissertation Committee and the Outside Examiner.

The Dissertation Committee will consist of minimally three members, including a director (who must be a permanent full-time member of the Department) and two readers, at least one of whom must be a DePaul Philosophy Department member. Other members of DePaul faculties, or philosophers and scholars from outside the University, whose expertise is pertinent to the topic of the dissertation may serve as readers upon the consent of the Dissertation Director and the Director of Graduate Studies. There shall also be an External Examiner who will serve as a member of the oral examination board, to be chosen by the Director of Graduate Studies in consultation with the student (who is invited to suggest possible examiners) and the Dissertation Director. The purpose of the External Examiner is to insure that dissertations meet national and international standards, as well as to provide students with an extra-mural source of guidance and support. In all instances of disputed results, the External Examiner will have the last word. However, if the majority of the Dissertation Committee deems the external Examiner’s judgment to be incorrect, they may move to dissolve the Committee and to appoint a new External Examiner. Such a move must be approved by a majority vote at a regular departmental meeting.

Submission of a Dissertation Abstract of up to 350 words and filing of the completed final version of the dissertation with the Graduate Division by the required date prior to 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 dissertation defense, not less than eight months, and not more than five years.

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.

HISTORY SEQUENCE

310 Greek and Medieval Thought.
312 Modern Thought from Descartes to Hegel.
313 Contemporary Thought from Hegel to Derrida.
FIGURES AND TEXTS
Each course in this section involves the study of selected texts from the designated periods or areas of philosophy or by the designated authors.

360 Greek Philosophy.
361 Plato.
362 Aristotle.
363 Medieval and Renaissance Philosophy.
364 17th and 18th century Rationalism.
365 17th and 18th century Empiricism.
366 Descartes.
367 The Enlightenment.
368 German Idealism.
369 Kant.
370 Hegel.
371 19th century Philosophy.
372 Marx.
373 Nietzsche.
374 20th century Philosophy.
375 Phenomenology and Existentialism.
376 American Pragmatism.
377 Philosophy and Deconstruction.
378 Analytic Philosophy.
379 Eastern Thought.
380 Selected Figures and Texts.

PHILOSOPHICAL THEMES
320 Metaphysics.
321 Epistemology.
322 Philosophy of Language.
325 Basic Concepts of Phenomenology.
327 Topics in Ethics.
328 Topics in Economic, Social, and Political Philosophy.
340 Philosophy of Religion.
341 Aesthetics.
342 Philosophy of Law.
350 Philosophy and the Natural Sciences.
353 Philosophy and History.
354 Philosophy and Psychology.
381 Dramatic Theory: Tragedy.
382 Dramatic Theory: Comedy.
383 Philosophical Themes in Literature.
385 Feminist Theories.
390 Selected Topics and Controversies.
392 Philosophies of Africa.

GRADUATE COURSES
Courses in the 400-690 series deal with individual philosophers, topics, or issues. 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. 1797-1804.
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, Thus 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.
Scheler I. An introduction to Scheler, with emphasis on the phenomenology of value.

Scheler II. Selected topics and works (Resentment, etc.)

Heidegger I. An introduction to Heidegger through study of a major work and one of the Marburg lectures.

Heidegger II. Selected topics and questions.

Topics in Continental Philosophy.

French Philosophers

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

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

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.

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.

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

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

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

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

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

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

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

Theoretical Foundations of Normative Ethics II. A comparative overview of Kant’s moral theory and Mill’s moral theory.

Philosophy, Ethics and Economics. An examination of classical and contemporary theories from Smith and Marx to Friedman, Held, and others.

Seminar on Contemporary Problems.

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.

Problems in Ethics (cross-listed with MLS 462). A seminar in business ethics that centers on theoretical, practical, and pedagogical issues.

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.

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 and which all graduate students are expected to attend on a regular basis; 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**


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.**
DEPARTMENT OF PHYSICS

FACULTY

ANTHONY F. BEHOF, Ph.D.
Associate Professor and Chair
University of Notre Dame

MARY L. BOAS, Ph.D.
Professor Emeritus
Massachusetts Institute of Technology

RICHARD J. DECOSTER II, Ph.D.
Assistant Professor
University of Iowa

ZUHAIR M. EL SAFAR, Ph.D.
Professor Emeritus
University of Wales, Great Britain

JULIUS J. HUPERT, Ph.D.
Professor Emeritus
Northwestern University

GERARD P. LIETZ, Ph.D.
Associate Professor
University of Notre Dame

JOHN W. MILTON, C.S.V., M.S.
Instructor
Saint Louis University

MARK T. RATAJACK, Ph.D.
Associate Professor
Northwestern University

EDWIN J. SCHILLINGER, Ph.D.
Professor Emeritus
University of Notre Dame

THOMAS G. STINCHCOMB, Ph.D.
Professor Emeritus
University of Chicago

JOHN R. THOMPSON, Ph.D.
Assistant Professor
Georgia Institute of Technology

DONALD O. VAN OSTENBURG, Ph.D.
Professor
Michigan State University

PURPOSES

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, and Master of Science in Teaching Physics.

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 the mathematical skills so necessary for the successful mastery of sophisticated and rapidly changing technologies.

PROGRAMS

MASTER OF SCIENCE:

Physics
Applied Physics
Teaching of Physics

MASTER OF SCIENCE: PHYSICS

ADMISSION REQUIREMENTS

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 prerequisite(s) to graduate study.

Note: It is 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.

Two letters of recommendation are recommended for all applicants and required for a graduate teaching assistantship.
DEPARTMENT OF PHYSICS

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 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 325  Laser Physics
PHY 333  Electronic Communication Systems
PHY 342  Numerical Methods in Physics
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 456  Fiber 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.

MASTER OF SCIENCE: TEACHING OF PHYSICS

ADMISSION REQUIREMENTS

The same as the requirements for Applied Physics but in addition, students must be certified teachers for admission to the degree program.

DEGREE REQUIREMENTS

Eleven four-hour courses or equivalent planned in individual consultation with a faculty member. These may include some allied field offerings. A final paper is required.

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.
325  Laser Physics
331  Active Circuits.
333  Electronic Communication Systems.
340  Thermal Physics.
342  Numerical Methods in Physics.
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. Prerequisite: 395 or equivalent.

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. Prerequisite: 395 or equivalent.

412 Quantum Mechanics I. Schroedinger equation, operators, eigenvalues; series of eigenfunctions; physical interpretation; one and three-dimensional applications. Prerequisite: 395 or equivalent.

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; electrodynamic properties of plasmas. Prerequisite: PHY 411.

425 Laser Physics. Interaction of radiation and matter, pumping mechanisms for lasers, optical resonators, cw and transient laser behavior, laser types, current topics in optical physics. Prerequisite: 320 or equivalent.

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.
**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.

**Fiber Optics.** Dielectric wave guides, solution of the Maxwell equations for a cylindrical fiber wave guide, transverse modes, graded-index and birefringent fiber, current topics in nonlinear effects in fiber and their relevance to optical communication systems.

**Quantum Mechanics II.** Review of basic quantum theory; vector spaces; linear operators; observables; commutators; projection operations; representations; angular momentum theory; systems of identical particles; invariance. **Prerequisite:** PHY 412.

**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.

**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.

**Solid State Physics I.** Periodicity, symmetry and classification of crystal structure; X-ray diffraction; reciprocal lattice; crystal binding. Debye theory of heat capacity; anharmonic interactions; point defects; surfaces.

**Solid State Physics II.** The free-electron gas model; energy band theory; theory of metals and alloys; transport phenomena; dia- and para-magnetism, ferromagnetism, and antiferromagnetism; superconductivity.

**Introduction to Nuclear Magnetic Resonance.** The resonance condition, absorption lines, free induction decays, theory of relaxation phenomena, imaging. **Prerequisites:** PHY 393, 360.

**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.

**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.)

**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.

**GRADUATE COURSES FOR MASTER OF SCIENCE IN THE TEACHING OF PHYSICS**

These courses are offered by arrangement.

**Classical Mechanics for Teachers.** Concepts and materials for teaching high school physics.

**Electricity and Magnetism for Teachers.** The principles of electricity and magnetism, including electric circuits.
402 Atomic and Nuclear Physics for Teachers. This course provides a broad perspective of the field.

403 Topics in Physics Teaching. Selected topics for high school teachers. May be taken more than once.

404 Optics for Teachers. Geometrical and physical optics from the perspective of high school teaching. Applications to photography and holography.

406 Vibrations, Waves and Sound for Teachers. Techniques for teaching high school science including musical acoustics and sound reproduction.
DEPARTMENT OF PSYCHOLOGY

FACULTY
SHELDON COTLER, PH.D.
Professor and Chair
Southern Illinois University

KAREN S. BUDD, PH.D.
Associate Professor
University of Kansas

LINDA A. CAMRAS, PH.D.
Professor
University of Pennsylvania

DOUGLAS CELLAR, PH.D.
Associate Professor
University of Akron

RALPH ERBER, PH.D.
Assistant Professor
Carnegie Mellon University

JANE A. HALPERT, PH.D.
Associate Professor
Wayne State University

FREDERICK H. HEILIZER, PH.D.
Associate Professor
University of Rochester

LEONARD A. JASON, PH.D.
Professor
University of Rochester

REINALDO MATIAS, PH.D.
Assistant Professor
University of Pittsburgh

GEORGE F. MICHEL, PH.D.
Associate Professor
Rutgers University

DAVID NYGREN, C.M., PH.D.
Assistant Professor
Boston University

SHEILA C. RIBORDY, PH.D.
Professor
University of Kansas

W. LA VOMÉE ROBINSON, PH.D.
Associate Professor
University of Georgia

CHING-FAN SHEU, PH.D.
Assistant Professor
New York University

ALICE STUHLMACHER, PH.D.
Assistant Professor
Purdue University

ROBERT J. TRACY, PH.D.
Associate Professor
Texas Christian University

RODERICK J. WATTS, PH.D.
Assistant Professor
University of Maryland

MIDGE WILSON, PH.D.
Associate Professor
University of North Carolina

EDWIN S. ZOLIK, PH.D.
Professor Emeritus
Catholic University of America

ADJUNCT FACULTY

BETTY BURROWS, PH.D.
DePaul University

ROBERT W. CAVANAGH, PH.D.
Loyola University

GARY CHILDMAN, PH.D.
Boston University

DANIEL CONTI, PH.D.
DePaul University

DELLA CORRISI, A.C.S.W.
University of Illinois at Chicago

JOSEPH A. ORBAN, PH.D.
Virginia Polytechnic & State University

CATHERINE PINES, PH.D.
Emory University

LISA RAZZANO, PH.D.
DePaul University

WILLIAM TERRIS, PH.D.
Illinois Institute of Technology

PATRICK TOLAN, PH.D.
University of Tennessee

MIRIAM UKERITIS, C.S.J., PH.D.
University of Pittsburgh
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.

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. Students are not admitted for the M.A. program only. Available programs leading to graduate degrees are as follows:

MASTER OF ARTS/DOCTOR OF PHILOSOPHY

Clinical Psychology
Experimental Psychology
Industrial/Organizational Psychology

Application materials for the psychology graduate programs may be obtained by writing to the 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. (official transcript(s) required to verify degree).
- Satisfactory undergraduate scholastic average.
- Minimum of 32 quarter hours (24 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. A course in History and Systems should also be considered.
- 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 before entering Graduate School.
- Official 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 LA&S Graduate Application. These forms and a departmental brochure may be obtained by contacting the Department of Psychology.
Students considering application to the M.A.-Ph.D. programs in Clinical Psychology should be aware of the following:

Approximately 400+ students applied to the doctoral program in clinical psychology last year. Of the applicants, 10 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 15.

GRE scores and Grade Point Average: Combined Verbal and Quantitative GRE scores of about 1200 are expected of applicants to the doctoral program. 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. A total of eight courses in psychology is required.

Prior graduate study: The department considers students with prior graduate study in clinical psychology or closely related fields, but most of our students enter the program without other advanced degrees. Minimal credit is available for prior graduate work.

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 ¼ of the graduate students in clinical psychology admitted in the last 3 years were members of minority groups.

Students considering application to the M.A.–Ph.D. program in Industrial/Organizational Psychology should be aware of the following:

Each year, this program can accept 5-6 new students. Approximately 100 students apply for these entrance spaces. The I/O faculty wishes applicants to know that all application materials are carefully evaluated, with emphasis on the following criteria.

Completeness of credentials. Applicant files that are not complete by the January 15 deadline cannot be evaluated, and thus those applicants must be rejected.

GRE scores and grade point average. While numerical standards are not followed rigidly, doctoral applicants are expected to have combined Verbal and Quantitative GRE scores of about 1200 or better, with an undergraduate GPA well above 3.0.

Preparation. Students are expected to have had courses in statistics, experimental psychology, and other core areas of psychology. While an undergraduate class in I/O psychology is not required, such a class (or one in business or management) is helpful. The department considers students with prior graduate study in I/O psychology or closely related fields, but most of our students enter the program without other advanced degrees. Transfer credit for prior graduate work is severely limited.

Interests. Successful applicants in the past have been those whose personal statements reflect an understanding of the nature and content of the field of I/O psychology, and goals which are compatible with that field. We accept only those applicants who intend to work toward the doctoral degree. Students who desire a terminal master's degree are not admitted.

Diversity. The I/O faculty strongly encourages applications from minority students.
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 483 Advanced Psychodiagnostics
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
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.

Clinical Practicum: Six quarters of clinical practica need to be successfully completed. The Director of Clinical Training needs to approve in advance the practicum placement.

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 (required of everyone.)
STATISTICS AND METHODOLOGY COURSES

Four courses: PSY 410, 411, 418, 420, Advanced Statistics I, II, Multiple Regression and Multivariate Analysis, Advanced Research Methodology

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 required to strengthen areas of scholastic weakness before continuing in the Ph.D. program.

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 /ORGANIZATIONAL 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

Three courses: PSY 410 411, 420, Advanced Statistics I, II, Advanced Research Methodology

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 Performance Appraisal
PSY 445 Advanced Training and Development in Organizations
PSY 446 Psychological Theories of Organizations
PSY 447 Organizational Consultation
PSY 448 Job Analysis and Professional Ethics
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 areas of concentration are Quantitative Methods, and 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 410, 411, 420
PSY 418 or 419
PSY 430 Advanced Social Psychology
PSY 437 Advanced Personality or 439 Advanced Developmental
PSY 481 Intelligence Testing
PSY 482 Personality Assessment
PSY 483 Advanced Psychodiagnosics
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 (2 hours)
PSY 520 Principles of Human Diversity
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.

Clinical Practicum: Nine quarters of clinical practica need to be completed. The Director of Clinical Training must approve the practicum placement in advance.

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 two sections. A section for clinical students consists of an examination in the areas represented by the required courses in Clinical Psychology. A second 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 of the dissertation.

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 specialities 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 361 History and Systems of Psychology or passing a special exam in this area
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

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 588  Topics in Experimental Psychology
PSY 597  Master's Thesis Research (4 hours)
PSY 599  Dissertation Research (12 hours)

Social Cognition:
Basic:
PSY 435  Psychology of Interpersonal Relationships
PSY 473  Psychology of judgment and Decision Making
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  Advanced 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

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 the-
sis project. Alternatively the student may begin to develop a new line of research in prepara-
tion 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.
Two sections cover two minor areas selected by the student from the areas of learning, perception,
physiological, personality, developmental, statistics, and social psychology. A coursework minor
is optional. 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) or 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 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. In addition to those courses required for the M.A., the following courses must be completed.

 Core Courses: Four core courses plus either a course in history and systems of psychology 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, 447, 448, 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 545; 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 two sections. A section consists of an examination in the areas represented by the required courses in industrial/organizational psychology. The second section is an oral examination in the area of I/O psychology. A coursework minor sequence is required.

 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.

148
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.

340 **Statistics II.** Introduction to advanced statistical techniques such as analysis of variance and regression models. **Prerequisites:** 240, 241, 242.

341 **Methods in Qualitative 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 nonparametric tests. Application of research findings to professional practice. (Cross-listed with PSY 416). **Prerequisites:** 105 or 106 and 240 and 340.

343 **Introduction to Psychological Measurement** (formerly 356). Measurement in psychology; emphasis on standardization, reliability, validity, test and scale development. Materials fee $5.00. **Prerequisites:** PSY 105 or 106 and 240, 241, and 242.

345 **Cultural Diversity in the United States.** Race and ethnic relations in the U.S. is not a fixed and static phenomenon, but rather a dynamic, ever-changing pattern of relationships. This course assists students in understanding the diversity, heterogeneity, and complexity of race relations in American society. **Prerequisite:** 105 or 106.

346 **Psychology of the African-American Child** (cross-listed with PSY 521). Development and socialization of African-American child from infancy to adolescence. Emphasis on psychological and cultural factors which influence these processes. Understanding the child, family and the child, language and IQ, education and learning styles, and cultural identity are all emphasized. **Prerequisite:** 105 or 106.

347 **Social Psychology.** Survey of social psychological theory and research on how individual behavior, thoughts, and feelings are influenced by the social context in which they occur. **Prerequisite:** PSY 105 or 106.

348 **Social Cognition** (cross-listed with PSY 560). Theory and research dealing with the major aspects of social cognition and mental control, including social perception, stereotyping, memory, and affect. **Prerequisites:** Permission of Instructor.

351 **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.

353 **Abnormal Psychology.** Description of the nature, symptoms, and etiology of psychological disorders. **Prerequisite:** PSY 105 or 106.
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<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Description</th>
<th>Prerequisite(s)</th>
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<tbody>
<tr>
<td>354</td>
<td>Community Psychology</td>
<td>Systemic and ecological theories of human behavior. Focus on community effects on individuals and community as a psychological concern. Also consideration of topics such as prevention and social level interventions. <strong>Prerequisite:</strong> PSY 105 or 106.</td>
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<tr>
<td>355</td>
<td>Small Groups and Leadership</td>
<td>Study of behavior of individuals in groups and the analysis of leadership styles as a function of the type of task and group structure. <strong>Prerequisite:</strong> PSY 347 or PSY 380 or consent.</td>
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<tr>
<td>360</td>
<td>Theories of Learning and Cognition</td>
<td>A survey of the classical and modern theories of learning. <strong>Prerequisites:</strong> PSY 105 or 106.</td>
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<tr>
<td>361</td>
<td>History and Systems of Psychology</td>
<td>Historical development of psychology and its fields. <strong>Prerequisite:</strong> PSY 105 or 106 or consent.</td>
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<tr>
<td>362</td>
<td>Seminar in Cognition</td>
<td>Consideration of a current important topic area in cognitive psychology. <strong>Prerequisite:</strong> PSY 105 or 106.</td>
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<tr>
<td>363</td>
<td>Alcoholism, Drug Addiction and Recovery</td>
<td>Survey of major research findings in the area of alcoholism and drug addiction. Description of treatment programs for recovery and explorations of drug-free ways to alter consciousness. <strong>Prerequisite:</strong> 105 or 106.</td>
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<tr>
<td>366</td>
<td>Behavior Problems of Children</td>
<td>Factors associated with deviance in children and adolescents. Examination of personal and social consequences. Review treatment programs for children. <strong>Prerequisite:</strong> PSY 105 or 106.</td>
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<tr>
<td>367</td>
<td>Psychology of Exceptional Children</td>
<td>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. <strong>Prerequisite:</strong> PSY 105 or 106.</td>
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<tr>
<td>370</td>
<td>Social and Emotional Development</td>
<td>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.</td>
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<tr>
<td>372</td>
<td>Research Methods in Social Psychology</td>
<td>Laboratory fee $5.00. Overview of methods and associated problems unique to conducting research with humans, both in the laboratory and the field. <strong>Prerequisite:</strong> PSY 347 or equivalent.</td>
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<tr>
<td>373</td>
<td>The Psychology of Judgment and Decision-Making</td>
<td>(cross-listed with PSY 473). An introduction to research in judgment and choice behaviors. Judgment refers to how people evaluate information and make predictions. Choice concerns how people select a course of action among alternatives. <strong>Prerequisites:</strong> 105 or 106, and 240.</td>
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<tr>
<td>377</td>
<td>Physiological Psychology</td>
<td>The nervous system and endocrine functions as related to behavior. <strong>Prerequisite:</strong> PSY 105 or 106.</td>
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<tr>
<td>378</td>
<td>Comparative Psychology</td>
<td>Patterns of behavior shown by various animal species. <strong>Prerequisite:</strong> PSY 105 or 106.</td>
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<tr>
<td>380</td>
<td>Industrial and Organizational Psychology</td>
<td>Application of theories and methods of psychology to the study of human behavior in business, industrial, and other organizations. <strong>Prerequisites:</strong> PSY 105 or 106.</td>
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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. Theories in learning, personality, work motivation, job attitudes, and organizational culture; application to interpersonal behavior. **Prerequisite:** 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.

385 Training and Development in Organizations. Issues related to training in industry and other organizations. Such topics as needs assessment, training program design, and program evaluation will be covered, along with relevant ethical, social, and economic issues. **Prerequisite:** PSY 380 or consent.

392 Psychology of Alienation. Causes of individual and group alienation, and the resultant behavior. **Prerequisites:** PSY 105 or 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 and Cognitive 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 Qualitative Research (cross-listed with PSY 341). 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 and Path Modeling. Theoretical foundations, methods of analysis, and comparison of various factor analytic models. Structural equation and measurement models using the LISREL program.

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.

Psychology of Interpersonal Relationships (cross-listed with PSY 317). Theory and research on selected aspects of close relationships.

Advanced Personality. Critical analysis of research in personality with emphasis on the development and testability of major constructs in contemporary research.


Neuropsychological Testing. Introduction to theory and assessment techniques related to adult and child neurological functioning.

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.


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. Advanced course which examines alternative service delivery models.

Evaluation and Research in Community Mental Health. Examination of methodological approaches to assessing program and intervention effectiveness related to community psychology interventions.

Professional Ethics. (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.


Principles of Human Diversity. Considerations related to minority status and issues specific to diagnostics and interventions with minority populations.

Psychology of the African-American Child (cross-listed with PSY 346). Development and socialization of African-American child from infancy to adolescence. Emphasis on psychological and cultural factors which influence these processes. Understanding the child, family and the child, language and IQ, education and learning styles, and cultural identity are all emphasized.

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. (0 hours)

Seminar in Experimental Psychology.
Seminar in Neuropsychology.

Seminar in Personality Research.

Seminar in Comparative Psychology.

Social and Emotional Development (cross-listed with Psychology 370). Focus on development of emotions, social relationships, and social interaction. Both theoretical perspectives and research findings are presented and analyzed. Topics 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 metaphor in stories.

Seminar in Advanced Statistics. Prerequisite: PSY 411 and 420.

Seminar in Industrial/Organizational Psychology. (4 hours)

Social Cognition (cross-listed with PSY 348). Theory and research dealing with the major aspects of social cognition and mental control, including social perception, stereotyping, memory, and affect.

Advanced 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 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: 488.

Advanced Clinical Seminar.

Seminar in Psychopathology.

Seminar in Community Psychology. Analysis of theories of community and human behaviors from the standpoint of general systems principles. (4 hours)

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)
Seminar in Psychotherapy Research.

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.

All practicum courses numbered 574 through 583 require the consent of the Director of Clinical Training. Nine practica courses must be taken for graduation. Pre-practica should be taken Fall, Winter and Spring Quarters of the student's first year. All practica carry 0 credit hours.

Pre-Practicum in Clinical Psychology. May be repeated three times.

Practicum in Clinical Assessment. Supervised experience in intake interviewing, psychological evaluation, and case conference presentation in a clinic, hospital or community agency setting.

Practicum in Clinical Psychology. Supervised experience in diagnostic assessment, intervention planning, psychotherapy and report writing through varied assignments to campus or community agencies.

Practicum in Child Clinical Procedures. Supervised practice in the diagnosis and treatment process of the problems of children and adolescents. May be repeated twice.

Advanced Practicum in Clinical Psychology.

Practicum in Community Mental Health.

Practicum in Special Areas in Psychology.

Field Work in Clinical Psychology. An applied experience which integrates skills of consultation, program development, advocacy, and program evaluation. Consent of instructor required. (4 hours)

Practicum in Applied Industrial/Organizational Psychology. Supervised experience in the application of I/O Psychology and technical report writing. (4 hours)

Practicum in Advanced Research in Industrial/Organizational Psychology. Supervised experience in I/O research and the preparation of research results for publication. (4 hours)

SPECIAL STUDIES

Topics in Experimental Psychology. Consideration of topics of current interest to the faculty and advanced graduate students. Introduction to research methods and data analysis. Taught concurrently with PSY 589. (4 hours)

Thesis Seminar. (0)

Colloquium in Industrial/Organizational Psychology. Required of all I/O students. Register in Fall term; continues throughout the year. Presentations on research and other topics by students, faculty, and invited speakers. (No credit.)


Psychological Research. A course involving intensive readings in contemporary psychological literature. (Arranged by prior consultation with the Chair.) (1 to 4)
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) (4 hours required)

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

RICHARD A. YANKOSKI, PH.D.
Associate Professor, Program Director
University of Chicago

STEVEN ANDES, PH.D.
Assistant Professor
University of Illinois at Urbana

SUSAN F. BENNETT, PH.D.
Assistant Professor
Northwestern University

ROBERTA C. BOTTOM, M.B.A.
Lecturer
Southern Illinois University

GRACE BUDRYS, PH.D.
Professor
University of Chicago

DEAN F. EITEL, PH.D.
Lecturer
University of Illinois at Chicago

RONALD F. GIBBS, M.P.A.
Lecturer
Harvard University

LEO KERCZYNSKYI, M.S., J.D.
Adjunct Assistant Professor
Northern Illinois University

J. PATRICK MURPHY, C.M., PH.D.
Associate Professor
Stanford University

ZAHIDA NOORANI, M.S.W.
Lecturer
University of Minnesota

TERRENCE J. RYNNE, M.M.
Lecturer
Northwestern University

SUSAN M. SANDERS, R.S.M., PH.D.
Assistant Professor
University of Chicago

ANNA MARIE SCHUH, M.S.
Lecturer
DePaul University

JOSEPH P. SCHWIETERMAN, PH.D.
Assistant Professor
University of Chicago

JOHN F. SETTICH, M.S.
Lecturer
DePaul University

YVONNE S. SOR, M.S., J.D.
Lecturer
DePaul University

ANN L. WARING, PH.D.
Assistant Professor
Stanford University

The following faculty members from the College of Law teach elective courses in the Health Law and Administration Program:

JEFF ATKINSON, J.D.
Lecturer
DePaul University

RICHARD BENSON, C.M.
Lecturer
St. Mary's of the Lake

SAMUEL J. BRAKEL, J.D.
Lecturer
University of Chicago

HAROLD BRESSLER, J.D.
Lecturer
DePaul University

DIANE CERNIVIVO, J.D.
Lecturer
DePaul University

THOMAS CHRISTOFFLE, J.D.
Lecturer
Harvard University

JAMES DECHENE, PH.D.
Lecturer
University of Michigan

KATHRYN M. DUTENHAVER, J.D.
Associate Professor
DePaul University

LYNN D. FLEISHER, PH.D.
Lecturer
Mt. Sinai School of Medicine

DONALD H.J. HERMANN, PH.D.
Professor
Northwestern University

SCOTT ISAACMAN, D.O., J.D.
Lecturer
John Marshall Law School

MICHAEL S. JACOBS, M.P.H., J.D.
Assistant Professor
Yale University
PURPOSES

The Public Services Graduate Program promotes effective management of nonprofit organizations and government agencies, and fosters development of sound public policies affecting the delivery of social services. Programs of instruction, research, and community involvement prepare adult learners to pursue administrative careers in a broad range of public service organizations. Following the tradition of St. Vincent de Paul, the Public Services Graduate Program devotes special attention to policies and practices that promote social equity through delivery of affordable, quality services to those in greatest need.

While the knowledge and skills required to administer organizations in the public sector are becoming indistinguishable from the best practices used in the private sector, the ultimate goals of not-for-profit versus for-profit organizations provide a sharp distinction. The Public Services Graduate Program keeps this distinction firmly in view in its course offerings. Degree and certificate programs are interdisciplinary, drawing primarily upon the knowledge bases of sociology, economics, political science, law, and the human-service professions. The curriculum carefully balances theoretical and applied approaches to contemporary challenges of administration and policy analysis.

Consistent with its mission, the Public Services Graduate Program purposefully strives to build an academic community that is racially, ethnically, religiously, and otherwise diverse. Part-time and full-time students are equally welcome.

PROGRAMS

MASTER OF SCIENCE:
Public Service Management
Health Law and Administration
Nursing and Public Service Administration (see Nursing Department)

JOINT DEGREE:
Master of Science in Public Service Management
and Juris Doctor in Law

CERTIFICATE:
Administrative Foundations in Public Service
MASTER OF SCIENCE: PUBLIC SERVICE MANAGEMENT

ADMISSION REQUIREMENTS

Admission to the degree program in Public Service Management is selective. Application for admission may be made at any time during the year. To be considered for full admission, an applicant is required, at a minimum, to supply the following:

- Bachelor's degree from an accredited institution
- Undergraduate grade-point average of at least 2.7 on a scale of 4.0
- Two current letters of recommendation
- Typewritten statement (2-5 pages) describing applicant's educational and career goals, relevant work or volunteer experience, and any special circumstances affecting past or prospective academic performance.

GRE, LSAT, or GMAT scores are not required but may be submitted to strengthen an application.

An otherwise highly qualified applicant whose undergraduate grade-point average falls slightly below the stated criterion may seek conditional admission by submitting additional evidence of competence, including an extended writing sample. An interview with the Program Director also will be required.

A student who lacks prior course work or work experience in economics, accounting, budgeting, or finance ordinarily will be required to take MPS 406, Introduction to Financial Administration, during the first year in the program. This course or its equivalent is a prerequisite for MPS 533: 406 does not count toward the required hours for the graduate degree. MPS 406 is not required unless stated as a condition of admission.

An English language examination is required for applicants who completed their undergraduate education outside the United States; a minimum TOEFL score of 550 is needed for admission plus an extended writing sample in English.

ACADEMIC PROGRESS

A grade of C- or better must be earned in each course that is to be counted toward degree requirements. If a grade of D+ or below is earned, that course must be repeated or substituted for as required by the Program Director. Students must maintain a cumulative grade-point average of B- (2.70) or higher in order to remain in good standing and complete requirements for the M.S. in Public Service Management. A student is placed on departmental probation as soon as his/her cumulative GPA falls below 2.70. If during the next four courses, a student on probation either receives another grade below B- or fails to raise his/her GPA to at least 2.70, the student may be dismissed for poor scholarship and prohibited from registering for further coursework.

A student who attains a cumulative grade-point average of 3.75 or higher in all 500 and 600-level courses will graduate "with distinction."

DEGREE REQUIREMENTS

Courses: successful completion of a minimum of 52 quarter hours of graduate credit. Each course carries 4 credit hours unless otherwise specified. Included in this total are the following required courses:

**Core Courses** (34 quarter hours)

- **MPS 500** Introduction to Public Service Management
- **MPS 512** Public Service Organizations in the Public Context
- **MPS 533** Financial and Economic Foundations of Public Service
- **MPS 542** Policy Design and Analysis or **MPS 543** Health Care Policy
- **MPS 557** Need Assessment and Program Evaluation
- **MPS 580** Quantitative Methods in Public Service or **MPS 581** Advanced Quantitative Methods
MPS 582  Research Methods in Public Service
MPS 585  Practicum/Thesis Design (2 credit hours)
MPS 595  Practicum in Administration and Policy Analysis I or MPS 598 Thesis Research I

Elective Courses (18 quarter hours)
Students are free to select elective courses according to their personal interests. If warranted by a student's special needs, up to two elective courses may be taken in other departments of the university. Permission of the Program Director must be obtained prior to registration for such courses.

MASTER OF SCIENCE: HEALTH LAW AND ADMINISTRATION

ADMISSION REQUIREMENTS

This master's program is offered by the Public Services Graduate Program in cooperation with the College of Law. It is designed for students whose administrative careers require a detailed understanding of case law applicable to the health fields. Admission to the Health Law and Administration Program is selective. Application for admission may be made at any time during the year. To be considered for full admission, an applicant is required, at a minimum, to supply the following:

- Bachelor's degree from an accredited institution
- Undergraduate grade-point average of at least 3.0 on a scale of 4.0
- Two current letters of recommendation
- Paralegal or health-related work experience, or equivalent formal schooling
- Typewritten statement (2-5 pages) describing applicant's educational and career goals, relevant work or volunteer experience, and any special circumstances affecting past or prospective academic performance.
- Interview with the Program Director

GRE, LSAT, or GMAT scores are not required but may be submitted to strengthen an application.

An otherwise highly qualified applicant whose undergraduate grade-point average falls slightly below the stated criterion may seek conditional admission by submitting additional evidence of competence, including an extended writing sample concerning a relevant topic.

A student who lacks prior course work or work experience in economics, accounting, budgeting, or finance ordinarily will be required to take MPS 406, Introduction to Financial Administration, during the first year in the program. This course or its equivalent is a prerequisite for MPS 533; 406 does not count toward the required hours for the graduate degree.

An English language examination is required for applicants who completed their undergraduate education outside the United States; a minimum TOEFL score of 550 is needed for admission, plus an extended writing sample in English.

In addition to seeking students of proven academic ability, the Health Law and Administration Program purposefully strives to build an academic community that is racially, ethnically, and religiously diverse.

Note: Students whose primary interest is in the study of law should consider application to the College of Law for admission to the Juris Doctor program. The Health Law and Administration Program is not designed to serve as a preparatory program for law school admission.
ACADEMIC PROGRESS

A grade of C- or better must be earned in each course that is to be counted toward degree requirements. If a grade of D+ or below is earned, that course must be repeated or substituted for as required by the Program Director. Students must maintain a cumulative grade-point average of B- (2.70) or higher in order to remain in good standing and complete requirements for the M.S. in Health Law and Administration. A student is placed on departmental probation as soon as his/her cumulative GPA falls below 2.70. If during the next four courses, a student on probation either receives another grade below B- or fails to raise his/her GPA to at least 2.70, the student may be dismissed for poor scholarship and prohibited from registering for further coursework.

A student who attains a cumulative grade-point average of 3.75 or higher in all 500 and 600-level courses will graduate “with distinction.”

DEGREE REQUIREMENTS

Courses: successful completion of a minimum of 34 quarter hours of graduate credit in Public Service Management and 15 semester hours in the College of Law. Each Public Service Management course carries 4 quarter hours and each Law course 3 semester hours, unless otherwise specified.

Core Courses—Public Services (34 quarter hours)
MPS 500  Introduction to Public Service Management
MPS 533  Financial and Economic Foundations of Public Service
MPS 543  Health Care Policy or MPS 537 Health Care Delivery Systems
MPS 557  Need Assessment and Program Evaluation
MPS 570  Introduction to Health Law
MPS 580  Quantitative Methods in Public Service or MPS 581 Advanced Quantitative Methods
MPS 582  Research Methods in Public Service
MPS 585  Practicum/Thesis Design (2 credit hours)
MPS 595  Practicum in Administration and Policy Analysis I or MPS 598 Thesis Research I

Core Courses—College of Law (9 semester hours)
One course on private-sector health care:
LAW 425  Hospital Law
LAW 706  Corporate and Regulatory Aspects of Health Care
LAW 722  Employment Law Issues in Health Law

One course on ethical policy:
LAW 201  Genetics and the Law
LAW 250  Legal Issues of AIDS
LAW 250  Legal and Public Policy Aspects of Medical Ethics

One course on public health:
LAW 434  Public Health Law
LAW 472  Mental Health Law
LAW 728  Food and Drug Law

Elective Courses—College of Law (6 semester hours)
Two Law courses will be chosen in consultation with the Director of the Health Law Institute.

MASTER OF SCIENCE: NURSING AND PUBLIC SERVICE ADMINISTRATION

The Public Services Graduate Program cooperates with the Department of Nursing to offer courses leading to the M.S. degree in Nursing and Public Service Administration. For details, see the listing under the Nursing Department.
JOINT PROGRAM: PUBLIC SERVICE MANAGEMENT AND JURIS DOCTOR

The College of Liberal Arts and Sciences and the College of Law offer a joint program leading to the M.S. degree in Public Service Management and the J.D. degree in Law. The joint degree program applies to both day and evening law curricula.

Each prospective student is responsible for gaining admission to both the College of Law and the Public Service Management Program. Once admitted to both degree programs, the student may petition to be accepted into the joint degree program. A maximum of four elective courses may be counted concurrently toward completion of both degrees.

In practice, since all first-year Law courses are required, a student in the joint program may not take elective courses leading to the joint degree during the first year of study.

CERTIFICATE PROGRAM: ADMINISTRATIVE FOUNDATIONS IN PUBLIC SERVICE

This program is designed for individuals who wish to pursue course work in a specific area of public service administration.

A certificate is awarded upon successful completion of 12 quarter hours of graduate credit. Students may select courses of interest, subject to approval by the Program Director or designated advisor. Certificate students desiring to take more than 12 hours must be admitted to a degree program. Credit hours earned in 500-level courses for a certificate may be applied toward the M.S. degree.

ADMISSION REQUIREMENTS

Application for admission to the certificate program may be made at any time during the year. Admission requirements for the certificate program are the same as for the Master of Science in Public Service Management, except that letters of recommendation are not required.

ACADEMIC PROGRESS

Students must earn a grade of C- or better in each course that is to be counted for graduate credit. Students must maintain a cumulative grade-point average of B- (2.7) or better in order to remain in good standing and complete requirements for a certificate.

COURSES

Courses are taught during the evening hours and occasionally on Saturdays, primarily at the Loop campus. All courses carry four quarter hours of degree credit unless otherwise indicated.

PREREQUISITE COURSE

MPS 406 *Introduction to Financial Administration.* An introduction to basic principles of accounting, microeconomics, and financial analysis as applied in government and non-profit sectors. 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 SERVICE MANAGEMENT

Core Courses

500 *Introduction to Public Service Management.* Introduces students to organizational theories and practices useful to public service managers. Teaches how to use structural, human resource, political, and symbolic perspectives to re-think public service organizations and their managerial problems. Stressess writing skills.
Public Service Organizations in the Public Context. Introduces students to the contributions and limitations of the three sectors that provide service to the public: the market or proprietary sector, the government sector, and the nonprofit sector. Using fundamental techniques of economic and organizational analysis, students examine the origins of and interrelationships among these sectors. Attention then turns to the scope and diversity of organizations in the nonprofit sector.

Financial and Economic Foundations of Public Service. Introduces students to financial and microeconomic issues affecting the governmental and nonprofit sectors. Explores principles of taxation, regulation, and public finance. Techniques for effective fiscal planning, budgeting, and financial management are discussed. Specific applications to local government and nonprofit organizations are considered. Prerequisite: MPS 406 or equivalent.

Policy Design and Analysis. Focuses on processes and techniques of analyzing and designing public policies. Students are introduced to an analytical way of thinking that includes: defining and modeling policy problems; designing policy alternatives; evaluating policy alternatives using ethical, legal, economic, organizational, and political criteria; and anticipating problems of policy implementation.

Need Assessment and Program Evaluation. Prepares students to conduct need assessments and program evaluations, which are foundational components of effective administration in public service programs. Focuses on how to identify indicators of need and then how to use diverse-evaluative methods to assess a program's effectiveness.

Quantitative Methods in Public Service. Prepares students to use and produce quantitative analyses for policy studies and administrative decision making; focuses on descriptive and beginning-level inferential statistics.

Research Methods in Public Service. Introduces students to principles and methods of applied research, including the proper use of surveys, interviews, focus groups, and quasi-experimental designs.

Practicum/Thesis Design. Prepares students to undertake a practicum or thesis project. Each student identifies an appropriate research issue, policy concern, or organization to study; undertakes a review of relevant literature; and initiates a practicum or thesis. (2 credit hours) Prerequisite: Six core courses including MPS 582; consent of the Program Director and instructor.

Practicum in Administration and Policy Analysis I. Students carry out practicum projects designed in MPS 585. Field work is encouraged but not required. The final product of this course is a substantial analytical report. Prerequisite: MPS 583. (Binding fee)

Elective Courses

Elective courses are to be taken concurrently with or upon completion of core courses.

Organizational Culture. Overview of how organizational cultures are created and maintained, the roles of leaders in managing organizational culture, and the characteristics of functional and dysfunctional cultures. Prerequisite: MPS 500.

Leadership. Introduces concepts, tasks, and styles of leadership, including transactional and transformational leadership; explores recent research on leaders' characteristics and effectiveness. Prerequisite: MPS 500.
Working with an External Board. Examines the functions and structures of external boards, with special attention to effective methods of composing a board and managing board-administration relations.

Budget Formulation and Analysis. Pragmatic overview of resource allocation and budget preparation methods in public service agencies. Prerequisite: MPS 533.

Fund Accounting in Nonprofit Organizations. Overview of principles, practices, and procedures of fund accounting in nonprofit organizations, including financial reporting and ratio analysis. Prerequisite: MPS 533.


Case Analysis in Health Care Administration. Case-study approach to analyzing effective administration of health care organizations. Prerequisite: MPS 537 or MPS 543.

Seminar on Health Issues. Analysis of selected issues regarding health care systems. Students select issues of interest and write a review of relevant literature.

Human Resource Administration. Introduces general and special functions of the human resources department and its relationship to other organizational units and functions. Special emphasis on human resource planning, development, and evaluation.

Administrative Case Analysis. Simulates administrative problem-solving using a case analysis format. Cases involve identification of problems, gathering relevant background information, and evaluating direct and indirect effects of various courses of action. Prerequisite: MPS 500.

Marketing for Service Organizations. Explores the objectives, strategies, techniques, and constraints which affect the marketing of government and nonprofit services.

Intergroup Relations. Examines social, economic, racial, ethnic, and religious diversity, with emphasis on effective methods of managing inter-group relations both in the workplace and in the provision of public services.

Small Groups. Examines the attributes and functions of small groups in large organizations, including behavioral theories underlying small-group dynamics and managerial practices that make the best use of small groups.

Strategic Planning. Introduces the purposes and methods of strategic planning in service organizations, including environmental scanning, goal setting, and prioritization of alternatives.

Total Quality Management in Service Organizations. Overview of principles and practices of total quality management as applied in service organizations. Examines theories as well as case studies.

Law and Nonprofit Organizations. Introduces laws and regulations governing nonprofit organizations, including procedures for incorporation, maintenance of tax-exempt status, and compliance with relevant labor laws. No legal background is assumed.
Health Care Delivery Systems (cross-listed with SOC 437). Overview of the structure of the U.S. health system followed by a selective international comparison of other health delivery systems including their relationships to social policies and economic factors.

Political Feasibility Analysis. Introduces students to methods of assessing the political feasibility of policies being considered at local, state, and federal levels. Emphasizes identification of relevant elected politicians, non-elected officials, and interest groups; their positions and political resources; policy variables and areas of negotiation and compromise; and strategies for affecting the processes of policy formation and adoption. Prerequisite: MPS 542.

International Dimensions of Public Service. Seminar on the organization and delivery of public services outside the United States. Topics include a comparative analysis of the service sector in other nations, the role and impact of international service agencies, and international involvements of U.S. foundations and nonprofit agencies. Features case studies and guest speakers.

Bureaucracy and the American Polity. Bureaucracy examined as a pervasive means of organizing complex activities in public and private sectors. Emphasizes problems of implementing policy within a bureaucratic context.

Health Care Policy. Overview of the development of state and national health care policy, using selective case studies to illustrate how the policy process works.

Law Enforcement Policy Issues (cross-listed with SOC 446). Theory, application, and impact of law enforcement policies on police, corrections, and the courts.

Community Organizations and Urban Development (cross-listed with SOC 426). Examines community organizations as problem-solving bodies that interact with government agencies in affecting urban development and the formation of urban public policy.

Medical Sociology (cross-listed with SOC 431). Overview of social systems of health care in the United States, including the health-seeking behavior of patients, relationships among health-care providers, and organizational settings in which services are delivered.

Foundation Management. Examines private and corporate foundations as a special type of public service organization. Emphasizes managing mission and resources for the public good.

Association Management. Examines membership associations as a special type of public service organization, with emphasis on managing both the external policy roles of associations and internal roles related to directly serving constituent members and organizations.

Principles and Practices of Supervision. Focuses on factors affecting employee behavior and the nature and purposes of supervisory roles. Deals with selecting, motivating, evaluating, and terminating employees.

Urban and Community Analysis (cross-listed with SOC 422). Quantitative analysis of urban issues, including social area analysis, patterns of segregation and neighborhood change, and other selected topics. Uses computer applications.
Economics of Health Care. Analyzes who consumes, who pays and who benefits in the American system of health care, with special attention to issues of equity, pricing, cost-containment, and methods of financing health care. Prerequisite: MPS 533 and either 543 or 537; or consent of instructor.

Labor Relations and Government Policy. Examines legal requirements and constraints which affect the collective bargaining process. Emphasizes the historical background of labor laws and Supreme Court decisions affecting the application of these laws to labor relations. Reviews current public policy regarding labor law and its impact on services.

Seminar on Youth Services. Selective survey and analysis of issues concerning the provision of services to youth. Students select and study specific issues, agencies, or policies affecting youth.

Introduction to Health Law. Introduces students from non-legal backgrounds to the legal system. Examines legal materials, including statutes, judicial opinion, and administrative regulations. Basic legal research and writing skills are taught.

Metropolitan Planning. Analyzes issues, decision-making processes, and resources that affect planning across a metropolitan area, including urban-suburban relations and the complexities of zoning and community development.

Urban Poverty Seminar. Readings, case studies, and student projects which explore the causes and conditions of urban poverty, together with a selective analysis of how public policy and service agencies address human need.

Writing in the Professions (cross-listed with ENG 494). Improves writing skills useful in semi- and non-technical professions; emphasis on style, tone, awareness of purpose and audience.

Advanced Quantitative Methods. Explains analysis of variance, linear and multiple regression, factor analysis, cluster analysis, and time-series analysis. Involves use of statistical software. Prerequisite: MPS 580 or equivalent.

Survey Design and Administration. Advanced guide to principles and practices of designing questionnaires and administering surveys. Prerequisite: MPS 582. (2 credit hours).

Interviewing. Advanced guide to principles and practices of face-to-face and telephone interviewing; oriented toward research uses, not employment interviews. Prerequisite: MPS 582. (2 credit hours).

Proposal Writing. Explains how to prepare proposals for external funding or for approval of new programs; describes RFP and peer review processes, and methods of locating potential funding sources. (2 credit hours).

Volunteerism in American Society. Analysis of volunteerism in American society, including its historical development, contemporary trends, social significance, and organizational implications. (2 credit hours).

Fundraising and Development for Nonprofit Organizations. Explains fundraising and development practices commonly used by nonprofit organizations. Focuses on capital campaigns, annual giving, and special appeals. (2 credit hours).

Special Topics. Topics vary each term. (2 credit hours) (May be taken more than once).


**Public Services**

594  **Ethics in Administration.** Examines ethical dimensions of issues faced by administrators in public service organizations. Case materials used. (2 credit hours).

596  **Practicum in Administration and Policy Analysis II.** Continuation course for students whose practicum projects extend significantly beyond what they can finish in MPS 595. **Prerequisite:** MPS 595 and consent of instructor.

597  **Seminar in Administration.** In-depth examination of selected issues in public service administration. Topics vary each term. (May be taken more than once).

598  **Thesis Research I.** Students carry out a theoretically-based research project designed in MPS 585. The final product of this course is a Master's thesis. **Prerequisite:** MPS 585 and consent of a full-time faculty thesis advisor.

599  **Thesis Research II.** Continuation course for students whose research projects extend significantly beyond what they can finish in MPS 598. **Prerequisite:** MPS 598 and consent of a full-time faculty thesis advisor.

600  **Independent Study.** Individually supervised learning experience, usually involving extensive library research and writing. (Variable credit). **Prerequisite:** consent of Program Director and a faculty advisor.

601  **Internship.** Supervised work experience during one or more quarters, usually involving application of administrative skills in an organizational setting new to the student. (Variable credit). **Prerequisite:** consent of Program Director or Internship Supervisor.

602  **Candidacy Continuation.** Required of students who are not registered for regular courses but who use university facilities (libraries, computers) during an academic quarter while completing course requirements or research. Non-credit. $40.00 per quarter.

603  **Team Project.** In a supervised group project, advanced students undertake either a team consultation with a public service organization or a collaborative research project. Field work may be required. Enrollment is limited by the nature of each project; projects vary and are posted in advance of registration. Does not substitute for MPS 595 or 598; may not be used for internship or independent study credit. (Variable credit). **Prerequisite:** consent of instructor.

**Health Law and Administration**

**Core Courses**
MPS 500, 533, 543, 557, 570, 580, 582, 585, and 595. Descriptions are given on previous pages.

**Note:** Core Courses MPS 500 through MPS 570 must be completed prior to enrollment in any of the following courses. Law courses are taught on a semester basis (14 weeks of class).

**LAW 201**  **Genetics and The Law.** This course explores new medical and genetic techniques and the legal and ethical controversies they have engendered. Among the topics covered are: new reproductive technologies; the fetus as a source of cells and tissues for therapeutic transplantation; new techniques in prenatal diagnosis; fetal therapy and surgery; managing severely affected newborns; genetic biotechnology; genetic screen in the workplace. The format for the course is a series of presentations by medical specialists, as well as by students of their seminar papers.
**LAW 250 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. **Prerequisite: MPS 570.** (3 semester hours).

**LAW 250 Legal and Public Policy Aspects of Medical 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).

**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 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. **Prerequisite: MPS 570.** (3 semester hours).

**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. **Prerequisite: MPS 570.** (3 semester hours).

**LAW 706 Health Policy and the Law.** 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. **Prerequisite: MPS 570.** (3 semester hours).
**LAW 722 Employment Law Issues in Health Law.** This course examines a range of issues involving employment and labor law as it relates to health care workers. Among the issues examined are bargaining units for hospitals, OSHA regulations of the health care workplace, employment-at-will, drug testing and inpatient health care provider, employment discrimination, impact of the National Labor Relations Act to the health care environment, and other employment issues.

**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. **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 250 Mental Health and the Homeless.** This seminar examines the plight of the homeless mentally ill and the institutional and legal causes of this phenomenon. An effort will be made to determine policy alternatives including increased use of the mental health system, public provision of housing, as well as new and inventive proposals.

**LAW 250 Women's Health and the Law.** This seminar permits students to address in depth, both through a paper and classroom presentation, any one of a broad range of topics dealing with women's health. Opening lectures will provide an overview of the mechanics by which federal and state governments regulate health care issues generally, and women's health specifically. Following this, the class will be led by students, who will assign readings they have chosen and will present their research on topics chosen in consultation with the professor.

**LAW 401 Health Care Contracts.** This course covers a variety of contractual issues related to health care: employment agreements, staff privileges, fraud and abuse provisions of the Medicare Act, breach of contract resulting from treatment, disputes over fees, waiver of liability, the use of independent contractors, and the validity of contracts for exclusive services and preferential fee structures for insurers.

**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.** Involves drafting of proposed legislation and supporting memoranda under an instructor's supervision, with the objective of developing a body of bills to be introduced in the state's legislature. Student work forms the basis of a conference with legislators, experts in selected topics, and concerned citizens.

**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 442  **Science and Medicine in the Legal 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 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 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.

LAW 738  **Health Care Reform.** This course will focus on alternative programs for universal health care. The course also will cover related topics such as health care budgeting, allocation of health care resources, medical malpractice reforms, and the interrelationship of health care reform proposals to existing laws (such as the Americans with Disabilities Act and the Employment Retirement Income Security Act).
FACULTY
WILLIAM A. CALZARETTA, Ph.D.
Associate Professor and Program
Director
Northwestern University
JAMES E. BORDIERI, Ph.D.
Adjunct Lecturer
Illinois Institute of Technology
CAROL A. CALZARETTA, M.M.
Adjunct Lecturer
Northwestern University
JAMES E. CIECKA, Ph.D.
Adjunct Lecturer
Purdue University
JANICE R. DANIELS, M.S.
Adjunct Lecturer
DePaul University
ALEX DeVENCE, J.D.
Adjunct Lecturer
Loyola University
JERRY DINCIN, Ph.D.
Adjunct Lecturer
Northwestern University
ROBERT R. Dylla Sr., B.S., C.P.A.
Adjunct Lecturer
DePaul University
DONALD E. GILVIN, Ph.D.
Adjunct Lecturer
University of Michigan
PETER P. GRISWOLD, M.A.
Adjunct Lecturer
Michigan State University
ANTHONY C. KRAUTMANN, Ph.D.
Adjunct Lecturer
University of Iowa
CATHY LORBER, Ph.D.
Adjunct Lecturer
Northwestern University
R. BAILEY MARKHAM, M.A.
Adjunct Lecturer
Northwestern University
JOHN F. NEWMAN, Ph.D.
Adjunct Lecturer
Emory University
DON A. OLSON, Ph.D.
Adjunct Lecturer
Northwestern University
DOMINIC G. PARISI, Ph.D.
Adjunct Lecturer
Northwestern University
MARJORIE P. PIECHOWSKI, Ph.D.
Adjunct Lecturer
University of Wisconsin
WILLIAM M. SALYERS, Ed.D.
Adjunct Lecturer
University of Indiana
STEVEN E. SIMON, Ph.D.
Adjunct Lecturer
Kent State University
HARRY SMITH, M.A.
Adjunct Lecturer
Michigan State University
MARK C. WEBER, J.D.
Adjunct Lecturer
Yale University

PURPOSES
The purpose of the program is to provide qualified students with the knowledge and
skills to function effectively in supervisory, managerial, and administrative posi-
tions. Program graduates are typically employed in private and not-for-profit reha-
bilité 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, fund-
ing 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:
Community Rehabilitation Program Administration
Psychosocial Rehabilitation (specialized program—see Admission Requirements)

MASTER OF SCIENCE:
Management of Rehabilitation Services

CERTIFICATE: COMMUNITY REHABILITATION PROGRAM 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  Introduction to Rehabilitation Philosophy (3 credit hours)
RSA 403  Organization Behavior and Principles of Management (3 credit hours)
RSA 406 A  Economic Principles for Rehabilitation Services (1.5 credit hours)
RSA 406 B  Disability Law/Legal Aspects of Human Resources (1.5 credit hours)
RSA 407 A  Business Law for Rehabilitation Organizations (1.5 credit hours)
RSA 407 B  Introduction to Accounting for Rehabilitation Organizations (1.5 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 five 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

  Designed to provide rehabilitation professionals with training in the practice and theory of the psychosocial approaches for individuals with psychiatric disabilities.

  New students seeking careers in this area will be provided with the fundamentals necessary for a successful pursuit of a degree program.

ADMISSION REQUIREMENTS
Employment in a related rehabilitation work setting and/or Program Director approval.

  Note: This specialized program is offered only in conjunction with rehabilitation organizations’ group enrollment and co-sponsorship. For further information contact the Program Director.

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 Community Rehabilitation Program Administration, or their equivalent is a prerequisite.

Core Courses:
RSA 636 Leadership and the Human Factor (replaces 644)
RSA 637 Budgeting for Rehabilitation Organizations (replaces 639)
RSA 638 Computer Applications in Rehabilitation and Introduction to Management Sciences.
RSA 640 Theories and Concepts of Rehabilitation Services
RSA 641 Management Theories and Concepts
RSA 642 Rehabilitation Programming Planning: Principles and Practices
RSA 643 Management of Organizations: A Case Approach
RSA 646 Rehabilitation Program Design For Persons with Emotional, Sensory, and Cognitive Disabilities
RSA 647 Research Methods and Statistics in Rehabilitation Administration
RSA 648 Rehabilitation Program Design for Persons with Physical and Organic Disabilities
RSA 650 Social Psychology of Rehabilitation Administration
RSA 653 Program Planning, Development, and Evaluation in Rehabilitation Organizations
RSA 655 Marketing and Strategic Planning of Community Rehabilitation Programs
RSA 657 A Job Placement/Supportive Employment Strategies
RSA 675 B Technical Communication in Rehabilitation
RSA 691 Management Seminar and Advanced Organization Concepts
RSA 692 Emerging Issues and Trends in Rehabilitation

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 approved 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 are listed in a separate departmental brochure. This brochure 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 Region V.

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 2 1/2 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 CRCC approved seminars. To be added to the mailing list for brochures, contact the Rehabilitation Services Program. (This program is contingent on external funding.)

COURSES

Unless otherwise stated, all courses are three credit hours.

CERTIFICATE COURSES: COMMUNITY REHABILITATION PROGRAM ADMINISTRATION

402 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 persons with disabilities. A descriptive overview of the federal/state rehabilitation system is provided.


406A Economic Principles for Rehabilitation Services—An introduction of basic economic behavior concepts and principles in understanding the development of health services in general and rehabilitation in particular (1.5 credit hours).

406B Disability Law/Legal Aspects of Human Resources—This course will discuss disability law topics that include income security, education rights, personal liberty, and protection against discrimination; it will cover topics in human resources management law that include prohibitions on discrimination, personal rights of workers, and collective bargaining (1.5 credit hours).
407 A  Business Law for Rehabilitation Organizations. This course comprises the study of three fundamental areas of business law: contract law, agency law, and corporation law. Basic procedural aspects of contract law will be discussed such as a statute of frauds, illegality, illegal bargains, and third party contracts as applied to rehabilitation services. (1.5 credit hours).

407 B  Introduction to Accounting for Rehabilitation Organizations—Accounting concepts and fundamentals applied to the for profit and not-for-profit rehabilitation organization (1.5 credit hours).

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  Leadership and the Human Factor. 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, leadership styles and qualities are addressed.

637  Budgeting for Rehabilitation Organizations. This course is designed to give students and understanding of the budgeting process related to the management functions of planning and control. While the course will emphasize Line/Object budgeting techniques, all contemporary budgeting methods will be considered. It will also review the accounting aspect of budgeting. Prerequisite: RSA 407B or equivalent.

638  Computer Applications in Rehabilitation and Introduction to Management Sciences. The use of the computer in rehabilitation administration and quantitative methods for decision-making in management are explored. Prerequisite: RSA 647 or equivalent.

640  Theories and Concepts of Rehabilitation Services. An examination of the philosophical, behavioral, and cultural foundations of rehabilitation services. Prerequisite: RSA 402 or equivalent.

641  Management Theories and Concepts. A critical review of management theories and the underlying management philosophy. A specific emphasis will be placed upon the consideration of current trends related to the management of an organization's social and community responsibility to persons with disabilities. Prerequisite: RSA 403 or equivalent.

642  Rehabilitation Program Planning: Principles and Practices. The goals, objectives, methods, and techniques used in rehabilitation programs are studied. Prerequisite: RSA 640 or equivalent.
643 **Management of Organizations: A Case Approach.** 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.**

646 **Rehabilitation Program Design For Persons with Emotional, Sensory, and Cognitive Disabilities.** This course discusses the clinical, philosophical, fiscal, legal and political issues which have an impact on the design of programs for persons with these disabilities. **Prerequisite: RSA 642 or equivalent.**

647 **Research Methods and Statistics in Rehabilitation Administration.** Formulation of empirical questions, basic design, statistical analyses, and the utilization of research in rehabilitation and management are explored.

648 **Rehabilitation Program Design for Persons with Physical and Organic Disabilities.** This course discusses the clinical, philosophical, fiscal, legal and political issues which have an impact on the design of programs for persons with these disabilities. **Prerequisite: RSA 642 or equivalent.**

650 **Social Psychology of Rehabilitation Administration.** Contemporary issues in rehabilitation and management are examined in the context of human interaction. Emphasis will be placed on social cognition and social behavior with implications for managerial action.

653 **Program Planning, Development, and Evaluation in Rehabilitation Organizations.** Strategies used to plan and develop a diversified funding base for rehabilitation programs are examined. Methods to evaluate program outcomes and processes are also explored.

654 **The Cornell Management Game.** A seminar employing the technique of learning by discovery. Stimulated workshop experiences focus on the decision-making processes of the rehabilitation facility manager.

655 **Marketing and Strategic Planning of Community Rehabilitation Programs.** This course utilizes a case study approach. The primary focus is on such management responsibilities as strategic planning and marketing, program design and implementation in response to community demands; interagency relations; and board relations.

657 A **Job Placement/Supportive Employment Strategies.** Principles and practices in programming associated with job placement and supportive employment of persons with disabilities are examined (1.5 credit hours).

657 B **Technical Communication in Rehabilitation.** Fundamentals of the business writing skills needed by rehabilitation administrators and supervisors are examined (1.5 credit hours).

691 **Management Seminar and Advanced Organization Concepts.** Emphasis on analyzing the tasks and problems encountered in managing rehabilitation program and facilities. An examination is made of the current issues confronting management.

692 **Emerging Issues and Trends in Rehabilitation.** 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).
DEPARTMENT OF SOCIOLOGY
AND ANTHROPOLOGY

FACULTY
John P. Koval, Ph.D.
Associate Professor and Chair
University of Oregon, Eugene

Nancy M. Abbate, B.A.
Lecturer
Mundelein College

Rosemary S. Bannan, Ph.D.
Professor
Loyola University

Noel Barker, M.A.
Lecturer
University of Illinois, Urbana

Judith A. Bootcheck, Ph.D.
Associate Professor
Purdue University

Grace Budrys, Ph.D.
Professor
University of Chicago

Alicia Chavira, Ph.D.
Assistant Professor
University of California, Los Angeles

Kenneth Fidel, Ph.D.
Associate Professor
Washington University

Roberta Garner, Ph.D.
Professor
University of Chicago

Theodore Manley, Jr., Ph.D.
Associate Professor
University of Chicago

Larry Mayo, Ph.D.
Associate Professor
University of California, Berkeley

Robert Rotenberg, Ph.D.
Professor
University of Massachusetts Amherst

Jose Soltero, Ph.D.
Assistant Professor
University of Arizona

Charles Stevens, Ph.D.
Associate Professor
Northwestern University

Charles Suchar, Ph.D.
Professor
Northwestern University

Joyce Sween, Ph.D.
Professor
Northwestern University

Deena A. Weinstein, Ph.D.
Professor
Purdue University

PURPOSES
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.

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.

PROGRAMS
MASTER OF ARTS: SOCIOLOGY
The course Sociological Perspectives serves as a foundation for the graduate program in Sociology and is required for all students. This course 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.
MASTER OF ARTS: SOCIOLOGY

ADMISSION REQUIREMENTS

For full admission, students must have the following:

Bachelor's degree.

The Department accepts as 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.
SOC 411 Social Research Methodology. Required for students who have not already completed a course in research methodology at the undergraduate level.

Ten additional courses. Students must complete 40 hours in courses from specialized areas. If Methodology course has been taken, eleven additional courses (44 hours) must be completed.

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 Social Research Methodology
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 Social Research Methodology
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.
COURSES

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, foundations of sociology, and anthropology. 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.** This course focuses on the logic of sociological inquiry, ethical issues of research, the various methods social scientists use, and research in applied settings.

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.

421 **Urban Anthropology.** Theories and methods of contemporary anthropology are employed to analyze a variety of topics of urban phenomena including the process of urbanization, urbanism—urban culture, subcultures, ethnic life styles—and the notion of images of cities.

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.

The 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.
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.

416 Applied Anthropology. Advanced level studies on the organized interaction between practicing anthropologists and both private and public policy-making bodies; the application of anthropological theories and research toward the solution of contemporary social, economic, and technical problems.


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.

460 Sociology of the Family. Examines demographic trends in this century, recent literature on women and men, wives and husbands, children and parents. Some comparative material is included.
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.

Socialization. A synthesis of relevant psychological and sociological perspectives relating to the individual's acquisition of patterns of behavior and culture in social groups.

Social Psychology. The influence of group life on personality development, social interaction, and social behavior.

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.

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.

Gender & Society. 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 gender 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 interrelationships 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.
474 **Population Problems.** This course examines basic population processes and their impact on society. Special attention is given to the interaction between population and the environment, how population characteristics effect social processes, and the nature of population problems in developing nations.

475 **Work, Leisure, and the Quality of Life.** This course will examine: (1) the nature, meaning, and history of work and leisure in western culture; and (2) the relationship of work and leisure to issues associated with the contemporary concept of "quality of life."

490 **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.

495 **Special Topics in Sociology.** Special courses will be offered as students and faculty identify selected topics of common interest.

498 **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.

499 **Independent Study.**

**Thesis Research**

500 **Thesis Research I.** The thesis research should culminate in the acceptance of a thesis proposal. Four quarter hours, one registration.

501 **Thesis Research II.** The student works independently toward the completion of the thesis. Four quarter hours, one registration.

601 **Candidacy Continuation.** Required of all students who are not registered for regular courses but who occasionally utilize University facilities during completion of course requirements and/or research. Non-credit. $40.00 per quarter.
WOMEN'S STUDIES

FACULTY

M aria A. Beltran-Vocal, Ph.D.,
Associate Professor (Modern Languages)
University of California at Irvine

Caryl Chaden, Ph.D.,
Associate Professor (English and Honors)
University of Virginia

Susan Clarke, M.L.S.
Library
Rosary College

Carol Klimeck Cyganowski, Ph.D.,
Associate Professor (English)
University of Chicago

Richard deCordova, Ph.D.,
Associate Professor (Communication)
University of California Los Angeles

Kathryn DeGraff, M.L.S.
Library
University of Illinois

Ellen Eslinger, Ph.D.,
Assistant Professor (History)
University of Chicago

Freda Kerner Furman, Ph.D.,
Associate Professor (Religious Studies)
University of Southern California

Roberta Garner, Ph.D.,
Professor (Sociology)
University of Chicago

Lisa K. Gundry, Ph.D.,
Assistant Professor (Management)
Northwestern University

Jane Halpert, Ph.D.,
Associate Professor (Psychology)
Wayne State University

Sandra Jackson, Ph.D.,
Assistant Professor (Education)
University of California-Berkeley

Kate Kane, Ph.D.,
Assistant Professor (Communication)
Northwestern University

Elizabeth Kelly, Ph.D.,
Assistant Professor (Political Science)
Rutgers University

Jeanne LaDuke, Ph.D.,
Associate Professor (Mathematics)
University of Oregon

Mary Jeanne Larrabee, Ph.D.,
Professor (Women's Studies and Philosophy)
University of Toronto

Marjorie Piechowski, Ph.D.,
(Sponsored Programs and Research)
University of Wisconsin

Susan Ramirez, Ph.D.,
Professor (History)
University of Wisconsin

Barbara Ransby, M.A.,
Instructor (History)
University of Michigan

Inca Runold, Ph.D.,
Associate Professor (Modern Languages)
Stanford University

Karen Scott, Ph.D.,
Assistant Professor (History)
University of California-Berkeley

Eileen B. Seifert, M.A.,
Assistant Director of Writing Programs
University of Wisconsin

Barbara Speicher, Ph.D.,
Assistant Professor (Communication)
Northwestern University

Naomi Steinberg, Ph.D.,
Associate Professor (Religious Studies)
Columbia University

Alice Stuhlmacher, Ph.D.,
Assistant Professor (Psychology)
Purdue University

Joyce Sween, Ph.D.,
Professor (Sociology)
Northwestern University

Jacqueline Taylor, Ph.D.,
Professor (Communication)
University of Texas

Elizabeth-Anne Vanek, D.Min
(University Ministry, English,
School for Learning)
Graduate Theological Foundation

Midge Wilson, Ph.D.,
Professor (Psychology)
University of North Carolina
PURPOSES

The Woman's Studies program 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.

PROGRAMS

The department offers graduate work leading to the Master's degree through either the Master of Arts in Liberal Studies program or the Master's in Interdisciplinary Studies Program as well as a non-degree certificate program which may serve as a "minor" in selected DePaul graduate programs or as an entry way to a Master's degree with a Woman's Studies concentration.

ADMISSION REQUIREMENTS

For the Master's degree consult the section of the Bulletin which discusses the admission requirements for the appropriate program (Master's of Arts in Liberal Studies or Interdisciplinary Studies).

The non-degree certificate program requires the completion of the graduate admission application and submission of undergraduate and (if applicable) graduate transcripts. In addition, prospective certificate students must submit a personal statement of approximately 300-500 words, describing their interest in Women's Studies, any prior experience in the field, and their goals (personal or professional) for pursuing the certificate.

CERTIFICATE REQUIREMENTS

The Women's Studies certificate requires the successful completion of any four Woman's Studies courses from those listed below or in the class schedule under LA & S Graduate Division Woman's Studies. (16 quarter hours). Upon consultation and approval from your graduate program, the certificate can be combined with other graduate programs.

MASTERS REQUIREMENTS

A Woman's Studies concentration is available through either the Master's of Arts in Liberal Studies master's program or the Interdisciplinary Studies master's program. Consult the section of the Bulletin which discusses the admission requirements for the appropriate program.

COURSES

400 Feminist Theories (cross-listed as MLS 440 and 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 a historical and a topical approach.

410 Feminist Ethics (cross-listed as MLS 477 and 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 formations of plural positions concerning care versus justice, and alternative ethical stances.
Gender and Education (cross-listed as LSE 438). This course is designed to actively engage students in examination of the literature and issues related to gender and higher education. Curriculum, teaching and learning, achievement, the organization, structure and culture of schools are among the key concerns. Gender will be addressed as it intersects with other forms of inequality and difference: race, ethnicity, class... As a variable topics course, the particular focus of different sections will be subject to change.

Gender and Communication (cross-listed as MLS 445). A review of the differences in communication patterns between women and men. Topics covered include language and language usage differences, interaction patterns, and perceptions of the sexes generated through language and communication.

Selected Topics on Women in Literature (cross-listed as MLS 467). Topics vary. See schedule for current offering.

Women and Art (cross-listed as MLS 474 and ART 356). 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.

Gender and Society (cross-listed as MLS 447 and SOC 470). 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 gender differentiation and equality.

Psychology of Women (cross-listed as MLS 478 and 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.

Selected Topics: Women, Self and Society (cross-listed as MLS 468 and WMS 394). Topics vary. See schedule for current offerings.

Women Across Cultures (cross-listed as MLS 441 and WMS 390). A critical analysis of the roles of women in societies around the world, with special emphasis of economics, politics, and culture. Focus is on African, Asian, and Latin American cultures and non-dominant groups within Western Societies. Topics vary each quarter.

Special Topics in Women's Studies. Topics vary. See schedule for current offerings.

Independent Study. Permission of Women's Studies Program Director required.
FACULTY
DARIE BOWDEN, PH.D.
Assistant Professor (English) and
Program Director
University of Southern California
THEODORE G. ANTON, M.A., M.F.A.
Assistant Professor (English)
University of Iowa
ANNE CALCAGNO, M.F.A.
Assistant Professor (English)
University of Montana
BRUCE EVENSEN, PH.D.
Associate Professor (Communication)
University of Wisconsin, Madison
ROGER GRAVES, PH.D.
Assistant Professor (English)
The Ohio State University
DAVID A. JOLLIFE, PH.D.
Associate Professor (English)
University of Texas, Austin
RICHARD JONES, M.A., M.F.A.
Professor (English)
University of Virginia, Vermont College
DONALD MARTIN, PH.D.
Associate Professor (Communication)
University of Texas, Austin
GERALD P. Mulderig, PH.D.
Associate Professor (English)
The Ohio State University
CRAIG A. SIRLES, PH.D.
Assistant Professor (English)
Northwestern University
BARBARA SPEICHER, PH.D.
Assistant Professor (Communication)
Northwestern University
PETER J. VANDENBERG, PH.D.
Assistant Professor (English)
Texas Christian University
STEVE WHITSON, PH.D.
Assistant Professor (Communication)
University of Pittsburgh

PURPOSES
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.

PROGRAM
MASTER OF ARTS: WRITING
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.

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 English, rhetoric and composition, or mass communication.
- Returning students desiring an advanced degree in a liberal arts field.

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.
ADMISSION 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.

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

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”).

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 after the student has completed all course work, the examination is based on a published reading list. Examinations are composed and evaluated by a committee of three members of the program faculty. If a student does not pass the examination, the M.A. in Writing Committee may recommend that the Dean grant permission for the student to write another examination on the next regularly scheduled examination date. The examination may not be taken more than twice.

GOOD STANDING

To achieve good standing in the program, students must

1) complete at least three courses within twelve months of their admission to the program (one of these courses must be ENG 402 History of English Prose Style; ENG 403 History of Rhetoric I: Classical Rhetoric; ENG 407 History of Rhetoric III: Modern Rhetoric; or ENG 408 Stylistics; and

2) maintain an overall grade-point average of at least 3.0 in their course work. Students whose cumulative GPA falls below 3.0 will be placed on probation and given two quarters to raise their average to the minimum 3.0 level. Students on probation are required to consult with the program director before registering for classes.

Failure to meet these requirements constitutes grounds for dismissal.

THESIS OPTION

A thesis option is available to students who wish to pursue an extended independent project related to the historical, theoretical, pedagogical, or applied aspects of the program. A written proposal for a thesis must be submitted to the Program Director no later than the fifth week of the quarter preceding the quarter in which the student intends to begin work on the thesis. A student proposing a thesis must also procure an advisor from among the M.A. in Writing faculty to supervise and evaluate the thesis. A maximum of four quarter hours of MWR 499, "Thesis Research," may, with permission from the Program Director, be applied to the 48 quarter hours required for the degree, but students may, with permission from the Program Director, 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 403 History of Rhetoric I: Classical Rhetoric (formerly 406). A survey of Greek and Roman rhetorical theory. Examines important definitions and discussions of rhetoric from Plato to Augustine, with attention to their implications for an understanding of the roles of rhetoric and writing in modern society.

ENG 404 History of Rhetoric II: Rhetoric in the Renaissance and the Eighteenth Century. A survey of developments in rhetoric from the sixteenth through the eighteenth centuries. Includes consideration of the vernacular rhetorics of the English Renaissance and analysis of connections between logic, rhetoric, and literary criticism in the eighteenth century, with attention to implications for contemporary studies of literature, language and writing.


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. This course may not be taken for credit by a Master of Arts in Communication student.

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 408 Stylistics. Theory and practice in examining features of prose style, including 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. This course may not be taken for credit by a Master of Arts in Communication student.
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 482  Writing Center Theory and Pedagogy. Introduction to current theories and practices in writing instruction; prepares students to develop and administer writing centers and to work as writing consultants. (Writing Center practicum required. This four-credit-hour course will be offered over a two-quarter time span during the Autumn and Winter quarters only. See instructor for further information.)

ENG 483  Composition Theory (formerly 405). Explores the development of contemporary theories of written composition; focuses on contexts for writing, the writing process, and reader-writer relationships.

ENG 409  Topics in Writing. Certain courses offered under this number will fulfill an elective in this category. See schedule for current offering.

APPLIED

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. Prerequisite: Previous creative writing experience and permission of instructor.

ENG 493  Writing Poetry. A course in writing and reading poetry. Emphasis is placed on class discussion of student writing. Prerequisite: Previous creative writing experience and permission of instructor.

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 496  **Editing.** An introduction to editing principles and practices in professional and technical fields.

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.

MWR 502  **Candidacy Continuation.** Required of all students who are not registered for regular courses but who occasionally utilize University facilities during completion of course requirements and/or research. Non-credit. $40.00 per quarter.
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.

For further information about the University's policies on academic integrity in 1994-95 please consult the Student Handbook.

**REGISTRATION PROCEDURES**

Students enrolled at anytime during the previous calendar year are eligible to register.

Continuing students register by telephone using DePaul's NROL telephone registration system. Complete instructions will be mailed to all continuing, new and re-admitted students.

**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.

**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.

**GRADUATION PROCEDURES**

**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 thesis or the research paper, examination scores, and, if necessary, grade changes. Students need to achieve a minimum grade point average of 2.500 to graduate.

**GRADUATION WITH DISTINCTION**

Conferred upon a student who has maintained a 3.75 grade point average in the degree program, and passes with distinction the final oral, written examination or Master's papers "with distinction," where applicable.

**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.

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<th>Application for Graduation</th>
<th>Deadline</th>
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<tr>
<td>October Degree Conferral</td>
<td>June 24</td>
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<tr>
<td>February Degree Conferral</td>
<td>October 5</td>
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<tr>
<td>June Commencement</td>
<td>January 27</td>
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<th>Completed Thesis or Dissertation</th>
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<tr>
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<td>January 6</td>
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<tr>
<td>June Commencement</td>
<td>May 12</td>
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ADMINISTRATION
Barbara A. Sizemore, Ph.D.
Dean
Rafaela Weffer, Ph.D.
Associate Dean
Charles Doyle, M.A.
Assistant Dean and Certification Officer
Joan M. Lakebrink, Ph.D.
Director of Graduate Programs and Certification Officer
Marianne Murphy, M.A., J.D.
Director of Clinical Experiences
Luz Delgado, B.A.
Academic Advisor
Denise Keithley, B.A.
Academic Advisor
Margaret Steketee, B.A.
Academic Advisor

PURPOSES

FACULTY

PHILOSOPHY

ADMISSION REQUIREMENTS

PROGRAMS
Curriculum Development
Educational Leadership
Human Development and Learning
Human Services and Counseling
Reading and Learning Disabilities
Teaching and Learning

COURSES
SCHOOL OF EDUCATION

PURPOSES

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 dePaul: individual perfection manifested through purposeful involvement with other persons, communities and institutions. The School of Education manifests these principles in its purpose, and through its programs.

FACULTY

BARBARA A. SIZEMORE
    Dean and Professor
    University of Chicago

ADELAIDE BINGHAM, PH.D.
    Assistant Professor
    University of Wisconsin-Madison

ENORA R. BROWN, PH.D.
    Assistant Professor
    University of Chicago

MARGARET CAHILL-MCGOVERN, M.A.
    Lecturer
    DePaul University

SR. THERESE DUCAN, PH.D., SND.
    Associate Professor
    Kent State University

URBAN H. FLEEGE, PH.D.
    Professor Emeritus
    The Catholic University of American

GERALD FOSTER, PH.D.
    Associate Professor
    University of Iowa

ANNE MARIE FRANK, M.S.
    Lecturer
    Western Illinois University

WILLIAM E. GORMAN, ED.D.
    Professor Emeritus
    Northwestern University

MARGARET M. HARRIGAN, ED.D.
    Professor
    Loyola University of Chicago

HARIETTE HERRERA, M.A.
    Lecturer
    DePaul University

SANDRA JACKSON, PH.D.
    Assistant Professor
    University of California-Berkeley

JOHN KALTSAS, ED.D.
    Lecturer
    Vanderbilt University

ANDREW T. KOPAN, PH.D.
    Professor Emeritus
    University of Chicago

JEFFREY J. KUZMIC, PH.D.
    Assistant Professor
    Indiana University

JOAN M. LAKEBRINK, PH.D.
    Professor
    University of Wisconsin-Madison

JOHN J. LANE, PH.D.
    Professor
    University of Wisconsin-Madison

KATHLEEN LAWLOR, M.ED.
    Lecturer
    DePaul University

MARGARET LEONARD, PH.D.
    Lecturer
    Northwestern University

GAYLE MINDES ED.D.
    Professor
    Loyola University of Chicago

CAROLE P. MITCHENER, PH.D.
    Assistant Professor
    University of Denver

BARBARA KIMES MYERS, PH.D.
    Associate Professor
    University of Illinois, Champaign-Urbana

ROXANNE F. OWENS, M.ED.
    Lecturer
    University of Illinois, Chicago

PETER PEREIRA, A.M.T.
    Associate Professor
    Harvard University

BARBARA R. RADNER, PH.D.
    Associate Professor
    University of Chicago

VERA P. RHINES, PH.D.
    Assistant Professor
    Miami University
Sr. Frances Ryan, A.C.S.W., Ph.D.
Associate Professor
Loyola University of Chicago

Kenneth Sarubbi, D.P.E.
Associate Professor
Indiana University

Hans A. Schieser, Ph.D.
Professor Emeritus
Loyola University of Chicago

Jose Solis, Ph.D.
Assistant Professor
University of Illinois,
Champaign-Urbana

Duncan Sylvester, M.S.
Instructor
University of Wisconsin-Stout

John R. Taccarino, Ph.D.
Associate Professor
Northwestern University

Rafaela Weffer, Ph.D.
Professor
Illinois Institute of Technology

Kathryn C. Wiggins, Ph.D.
Assistant Professor
Michigan State University

Nancy Williams, Ph.D.
Associate Professor
Northwestern University

Carol T. Wren, Ph.D.
Associate Professor
Northwestern University

Barbara Zabroske, M.S.
Lecturer
National-Louis University

The following faculty members from The Institute of Psychoanalysis teach in the Human Development and Learning Program:

Carol S. Sonnenschein, M.A.
Lecturer and Director of The Human Development and Learning Program
Northwestern University

Kay Field, M.A.
Director Emeritus
Northwestern University

Martin Fine, M.D.
Lecturer
Chicago Medical School

Daniel Frank, Ph.D.
Lecturer
University of Chicago

Margit Kir-Stimon, Ph.D.
Lecturer
University of Illinois

Dennis McCaughan, Ph.D.
Lecturer
University of Chicago

Charles Saltzman, B.S.
Lecturer
Brooklyn College

Erika Schmidt, M.S.W.
Lecturer
Simmons College

Rita Suessman, Ph.D.
Lecturer
University of Chicago

Glorye Wool, M.D.
Lecturer
University of Illinois
PHILOSOPHY

The faculty of the DePaul University School of Education assumes that contemporary educational settings require professional urban educators who exercise skills, understanding; and, above all, sound judgment. The School embraces a holistic orientation toward education, and strives for the positive transformation of persons and society.

The School of Education seeks students with intellectual promise, social responsibility, and those personal leadership qualities appropriate to graduate level education.

In light of the urban, Catholic, and Vincentian mission of DePaul University, and the public need for quality education, the School of Education intends:

1. To prepare professionals to work in schools, and in settings which support the work of schools;
2. To provide practicing professional educators with degree programs, in-service programs, and other opportunities to develop advanced skills;
3. To provide the University community, professionals in related fields, and the public-at-large with programs and other opportunities for them to examine educational issues in a larger social and cultural context, and with the perspective of life-long learning.
4. To promote scholarly activity which may lead to the improvement of educational practices (e.g., quantitative and qualitative research, inquiries leading to understanding and insights into current practices or changes in education, projects resulting in innovation or improvement in schools, or collaborative endeavors with professionals in schools);
5. To sponsor programs of service to children and youth, as well as their families and communities, and to collaborate with private and public agencies in formulating and delivering these services.

ADMISSION REQUIREMENTS

Please consult specific programs for admission requirements.

PROGRAM REQUIREMENTS

Courses: All graduate programs require 48-73 quarter hours of course work, depending on degree and concentration.

Research: Completion of a thesis and an oral defense before a committee of three faculty members leads to a Master of Arts degree. The Master of Education degree requires two 3,000 word papers related to course work, one which reviews literature in an area of interest, the other an integrative paper relating theory and practice. Both papers are supervised by a faculty member. Consult Student Handbook.

CERTIFICATION REQUIREMENTS

DePaul University School of Education offers approved programs for State of Illinois certification in five 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

199
SCHOOL OF EDUCATION

Please note that state certificates include requirements beyond program requirements. For example, a test of basic skills and a test of subject-matter knowledge is required. The test is given at four regularly scheduled administrations per year. Students are advised to confer with program faculty, the Certification Director, 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 School of Education.

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.

Graduation: Graduate degree will be conferred at the University's Commencement ceremonies only after completion of all degree requirements as stated in the Bulletin.

CURRICULUM DEVELOPMENT

Curriculum design and implementation have become increasingly significant concerns for schools, hospitals, community organizations, businesses and industries, all confronted with the necessity of keeping their students or 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 schools, institutions and businesses, and by museums and civic agencies that are perceived as educational organizations. A growing number of senior citizens have far more leisure time available to them and are contributing to the demand for adult education programs.

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.

The education of children and youth demands the capabilities of a professional urban education. The active participation in curricular and instruction also demand it.

Both the Master of Arts and the Master of Education in Curriculum Development offer essential courses which include:

DELIBERATIVE SKILLS involving 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.

The structuring of this program should include a set of carefully chosen electives which support the student’s career goals. Usually this course sequence is especially designed as a career emphasis in light of personal goals and interests. Program development is done in conjunction with a faculty advisor. When the complete rationale for the course sequence is approved a copy is placed in the student's Graduate Office file.
ADMISSION REQUIREMENTS

- A Bachelor's degree conferred by an accredited institution.
- A previous grade point average of 2.75 or above on a 4.0 scale.
- Two years of successful teaching, pupil personnel work or other appropriate work experience.
- Two letters of recommendation from professors or supervisors.
- One official transcript from all colleges and/or universities attended.
- Evidence of adequate background for the program.

DEGREE PROGRAMS

Master of Arts or Master of Education: Curriculum Development

DEGREE REQUIREMENTS

What follows is the basic structure of the Curriculum Development program.

COURSES: 52 quarter hours
Three Foundations courses (12 hours)
CUG 400 Educational Research Design and Statistics

Choose one of the following:
CUG 401 Advanced Developmental Psychology
CUG 402 Psychology of Learning
CUG 403 Human Development and Learning

Choose one of the following:
CUG 408 Education and the Social Order
CUG 601 Reflective Seminar: Sociology
CUG 602 Reflective Seminar: Philosophy

Three Curriculum Design and Evaluation courses chosen from the following (12 hours):
CDG 485 Curriculum/Program Evaluation
CDG 487 Introduction to Curriculum Deliberation
CDG 488 Designing and Interpreting Curriculum
CDG 489 Instructional Strategies to Develop Critical and Creative Thinking

One course in Supervision or Human Relations from the following (4 quarter hours):
A6S 498 Principles and Practices of Supervision
A6S 590 Organizational Development
HSC 458 Facilitating Human Services Through the Group Process

One Course in Instructional Methodology (4 quarter hours and chosen with consent of a faculty advisor from offerings in the Teaching and Learning Program or another appropriate course in light of a specific concentration.)

Four (M.A.) or Five (M.Ed.) Career Emphasis courses chosen with the consent of a faculty advisor (16 or 20 quarter hours) including one practicum.

One course (4 quarter hours) from:
- Master of Education: Elective Course (one of five Career Emphasis courses)
- Master of Arts: CDG 589 Thesis Research in Curriculum Development

THESIS ORAL EXAMINATION OR PAPERS

Master of Arts: CDG 589: Thesis Research in Curriculum Development. The master's thesis is written to fulfill the requirements of this course. Oral examination on thesis.

Master of Education: Two papers in conjunction with faculty advisement.

CDG 606 Review of Literature
CDG 607 Integrative Paper
EDUCATIONAL LEADERSHIP
The major purpose of the Educational Leadership program is to prepare educational personnel for administrative and supervisory positions in schools, business, and a variety of human services agencies. These programs are

DISCIPLINE-BASED: concepts, research findings, and models of inquiry in social sciences;
THEORY-BASED: relevant theories of organization, leadership, and curriculum;
PROBLEM-BASED: contemporary issues and problems likely to confront administrators and supervisors;
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
Physical Education Concentration

Administration and Supervision

Admission Requirements
• A Bachelor's degree conferred by an accredited instructor.
• A previous grade point average of 2.75 or above on a 4.00 scale.
• Two years of successful teaching or other appropriate work experience.
• Two letters of recommendation from professors or supervisors.
• One official transcript from each college or universities attended.
• Essays on given topic.
• Interview with program advisor.
• Evidence of adequate background for the program.

Degree Requirements
COURSES: minimum of 12 courses (48 quarter hours)

Foundations (12 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

Curriculum (4 hours)
CDG 485 Curriculum/Program Evaluation
CDG 487 Introduction to Curriculum Deliberation
CDG 488 Designing and Interpreting Curriculum

Administration and Supervision (20 quarter hours)
A&S 491 Administrative Theory and Behavior
A&S 494 School Finance
A&S 495 School Law
A&S 496 Home, School, Community Relations
A&S 498 Principles and Practices of Supervision
Clinical Experiences (4 quarter hours)
A&S 593 Practicum in Educational Leadership
A&S 594 Internship in Educational Leadership

Electives (4 quarter hours)
A&S 492 The Principalship
A&S 499 Clinical Supervision
A&S 590 Organizational Development
A&S 596 Personnel Administration
A&S 597 Politics of Education
Master of Education: Elective Course

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.

Thesis and Oral Examination or 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. An oral examination on thesis is required.

Master of Education: Two papers with Faculty Supervision:
A&S 606 Review of Literature
A&S 607 Integrative Paper

Illinois Administrative Certificate
Students holding valid Illinois teaching certificates with two years successful teaching or other pupil personnel experience may be eligible for the Illinois Administrative Certificate upon completion of the program. See the Director of Graduate Programs for information.

Physical Education Concentration
Degree Requirements
COURSES: minimum of 12 courses (48 quarter hours)

Foundations (12 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

Administration and Supervision (16 quarter hours)
A&S 491 Administrative Theory and Behavior
A&S 495 School Law
A&S 496 Home, School, 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 Care of the Athlete
PE 455 Internship in Physical Education

Course substitutions may be made with consent of the advisor
Master of Education: Elective Course
Thesis and Oral Examination or 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. An oral examination on the thesis is required.

Master of Education: Two papers with faculty supervision:
A&S 606 Review of Literature
A&S 607 Integrative Paper

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

HUMAN DEVELOPMENT AND LEARNING
A joint degree program between The School of Education and The Institute for Psychoanalysis. The program is designed to respond to the changing educational needs of our society. The two-year, part-time program prepares professionals for leadership roles in early childhood, primary, elementary and secondary school education. The program provides students with a comprehensive understanding of human development within the context of learning and education. A clinical and theoretical approach to psychodynamic, cognitive, behavioral and educational perspectives is applied toward understanding diagnosis and intervention strategies. The clinical component integrates theory and practice through planned observations, personal experience, individual supervision of student cases and supervised internships in a variety of work settings. Course work addresses biological, psychological and social-cultural factors as they relate to problems in school and in learning.

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 pupil personnel experience or other appropriate work experience.
• Two letters of recommendation from professors or supervisors.
• One official transcripts from all colleges and universities attended.
• Interview with program advisor.
• Evidence of adequate background for the program.

Students in each entering class proceed through the courses taught at the Institute for Psychoanalysis as a group. To promote the exchange of ideas, problems, and experiences, these courses are offered in seminar style. In their course work at DePaul University students will encounter professional educators and others working on master's level programs. The Human Development and Learning Program accept students for a fall term class each year.
DEGREE REQUIREMENTS

COURSES: minimum of 13 (52 quarter hours)

Course taken at The Institute for Psychoanalysis

HDL 510 Life Course Personality Development I: Infancy through Middle Childhood
HDL 520 Life Course Personality Development II: Adolescence through Older Adulthood
HDL 530 Psychological and Neurological Disorders of the Learning Process
HDL 540 The Diagnostic Process and the Learning Experience
HDL 550 The Family and Life Course Development
HDL 560 Dynamics of Small and Large Groups
HDL 501 Practicum in Human Development and Learning
HDL 500 Integrative Seminar (non-credit)

Courses taken at DePaul University

RSL 404 Child Rearing Across Cultures
A&G 590 Organizational Development
CUG 400 Educational Research Design and Statistics
CUG 487 Introduction to Curriculum Deliberation

CDG Elective Course

Master of Education: Elective Course

THESIS AND ORAL EXAMINATION OR PAPERS

Master of Arts: CDG 598 Thesis Research in Human Development and Learning. The master's thesis is written to fulfill the requirement of this course. An oral examination on the thesis is required. DePaul faculty or coordinator must approve.

Master of Education: Two papers with supervision of faculty and DePaul Coordinator.

CDG 606 Review of Literature
CDG 607 Integrative Paper

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, 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.

The Human Services and Counseling programs are competency and outcome based in their approach. Emphasis is placed on assisting students from a variety of professional disciplines in developing 1) theory and practice related to personal identity and the human life cycle, 2) leadership skills which facilitate understanding of and influence within organizational systems, 3) effective communication skills, and 4) actualizing human potential through group and individual counseling approaches.
DEGREE PROGRAMS

- A Bachelor's degree conferred by an accredited institution.
- One year of successful teaching or full time work experience.
- Two letters of recommendation from professor or supervisor.
- One official transcript from each college or university attended.
- Interview with program advisor.
- Evidence of adequate background for the program.

MASTER OF ARTS OR MASTER OF EDUCATION: HUMAN SERVICES AND COUNSELING

Human Services Management Concentration
School Guidance Concentration
Higher Education, Agencies and Family Concerns Concentration
Family and Early Intervention at-risk Child Specialist

Human Services Management Concentration

Degree Requirements

COURSES: minimum of 12 courses (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
      OR
HSC 468  Issues in Human Services and Counseling
HSC 458  Facilitating Human Services through the Group Process
HSC 462  Counseling Theory and Practice
HSC 464  Human Services Consulting
A&S 590  Organizational Development
A&S 498  Principles and Practices of Supervision
A&S 596  Personnel Administration
HSC 553  Practicum in Managing the Human Services
HSC 554  Thesis Research in Managing the Human Services

Master of Education: Elective Course in place of HSC 569

Thesis and Oral Examination or Papers

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. An oral examination on the thesis is required.

Master of Education: Two papers with faculty supervision
HSG 606  Review of Literature
HSG 607  Integrative Paper

School Guidance Concentration

Degree Requirements

COURSES: Master of Arts: minimum of 13 courses plus Internship/Thesis Research I and II (58 quarter hours)
Master of Education: minimum of 13 courses plus Internship I and II (58 quarter hours)
Thirteen Courses (52 quarter hours)
CUG 401 Advanced Developmental Psychology
CUG 408 Education and the Social Order
CUG 400 Educational Research Design and Statistics
HSC 453 Human Services Information Systems
HSC 452 Seminar in Human Services Organization
HSC 458 Facilitating Human Services through the Group Process
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 468 Current Issues in Human Services and Counseling
HSC 456 Counseling the College Bound Student
HSC 459 Clinical Studies in Human Services Counseling
HSC 556 Family and Marriage Counseling

Thesis/Research Project and Oral Examination or Papers
Master of Arts Internships and Thesis (6 quarter hours)
HSC 553 Internship/Thesis Research in Human Services and Counseling I: Guidance
HSC 554 Internship/Thesis Research in Human Services and Counseling II: Guidance
During Internship I and II the student completes a thesis/research project under the direction of the field supervisor and University director. An oral examination takes place on the thesis.

Master of Education papers with faculty supervision:
HSC 606 Review of Literature
HSC 607 Integrative Paper

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.

Agencies, Family Concerns and Higher Education Concentration

Degree Requirements
COURSES: minimum of 12 courses (48 quarter hours)
CUG 401 Advanced Developmental Psychology
CUG 400 Educational Research Design and Statistics
HSC 468 Issues in Human Services and Counseling
HSC 453 Human Services Information Systems
HSC 458 Facilitating Human Services through the Group Process
HSC 459 Clinical Studies in Human Services and Consulting
HSC 461 Use of Tests in Appraisal and Development
HSC 462 Counseling Theory and Practice
HSC 553 Human Services and Counseling I: Internship/Research
HSC 554 Human Services and Counseling II: Internship/Research

Master of Education: Elective Course in place of HSC 559
(A minimum of two of the following courses chosen in consultation with your advisor)
HSC 452 Seminar in Human Service Organization
HSC 465 Principles and Practices of Higher Education Personnel
HSC 555 Counseling Adults Through the Aging Process
HSC 456 Counseling the College-Bound Student
HSC 556 Family and Marriage Counseling
HSC 566 Assessment and Treatment of Chemical Dependency
Thesis and Oral Examination or 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. An oral examination on the thesis is required.

Master of Education: Two papers with course work

HSC 606 Review of Literature
HSC 607 Integrative Paper

Family and early intervention at-risk child specialist

The Early Intervention Family Specialist sequence prepares human service professionals for work with young children and their families. Emphasis will be on the family and the family system as central to the fostering of healthy development in early childhood. The family as partner in the choice and use of early intervention strategies with young children will be stressed.

Admission Requirements

- A Bachelor's degree conferred by an accredited institution.
- A previous grade point average of 2.75 or above on a 4.0 scale.
- Two years of successful teaching or full-time work experience.
- Two letters of recommendation from professors or supervisors.
- One official transcripts from all colleges and universities attended.
- Interview with program advisor.
- Evidence of adequate background for the program.

Degree Requirements

COURSES: Master of Arts: minimum of 16 courses plus Internship/Research Project I and I (72 quarter hours) Thesis Required.
Master of Education: minimum of 16 courses plus Internship I and II. (72 quarter hours) Review of Literature Paper and Integrative Paper required.

I. Human Development

HSC 404 Child Growth and Development: The Early Years
HSC 405 Life Span: Adolescents through the Aging Years
HSC 406 Characteristics of High Risk Young Child

II. Early Childhood Education

HSC 468 Current Issues in Human Services (8)
HSC 407 History and Philosophy of Early Intervention Programs
HSC 408 Early Intervention Strategies and Relationships
HSC 410 Administration/Supervision of HSC Programs: Early Intervention

III. Family

HSC 556 Marriage and Family Counseling
HSC 409 Child, Family, and Multicultural Community
HSC 440 Family and Child Assessment Techniques

IV. Family/Child Specialist Skills and Processes

HSC 462 Counseling Theory and Practice for Human Services
HSC 458 Facilitating Human Services through the Group Process
HSC 459 Clinical Studies in Human Services
HSC 452 Seminar in Human Services Organization

OR
HSC 452  Human Services Information Systems
HSC 464  Consulting in Human Services

V. Research
CUG 400  Educational Research Design and Statistics
HSC 559  Thesis in Human Services and Counseling
OR
HSC 606  Review of Literature
HSC 607  Integration Paper

VI. Action-Oriented Research and Clinical Experiences
HSC 095  Clinical Experiences
   Infants--25 clock hours
   Toddlers--25 clock hours
   Preschool--25 clock hours
   Family Interventions--25 clock hours
HSC 553  Internship in Human Services and Counseling I (150 clock hours: Action-oriented research)
HSC 554  Internship in Human Services and Counseling II (150 clock hours: Action-oriented research includes Research Project, Orals)

Certification/Licensure Requirements:
The students will be eligible to proceed towards licensure in clinical professional counseling or family and marriage counseling by completing two years of supervision with a licensed counseling professional and state of Illinois examination after completing M.A. or M.Ed. in Human Services and Counseling.

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 practical courses provide experiences in the assessment, diagnosis, and remediation of children and adults with reading and other learning disabilities. Course work culminates in 1) the completion of a thesis and an oral defense before a committee of three faculty members (Master of Arts) or 2) the completion of two papers. 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.

LABORATORY
Operated in conjunction with this degree program in Reading and Learning Disabilities, the Lab 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 and professors are taught these skills through observation and participation.
ADMISSION REQUIREMENTS
• A Bachelor’s degree conferred by an accredited institution.
• A previous grade point average of 2.75 or above on a 4.0 scale.
• One year of successful teaching.
• Two letters of recommendation from professors or supervisors.
• One official transcript from all colleges and universities attended.
• Interview with program advisor.
• Evidence of adequate background for the program.

DEGREE PROGRAMS
MASTER OF ARTS OR MASTER OF EDUCATION: READING AND LEARNING DISABILITIES

Certifications, Endorsements, and Approvals
Type 10 Certification: Learning Disabilities
Supervisory Endorsement
Reading Specialist Approval
Behavioral Disorders Approval

Specializations
Bilingual/Multicultural Learning Disabilities

Certification Requirements
In order to earn a Type 10-Learning Disabilities Certificate, the individual must possess a valid teaching certificate from the State of Illinois (Early Childhood, Elementary, Secondary, or Special), and one year teaching experience by the time one applies for the Type 10 Certification.

Students may earn elementary or secondary certification at the graduate level concurrently with the degree in Reading & L.D. (See program advisor for additional requirements)

Approval in Learning Disabilities is not available form this program. Students who take courses in the program are expected to complete the Masters Degree.

See the Certification Officer or Faculty/Advisor for information concerning the Supervisory Endorsement, Reading Specialist Approval, and Behavior Disorders Approval.

READING AND LEARNING DISABILITIES

Degree requirements
COURSES: Minimum of 13 courses (52 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
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 451 Characteristics and Diagnosis of Behavior Disordered Children and Adolescents
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 Reading Disabilities: Practicum III
Master of Education: one elective course in place of R&L 549
Thesis and Oral Examination or 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. An oral examination on the thesis is required.
Master of Education: Two papers with faculty supervision.
R&L 606  Review of Literature
R&L 607  Integrative Paper

Clinical Hours
The program requires a minimum of 150 clinical hours working with students with reading and learning disabilities.

Student teaching
Student teaching is available based on student's need and prior experience. This option is in addition to the required programs. See faculty advisor.

BILINGUAL (SPANISH) MULTICULTURAL LEARNING DISABILITIES
In addition to the Reading and Learning Disabilities course, students may specialize in Bilingual Learning Disabilities. If certification in Bilingual Education is desired, see a faculty advisor for details.

Admissions Requirements
In addition to those requirements stated at the beginning of this section the following are necessary:
•  Proficiency in both English and Spanish
•  Teaching Certificate from the State of Illinois

Specialization Requirements
COURSES: Five courses (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
R&L 425  Teaching Reading in First and Second Language
R&L 466  First and Second Language Acquisition
CDG 524  Teaching English as a Second Language
CDG 526  Foundations of Teaching English as a Second Language

Non-Degree
For non-degree seeking students who wish to increase their knowledge and experience in the field of education, credit for designated courses is available. Please note prerequisite for certain courses.

TEACHING AND LEARNING
This graduate program prepares individuals for a teaching career either in elementary (grades K-9) or secondary (grades 6-12) schools. Students may seek certification in the following areas: Computer Science, English, History, Social Science, Mathematics, Modern Languages (French, German, and Spanish), or Science (Biology, Chemistry, or Physics). The program is designed for college graduates with an undergraduate major in liberal arts who now wish to become teachers.
Students entering the program must be able and willing to devote themselves to a program requiring 100 hours of daytime clinical experiences in schools. Some of these school-based, clinical hours are done in conjunction with methodology courses which require students to spend a half-day each week in a school. Other clinical hours are fulfilled at the initiative of the student. In addition, the student must spend a minimum of 12 weeks in full-time student teaching.

The program includes five distinctive features: 1) Becoming a teacher is viewed as a developmental process continuing at least through the first year of teaching. 2) Multiculturalism is infused throughout the curriculum. 3) Clinical experiences are an integral part of the curriculum. 4) Students are exposed to a variety of educational theories. 5) The program includes a research component as a basis for further professional development.

Students lacking undergraduate requirements necessary for Illinois State Certification will have to complete those requirements.

Students who are interested in certification in Learning Disabilities (special education) may combine elementary or secondary certification with a Master's Degree in Reading and Learning Disabilities. Please speak to an academic advisor for additional information before applying for admission. This option adds at least one year to the Master's program.

DEGREE PROGRAMS

MASTER OF ARTS OR MASTER OF EDUCATION: TEACHING AND LEARNING

Elementary Concentration
Secondary Concentration

ADMISSION REQUIREMENTS

- A Bachelor's degree conferred by an accredited, recognized institution.
- A previous grade point average of 2.75 or above on a 4.0 scale.
- Two years successful work experience.
- Two letters of recommendation from professors or supervisors.
- One official transcript from each college or university attended.
- Statement of purpose.
- Interview with program advisor.
- Evidence of adequate background for the program.

Elementary Concentration

Degree Requirements

COURSES: Master of Education: 12 courses and Student Teaching (56 quarter hours)
Master of Arts: 13 courses and Student Teaching (60 quarter hours)

INTRODUCTORY COURSES (8 quarter hours)
T&L 409 Professional Practice in Elementary Schools
CUG 403 Human Development and Learning

PRACTICUM COURSES (20 quarter hours)
T&L 415 Teaching and Learning Elementary School Science
T&L 416 Teaching and Learning Elementary School Mathematics
T&L 418 Learning Through the Arts
T&L 427 Curriculum in Language Communications
R&L 424 The Psychology and Acquisition of Reading

SPECIAL EDUCATION (4 quarter hours)
R&L 446 Psychology and Education of the Exceptional Child
FOUNDATIONS OF EDUCATION (8 quarter hours)
CUG 400 Educational Research Design and Statistics

Choose ONE of the following:
CUG 408 Education and the Social Order
CUG 601 Reflective Seminar: Sociology of Education
CUG 602 Reflective Seminar: Philosophy of Education

STUDENT TEACHING (8 quarter hours)
T&L 585 Elementary Student Teaching and Seminar

INDUCTION YEAR (8 quarter hours)
T&L 610 Induction into the Teaching Profession: Elementary

Choose ONE of the following:
T&L 612 Teaching as Research
T&L 613 Negotiating Curriculum in the Classroom

**Thesis and Oral Examination or Papers**
Master of Arts: T&L 579: Thesis Research in Teaching and Learning: Elementary. This master's thesis is written to fulfill the requirements of this course. An oral examination takes place on the thesis.

Master of Education: Two papers in conjunction with faculty supervision
Review of Literature
Integrative Paper

**Secondary Concentration**

**DEGREE REQUIREMENTS**

**COURSES:** Master of Education: 12 courses and Student Teaching (56 quarter hours)
Master of Arts: 13 courses and Student Teaching (60 quarter hours)

**INTRODUCTORY COURSES (8 quarter hours)**
T&L 405 Professional Practice in Secondary Schools
CUG 403 Human Development and Learning

**PRACTICUM COURSE (4 quarter hours)**
Teaching in Content Field

**CONTENT COURSES (12 quarter hours)**
These courses are chosen by the student in conjunction with a faculty advisor.

**READING AND SPECIAL EDUCATION (8 quarter hours)**
R&L 446 Psychology and Education of the Exceptional Child
T&L 525 Reading, Writing, and Communicating Across the Curriculum

**FOUNDATIONS OF EDUCATION (8 quarter hours)**
CUG 400 Educational Research Design and Statistics

Choose ONE of the following:
CUG 408 Education and the Social Order
CUG 601 Reflective Seminar: Sociology of Education
CUG 602 Reflective Seminar: Philosophy of Education

STUDENT TEACHING (8 quarter hours)
T&L 590 Secondary Student Teaching and Seminar

INDUCTION YEAR (8 quarter hours)
T&L 611 Induction into the Teaching Profession: Secondary
Choose ONE of the following:
T&L 612  Teaching as Research
T&L 613  Negotiating Curriculum in the Classroom

**Thesis and Oral Examination or Papers**

Master of Arts: **T&L 589: Thesis Research in Teaching and Learning: Secondary.** This master's thesis is written to fulfill the requirements of this course. An oral examination takes place on the thesis.

Master of Education: Two papers in conjunction with course work
T&L 606  Review of Literature
T&L 607  Integrative Paper

**Certification:** Teaching certification by the State of Illinois may be attained through completion of this program. Consult with adviser or Certification Officer for details.

**DEPAUL/GLENVIEW CLINICAL MODEL TEACHER PREPARATION PROGRAM**

The Clinical Model Program is a collaboration between DePaul University and Glenview District 34 that provides a three year sequence in which candidates earn an elementary teaching certificate and a Masters Degree in Teaching and Learning. Candidates participate in the Glenview Public School District as an intern for the first year and as a resident teacher for the following two years. Participants enroll in summer courses and evening courses during the school year. Tuition is paid by the Glenview School District, and participants receive a stipend of $10,000 during the internship year, and $18,000 and $19,000 respectively, during resident 1 and resident 2 year. Candidates must be accepted to DePaul's Graduate School of Education prior to applying to this program. Clinical Model applications and information may be obtained by calling Roxanne Owens (312-362-6598). Program begins in June 1995. Clinical Model application deadline: February 24, 1995.

**COURSES**

**FOUNDATIONS OF EDUCATION (CUG)**

Educational foundations courses—extracted from the disciplines of history, philosophy, psychology, sociology, and research methodology—are an integral part of all degree programs. In this respect the educational foundations program is composed of humanistic and behavioral studies. These studies have as their major purpose providing students with a set of contexts in which educational problems can be understood and interpreted.

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

**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.

**CUG 401  Advanced Developmental Psychology.** Current research and theories in human development relating to motivation, personality, learning, and socialization. Case studies and an analysis of various developmental problems.

**CUG 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.
CUG 403  **Human Development and Learning.** This course starts by studying learners and learning in classrooms and other educational settings. Each student will be required to observe and interview one or more learners as individuals as well as members of multiple social contexts: peer, classroom, school community. Building on these investigations, the course will examine several theories of learning and of human development and then develop a framework for comparing and contrasting theories. This framework will later be used to understand the strengths and limitations of the theories presented in methods and other courses.

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

CUG 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)

CUG 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.

CUG 450  **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.

CUG 461  **Use of Tests in Appraisal and Development.** Detailed analysis of intelligence, aptitude, personality, and achievements 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.

CUG 527  **Comparative Education.** Studies of School systems outside the United States, their methods, curriculum and achievements.

CUG 601  **Reflective Seminar: Sociology.** This seminar will start with an analysis of the historical, structural, and cultural origins of the American educational system. While not simply "history" of American education, it will focus on the political, social, and economic determinants of educational thinking and behavior. Specific attention will be given to relationships between school culture and ethnicity, nationality, gender, or class. The seminar will explore social structures within schools and classrooms, in particular, the ways in which the behavior of students, teachers, and administrators is shaped by the elements of life in an organization. Readings will treat life in schools as lived culture and experience, and will emphasize ethnographic studies. These descriptions will be used to generate insights into processes at work in school settings. Each student will be expected to do a small ethnographic study.
CUG 602 Reflective Seminar: Philosophy. Recent controversy over the quality and direction of American education has stimulated widespread debate over questions once considered the preserve of academic philosophers. This seminar will help students to reflect upon: the fundamental aims of education, the nature of genuine teaching and learning, the knowledge most worth having, and the political values embodied in the classroom and school. In addition to reading some of the recent best sellers, students will read classical and modern philosophers who have systematically addressed these issues. Students will be expected to use philosophical arguments and methods as a set of tools for engaging questions that arise from the experience of teaching.

CUG 606 Review of Literature. This paper will give students the opportunity to develop and demonstrate written competence in a subfield of their disciplines and to enhance life long learning. Specifically, they will broaden their knowledge base and inform themselves about a topic, issue, theory, etc., reviewing and synthesizing existing literature. To do so, students will need a variety of bibliographic skills including searching data bases. In other words, student will need to be able to ask and answer such questions as “What is known about? What are major issues and themes?”

CUG 607 Integrative Paper. Students will observe and/or participate in the reciprocal interaction of theory and practice, by investigating actual practice in the field as it relates to theory. This might take the form of investigating how a particular theory is applied in the field, developing a practical application of a theory, or, conversely, developing/refining a theory based on investigations made in the field. In other words, as graduates encounter new theories and practices they will need to be able to investigate and evaluate them, asking and answering questions about “How works.”

EARLY CHILDHOOD EDUCATION (ECE)

ECE 304 History and Administration of Early Childhood Education. Survey course of early childhood history, philosophy and programs. Discussion of administration and finance in early childhood educational settings. Includes principles and practices of early child care and development. It requires observation studies on children.

ECE 307 Speech and Language Development of Young Children. Development of young children's speech and language including techniques and materials for use in assessing and assisting this development.

ECE 309 Study of Preschool Exceptional Child Growth and Development. Study and analysis of variations in the preschool child's development including creative, gifted, exceptional, handicapped and learning disabled children. (Prerequisite: ECE 290 or permission of the instructor)

CURRICULUM DEVELOPMENT (CDG)

CDG 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 theories.
CDG 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.

CDG 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.

CDG 413 **Foundations of Mathematics: Geometry.** This course will use the Logo computer language to investigate topics in Euclidean geometry and topology from the perspective of a "turtle" moving in a plane. Closed paths, space filling designs, mazes, and some spherical geometry will be included along with the topics normally included in the K-9 curriculum. Emphasis will be placed on developing understanding of key concepts such as symmetry, interior congruence, and similarity, as well as enriching mathematics curricula.

CDG 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.

CDG 420 **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 organizational consequences of the increased use of computers in schools. Hands-on experience with a variety of hardware and software will be provided.

CDG 421 **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 hand-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.

CDG 422 **Intermediate Logo Programming.** A continuation of CDG 421 which extends the principles learned to the manipulation of words and other symbols. The course includes arithmetic and logical operations, list processing, tree and hierarchical structures, and recursion. Extensive hand-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.
CDG 423 **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 qualities 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.

CDG 424 **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.

CDG 425 **Workshop for In-Service Teachers.** Topics of particular interest and concern to educators will be presented in a high involvement seminar format.

CDG 428 **Literature and the Reader.** Analysis of the interaction which occurs between the reader and the literary work and an examination of the implications for classroom teaching and curriculum development, kindergarten through college. The emphasis is on the reader in the reading of the work.

CDG 480 **Practicum in Material Development.** A series of workshop experiences designed to explore the technology of curriculum in social studies, language arts, science and mathematics.

CDG 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 effect these assumptions have on how results should be interpreted and used in supervision and curriculum development. Each student will be expected to become familiar with alternative ways of studying teachers and the teaching process in his/her area of expertise. While many school settings will be utilized because of the many studies done in this area, research in non-school settings will be given a good deal of emphasis.

CDG 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 methods for modern day needs and the assets and liabilities of those models will be used in viewing modern day practices.

CDG 483 **Practicum in Developing Curriculum Materials.** Text book, audio-visual, and microprocessor curriculum materials will be studies 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)

CDG 484 **Multi-Media Materials Production.** The role of multi-media materials in meeting local instructional needs. Setting objectives, selecting content, filmstrips, slides, transparencies, and cassettes to meet educational needs.
CDG 485  **Curriculum/Program Evaluation.** Theories of evaluation. The role of evaluation in Curriculum/Program Development. Materials and methods for curriculum/program evaluation in schools and organizations. The planning for an evaluation of an ongoing program will be the major project of this course. (Prerequisite: Being a practicing teacher)

CDG 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.

CDG 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. **Prerequisite:** Being a practicing teacher.

CDG 488  **Designing and Interpreting Curriculum.** An examination of the underlying structures of diverse curricula and of the processes by which they are developed and implemented. Principles and methods for organizing subject matter will be analyzed. The translation of subject matter into curriculum will be examined with particular attention to the assumptions about subject matter built into texts and other curricular materials. Students will analyze curriculum guides and materials to uncover their underlying structures and their explicit and implicit assumptions about subject matter. **Prerequisite:** Being a practicing teacher.

CDG 489  **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.

CDG 524  **Methods and Materials of Teaching English as a Second Language.** Within the context of multicultural education, this course will present some of the major English as a Second Language methodologies and curriculum designs. It will concentrate on methodologies and materials targeted for elementary aged, second language speakers, and touch upon some adult ESL issues. It will provide students with the opportunity to apply second language methodologies in on-site field work with second language learners which is an integral part of the course.

CDG 526  **Foundations of English as a Second Language.** This course will familiarize teachers with basic teaching theories and multicultural awareness in the area of teaching English as a Second Language. The teaching of listening, speaking, reading, and writing for second language learners will be discussed and explored in light of current theories and designs. Integrated throughout the entire course will be the central importance of ethnographic information on second language students and the view of teacher as researcher and reflective professional.
**CDG 580**  
**Research Seminar in Curriculum Program Development.** Students in the Master of Education program in curriculum development complete a bibliographical research study of issues and problems in curriculum developments. Students who currently hold positions in curriculum may complete an action research project for this seminar.

**CDG 581**  
**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, the social organization of classrooms in which computers are being used, research on the impact computers have within educational settings, demonstrations and discussion of uses which have so far not been widely implemented. Participants will be expected to observe educational settings in which computers are being used and report the analysis of their observations to the class. **Prerequisite:** CDG 420 or equivalent preparation.

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

**CDG 583**  
**Using 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 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. **Prerequisite:** CDG 420 or equivalent preparation.

**CDG 584**  
**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 parametic 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.

**CDG 588**  
**Independent Study in Curriculum Development.** **Prerequisite:** Permission of the instructor.

**CDG 589**  
**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.

**CDG 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.
CDG 606 Review of Literature. This paper will give students the opportunity to develop and demonstrate written competence in a subfield of their disciplines and to enhance life long learning. Specifically, they will broaden their knowledge base and inform themselves about a topic, issue, theory, etc., reviewing and synthesizing existing literature. To do so, students will need a variety of bibliographic skills including searching data bases. In other words, student will need to be able to ask and answer such questions as “What is known about? What are major issues and themes?

CDG 607 Integrative Paper. Students will observe and/or participate in the reciprocal interaction of theory and practice, by investigating actual practice in the field as it relates to theory. This might take the form of investigating how a particular theory is applied in the field, developing a practical application of a theory, or, conversely, developing/refining a theory based on investigations made in the field. In other words, as graduates encounter new theories and practices they will need to be able to investigate and evaluate them, asking and answering questions about “How works.”

EDUCATIONAL LEADERSHIP (A&S AND PE)

Administration and Supervision (A&S)

A&S 491 Administrative Theory and Behavior. This course concerns theoretical concepts and empirical research relating to administrative 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.

A&S 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.

A&S 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, taking of inventory, and the social and political implications of how schools are financed.

A&S 495 School Law. Authority, powers, and liability of school personnel; rights and 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.

A&S 496 Home, School, Community Relations. Importance of recognizing the needs and problems of schools and other organizations, and designing programs to meet the needs of particular populations. 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.

A&S 498 Principles and Practices of Supervision. Supervision viewed from a human resources perspective, dealing with motivation, responsibility, and successes at work as a means to intrinsic satisfaction.
A&S 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.

A&S 586  **Administrative Uses of Microcomputers.** Applications will include word processing, record keeping, reporting, budgeting, forecasting, and instructional management. Hardware, software, personal, 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.

A&S 590  **Organizational Development.** A development approach used in combining theory, research, and applications for improving interpersonal effectiveness and to develop problem solving capacity of the organization. The course is about change theory, people in organizations and the achievement of individual and organizational goals.

A&S 593  **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 faculty advisor.

A&S 594  **Internship in Educational Leadership.** The internship provides supervised experiences in selected organizations on a full-time or part-time basis. The student interns is cooperatively assigned to an organization under the immediate supervision of organizational personnel. The experiences provided are designed to enrich the students theoretical background with practical opportunities of participating in (1) overall contact with personnel and with the major functions and problems of certain critical administrative and/or supervisory activities, and (2) a detailed study and analysis of a particular administrative and/or supervisory function or activity. **Prerequisites:** Advanced standing in administration and supervision and permission of faculty advisor.

A&S 595  **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.

A&S 596  **Personnel Administration.** Theory, practice, and relevant research in modern personnel administration. Recruitment, staff-development, interviewing, collective bargaining, conflict resolution, and employee evaluation are emphasized. Human resource administration, induction programs, and in-service opportunities are touched upon.

A&S 597  **Politics of Education.** Policy development in education as a political process; community power, state, and national politics in educational decision making and the role of leadership and pressure groups in the shaping of educational policy at local, state, and national levels.
A&S 598  Independent Study in Educational Leadership. Prerequisite: consent of instructor.

A&S 599  Thesis Seminar in Educational Leadership. A student writing a thesis registers for this course for four quarter hours of credit. When 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)

A&S 600  Registered 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.

A&S 606  Review of Literature. This paper will give students the opportunity to develop and demonstrate written competence in a subfield of their disciplines and to enhance life long learning. Specifically, they will broaden their knowledge base and inform themselves about a topic, issue, theory, etc., reviewing and synthesizing existing literature. To do so, students will need a variety of bibliographic skills including searching data bases. In other words, student will need to be able to ask and answer such questions as “What is known about? What are major issues and themes?

A&S 607  Integrative Paper. Students will observe and/or participate in the reciprocal interaction of theory and practice, by investigating actual practice in the field as it relates to theory. This might take the form of investigating how a particular theory is applied in the field, developing a practical application of a theory, or, conversely, developing/refining a theory based on investigations made in the field. In other words, as graduates encounter new theories and practices they will need to be able to investigate and evaluate them, asking and answering questions about “How works.”

PHYSICAL EDUCATION (PE)

PE 450  Psychology of Sport Behavior and Athletic Performance. A study of the philosophical and psychological 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. Elementary, secondary, and professional sports programs will be included.

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

PE 452  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.
PE 453  Advanced Health Concepts. This course will present advanced concepts in health for the individual interested in Health Education or the Allied Health Professions. Emphasis will be placed on instructional methodology, curriculum planning, and educational evaluation in the health profession.

PE 454  Care of the Athlete. This course is designed to expand the student's knowledge of athletic injuries, incorporating hands-on experience. Topics will include current issues in anatomy and physiology; athletic first aid and emergency situations; standard procedure for diagnosis and treatment; conditioning, prehabilitation and rehabilitation; heat stress injuries; nutrition and eating disorders; taping, wrapping, and bracing; and other related topics in sports medicine.

PE 455  Internship in Physical Education. This internship is designed to enrich student understanding of organizational and administrative principles through practical opportunities working with experienced professionals in the field of Sport and Physical Education.

PE 456  Medical and Legal Aspects of Coaching. Training and conditioning practice and procedures to prevent athletic injuries. Emergency treatment and care of injured athletes including first aid and CPR protocols will be practiced. Nutrition/ergogenic aids, and their effects on athletic performance, as well as legal issues associated with coaching will be discussed.

PE 457  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, and AV aids.

HUMAN DEVELOPMENT AND LEARNING

The following courses are usually taught at The Institute for Psychoanalysis, 180 N. Michigan Ave., Chicago, IL 60201:

HDL 510  Life Course Personality Development I: Infancy through Middle Childhood. This class examines the course of personality development from infancy through middle childhood, drawing upon contemporary psychoanalytic formulations and findings of developmental research as lenses through which to view behavior, understand developmental processes, and as perspectives applicable to the process of education. A portion of the class is reserved for seminar participants to examine human development based on case studies of personal observations and experiences.

HDL 520  Life Course Personality Development II: Adolescence Through Older Adulthood. Seminar participants continue their longitudinal examination of human development through continued applications of theory, research and practice. Personal observations are made in schools and in other settings.

HDL 530  Psychological and Neurological Disorders of the Learning Process. The major forms of learning disorders encountered among children are addressed, including difficulties resulting from social, emotional, neurological or cognitive factors. Diagnosis as the foundation for psychoeducational planning is emphasized and specific interventions are covered.
HDL 540  **The Diagnostic Process and the Learning Experience.** This course focuses on the assessment process, the understanding of the child's emotional, social and behavioral functioning, and its relationship to learning. Psychodynamic theory and technique will provide a conceptual foundation for this process. Implications for the child, family, teacher, and school will be considered.

HDL 550  **The Family and Life Course Development.** This seminar provides an introduction to the study of the family as a social system and the processes through which families influence behavior. Students focus on developing skills in understanding patterns of interaction and in identifying ethnic, cultural, and other unique sources of variation.

HDL 560  **Dynamics of Small and Large Groups.** Psychoanalytic perspectives on the dynamics of behavior in groups are examined. Attention is given to the development of skills associated with understanding group processes, the influence of individuals on group processes, and the influence of group membership on individual behavior.

HDL 500  **Integrative Seminar.** This seminar provides students with the opportunity to explore the subjective experiences of teaching and learning. Modeled after Donald Schon's "reflective practice" approach, participants experience, through personal reflection, how deeply involved they are in the learning situation they seek to understand and influence. It is through reflecting on the nature of the experiences in the program that the participants begin to explore how school experience is formed and shaped. As a result, the seminar's primary learning material is the participants' experience. This non-credit seminar meets every two weeks throughout the program.

HDL 501  **Practicum in Human Development and Learning.** Each student's own place of work constitutes the initial phase of the internship experience. During the summer break, students are placed in different settings to gain experience with other student populations and educational environments. The student receives four quarter hours for this Practicum.

HDL 502  **Independent Study in Human Development and Learning.** Prerequisite: Permission of the instructor.

**HUMAN SERVICES AND COUNSELING (HSC)**

HSC 095  **Clinical Experiences.** Infants, toddlers, preschoolers and family intervention, 25 clock hours, each.

HSC 404  **Child Growth and Development: The Early Years.** Students will examine theories and research related to the physical, emotional, social, cognitive and spiritual development of young children from conception to age eight with emphasis placed on young children from conception to age eight with emphasis placed on the first three years of life. Within a multicultural perspective, students will develop skills and understandings that will help them delineate supports and challenges for healthy child growth and development within the social context of the families and communities in which young children live.
HSC 405  **Life Span: Adolescents through the Aging Years.** This course focuses on the dynamics of adolescent and adult growth and development from spiritual, biosocial and psychological perspectives. It will provide basic processes for intergenerational programming in early childhood education. It focuses on community referral skills for those persons proceeding towards aging as well as the identification of developmental needs with adolescents and adults. Emphasis is placed on attitudes towards adolescents to aging as well as the identification of developmental needs throughout this time of the life cycle. Attention is paid to specific developmental counseling skills needed to meet these needs.

HSC 406  **Characteristics of the High Risk Young Child.** Students will examine the predictors and consequences of developmental risk in early childhood and contrast the concept of risk with the status of developmental delay or disability. The distinctions among established risk, biological risk or medical risk, environmental risk, and the cumulative effect of multiple risk factors will be illustrated. An ecological approach to describing developmental risk and options for intervention and/or education will be introduced and practiced.

Specific areas of environmental risk will be examined in detail, with consideration of the impact on the young child’s development. These will include the effects of poverty, chronic illness, adolescent parenting, child abuse, parental mental illness and/or substance abuse and siblings with a disabled or chronically ill child.

HSC 407  **History and Philosophy of Early Intervention Programs.** Students will trace the evolution of early intervention programs through historical and philosophical writings. Content included will be descriptions of theoretical models that form the basis of early intervention practices today. Dernal early intervention issues such as ethics, parent partnerships, service delivery options, transdisciplinary team functions, multicultural factors and social policy will be emphasized.

HSC 408  **Early Intervention Strategies and Relationships.** This course will focus on the normal development from conception through infancy to age five years. Emphasis will be placed on the biological and environmental factors that may place children at-risk, physiologically, emotionally, intellectually, or socially at different stages of their development. Attention will be given to the importance and mutuality of the relationship between the infant and the primary caregiver. Issues related to the infant’s temperament and parent’s response to infants with special needs will be addressed. The implications for center and home-based early intervention programs, including early intervention strategies and techniques, will be discussed.

HSC 409  **Child, Family and Multicultural Community.** This course focuses on the development of the child from infancy through early childhood, within the context of the particular family and culture in which the child is being raised. Social systems, psychodynamic, and developmental theories will be utilized in this course. Emphasis will be placed on the unique role that varying family structures, cultural norms, and community environments can play in the growth and development of the child. Particular attention will be paid to the challenges faced by teachers and other professionals in early intervention in assessing children’s need and providing services which are reflective of the child’s development within her/his cultural and community context. Emphasis will be on building those family, institutional and community partnerships that will support the healthy growth and development of young children.
HSC 410  *Administration/Supervision of HSC Programs: Early Intervention.* This course focuses on issues of administration and supervision in agency, public and private schools and other settings for families of infants, toddlers and young children with special needs. Particular attention will be given to transdisciplinary team membership, team development, clinical supervision models, parent partnerships and differentiated staffing issues. Management processes such as procedures for decision making, resource management, space, licensing and accreditation will be incorporated. Concern for child advocacy processes in administration will be included.

HSC 440  *Family and Child Assessment Techniques.* Students will participate in the study, use and evaluation of early childhood assessment, methods, and tools that are appropriate for young children of different ages from culturally and socio-economically diverse backgrounds. Ways of involving parents in early childhood assessment will be stress, particularly in video-conferencing parents and their developmental parenting skills with their children, case histories, case conferences and home visits. How to observe and assess children individually, in groups and in their family systems will be included. Clarification of roles on a transdisciplinary team assessing the child will be made. Emphasis on assessment of play-based techniques will be included. Networking with community services after assessment will be explored.

HSC 452  *Seminar in Human Services Organization.* Upon completion of this course each student will be able to: 1) analyze human service organizations in terms of their mission, vision, beliefs, current goals and strategies, organizational culture, organizational structures, and leadership; 2) utilize visionary, strategic, and operational planning processes to develop and organize a human service organization; 3) design various assessments of service outcomes of human services organizations; and 4) judge his or her effectiveness as a member of both a learning community and planning team.

HSC 453  *Human Services Information Systems.* Upon completion of this course each student will be able to: 1) develop an expanded/transformed vision of himself or herself as both a person and as a human services professional from that which she or he had at the beginning of the course; 2) relate his or her personal and professional development to popular theories of life and career development; 3) evaluate his or her performance in a life and career counseling experience both as a client and as a counselor; and 4) establish both a professional network of colleagues and a professional library of human services information which will be of use in future human service work.

HSC 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.

HSC 455  *The Administration of Human Services and Counseling Programs.* The administration of human services programs, an interdisciplinary approach to meeting 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.
HSC 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 concepts, skills, and techniques learned earlier.

HSC 457  **Seminar: Improving Parent-Child Relationships.** Structured to assist the student to develop a theoretical understanding of the development growth enhancing child-parent relationships. Lectures, discussions, and action oriented group encounters focus on the following: understanding child development, the goals of misbehavior, logical and natural consequences, establishing a family council, and utilizing effective encouragement methods within the family structure.

HSC 458  **Facilitating Human Services Through the Group Process.** Study and ethics of group process, group theories, problems such as conflict resolution, leadership and membership styles re examined. The class engages in a regular group experience. Opportunity to observe and participate in group work is provided. Criteria and formulation for conducting workshops with group process is considered.

HSC 459  **Clinical Studies in Human Services and Counseling.** The purpose of this course is to provide students with opportunities to 1) develop and refine counseling skills; 2) to study the format of case studies; 3) conduct individual assessments under supervision; 4) familiarize themselves with Human Service agencies in the Chicago area. Through the use of videotapes, role playing and other techniques, students will be given direct feedback as to their performance of counseling skills. The course requires extensive field work. **Prerequisites include HSC 462 and advanced standing in the program** (completion of 6 or more courses in the HSC program).

HSC 460  **Guidance in the Elementary School.** A study of the philosophy, concepts, and rationale which undergird elementary school guidance. Principles and practices as they relate to the guidance program are presented. The student is acquainted with the role of the counselor and is introduced to the various facets of the elementary school program. Attention is given to the development of guidance techniques in the class room and group guidance.

HSC 461  **Use of Tests in Appraisal and Development.** Detailed analysis of intelligence, aptitude, personality, and achievement tests used with groups and individuals. The course is intended to familiarize students with various appraisal procedures and their utilization. Attention is given to the development of the institutional testing program.

HSC 462  **Counseling Theory and Practice for Human Services.** The purpose of this course is to provide students with opportunities to study the format of case studies and conduct individual assessment under supervision. Through the use of videotapes, role playing, and other interventions, in direct clinical experience, students will be given supervised feedback as to their performance of counseling skills and ability to assess case studies. The student's use of Carolff counseling skills are videotaped in three counseling sessions. The assessment use of DSM III-R is reviewed.
HSC 463  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. This course is designed to help the student acquire the necessary counseling skills such as the establishment of a relationship, reflection, summarization, tentative analysis, and encouragement. The student evaluates and analyzes tapes, develops listening skills to facilitate communication, engages in role playing, and has limited contact with the counselee. The relationship of counseling and consultation and the skills necessary to employ human services are considered. Prerequisites: HSC 460 and 462.

HSC 464  Consulting in Human Services. Various models of consultation will be explored in Human Services. Use of case studies, role playing, visits to human service agencies using the consultation process to observe the consultant's role will be included. Stress on the facilitation of communication and dynamics in interpersonal relationships will be emphasized.

HSC 465  Principles and Practices of Higher Education Personnel. This course will include an overview of principles and practices of higher education personnel work with an emphasis on management theories and strategies. Selected topics, issues, and services will be presented by professionals in higher education. This course will also be concerned about international and multicultural student issues.

HSC 466  Assessment and Treatment of Chemical Dependency. This course seeks to develop skills and understandings relevant to the assessment and treatment of chemical dependency. The major alternative assessment approaches and treatment interventions for chemical dependency are surveyed and analyzed.

HSC 468  Current Issues in Human Services. Topics related to early childhood intervention and family issues, such as bonding and attachment, child abuse, neglect, incest, parents' needs and infants, prenatally-exposed children at-risk, fathers and babies, as well as other current topics will be presented in a high involvement and in-depth seminar format, including outside speakers and tours. Each seminar will include assigned readings, papers and opportunities for students to link their conceptual understanding to practical experience. Eight seminars will be required to fulfill course requirements.

HSC 500  Communication Strategies for Effective Human Interaction. This course examines oral communication skills as a dynamic in human relations, particularly in classroom relationships. Through reading, discussion, and a variety of activities and experiences, students will explore ways to improve their own communication skills. Skills emphasized include: perception, verbal and non-verbal language, accurate and empathetic listening, speaking and presentation, and group dynamics.

HSC 552  Practicum in Human Services and Counseling: Schools. Selected and directed experiences provided to qualify students to service in the elementary/secondary schools as student personnel and guidance staff members. Prerequisite: Open to students in degree programs only by faculty advisement.
HSC 553  Internship in Human Services and Counseling I. After the completion of fifteen courses, and consultation with one's advisor, the student-intern is assigned to an early childhood setting including schools, agencies, centers for young children. The student-intern functions under the joint supervision of a professionally qualified setting supervisor and a university clinical experience director for 150 clock hours of internship experience. A structured contract will include structured experiences expected of the student from both the setting and the university, signed by all parties, and used as an evaluative tool of the internship. During the internship, the student-intern will complete a thesis/research project as part of the requirement for the Masters of Art degree. The thesis/research project is approved jointly by the internship supervisor and clinical experiences director. On-going reflective seminars will be a part of the internship experience related to early childhood topics and counseling skills and processes.

HSC 554  Internship in Human Services and Counseling II. This course is a continuation of Internship I. The student-intern continues with 150 clock hours experience under supervision of the setting supervisor and university clinical experience director using a structured contract. The thesis/research project using action-oriented research processes is completed and orals are required for the student seeking an M.A. degree.

HSC 555  Counseling Adults Through the Aging Process. This course focuses on the dynamics of adult growth and development from spiritual and psychological perspectives. It will provide basic helping and referral skills for those persons working with adults. Emphasis is placed on attitudes toward aging as well as the identification of developmental needs of aging persons. Attention is paid to gerontological counseling skills.

HSC 556  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 strategies, and to conduct complete case analysis.

HSC 558  Independent Study in Human Services and Counseling. (Written permission of instructor is required.)

HSC 559  Thesis Research in Human Services and Counseling. A student writing a thesis registers for this course for 4 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.

HSC 562  Practicum in Human Services and Counseling: Elementary. Selected and directed experiences provided to qualify students to service in the elementary schools as student personnel and guidance staff members. Prerequisite: Open to students in degree programs only by faculty advisement.
HSC 569  **Thesis Research in Managing the Human Services.** A student writing a thesis registers for this course for 4 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.

HSC 572  **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. **Prerequisite:** Open to students in degree programs only by faculty advisement.

HSC 582  **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 programs only by faculty advisement.

HSC 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.

HSC 606  **Review of Literature.** This paper will give students the opportunity to develop and demonstrate written competence in a subfield of their disciplines and to enhance life-long learning. Specifically, they will broaden their knowledge base and inform themselves about a topic, issue, theory, etc., reviewing and synthesizing existing literature. To do so, students will need a variety of bibliographic skills including searching data bases. In other words, student will need to be able to ask and answer such questions as “What is known about? What are major issues and themes?”

HSC 607  **Integrative Paper.** Students will observe and/or participate in the reciprocal interaction of theory and practice, by investigating actual practice in the field as it relates to theory. This might take the form of investigating how a particular theory is applied in the field, developing a practical application of a theory, or, conversely, developing/refining a theory based on investigations made in the field. In other words, as graduates encounter new theories and practices they will need to be able to investigate and evaluate them, asking and answering questions about “How works.”

**READING AND LEARNING DISABILITIES (R&L)**

R&L 404  **Child Rearing Across Cultures.** Examines child rearing practices and their effect on cognitive development. Different cultures will be studied to identify child/parent interactions and their impact on language and personality development. Conceptual issues and theoretical orientations in cross-cultural psychology will be addressed.

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

R&L 407  **Non-Discriminatory Tests.** Administration and interpretation of diagnostic test using a pluralistic model to make testing procedures more responsive to cultural pluralism. Uses a case study approach.
R&L 424 The Psychology and Acquisition of Reading. Provides an understanding of reading processes, theory, and current reading methods and strategies for elementary school children. It will include research-based comprehension strategies for narrative and expository text as well as student, text, and program assessment for individualizing instruction.

R&L 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.

R&L 435 Literature for Children and Youth. This course will familiarize the student with various genres of quality children’s literature and how to select books which are appropriate to children’s developmental levels. Students will also be introduced to literature from various cultures and ethnic groups, and learn how to extend, evaluate, and use children’s literature throughout the curriculum.

R&L 441 The Psychology of Reading. Introduces students 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.

R&L 442 Characteristics of the Exceptional Learner. A survey of the characteristics of exceptional children and a consideration of alternative placements appropriate for children with various disabilities including the learning disabled. Emphasis on historical, theoretical, practical and legal implications and issues, as well as on the roles of special education professionals, including consultation and collaboration, in mainstreaming exceptional children.

R&L 443 Psychological Tests and Methods in Diagnosis. Principles of measurement and test construction including an evaluation of standardized test instruments. Principles of broad-based assessment involving case history, criterion referenced tests and informal assessment. Emphasis on understanding the strengths and limitations of a wide variety of assessment instruments. (Lab fee: $5.00)

R&L 444 Characteristics and Diagnosis of Reading and Learning Disabilities. Exploration of the theory and nature of reading and other learning disabilities. This course enhances a student’s ability to interpret assessment data and develop a meaningful diagnostic hypothesis. A case study will develop the student’s ability to integrate assessment information from a variety of sources, develop a learning profile, and write a diagnostic report. (Lab fee: $5.00 and Prerequisite: R&L 443)

R&L 445 Remediation of Reading and Learning Disabilities. A study of the theoretical and practical approaches to the remediation of reading and learning problems. Translation of diagnostic information into teaching strategies, and development of a remedial plan (IEP). Basic principles of diagnostic teaching will be introduced. Specific teaching techniques and materials will be reviewed, including appropriate uses of technology, as well as adaptations for LD students in the mainstream. (Lab fee: $5.00 and Prerequisite: R&L 444)

R&L 446 Psychology and Education of the Exceptional Child. Identification, characteristics, programs, schools, curricular variations, techniques for securing maximal development. Includes historical background, current legal and service provision issues including mainstreaming and inclusion.
R&L 447 Language Development and Learning Disabilities. A review of the development of verbal language in normal and atypical learners, as presented by psycholinguistic and speech pathologists. Basic teaching procedures and evaluation of language skills will be emphasized.

R&L 448 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.

R&L 451 Characteristics of Children and Adolescents with Behavior Disorders. Explores the origins of behavior disorders 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 the relationship of behavior disorders to learning disabilities. Appropriate educational placements are reviewed.

R&L 452 Methods of Teaching the Behavior Disordered Child and Adolescent. A variety of models of educational programming for students with behavior problems. Specific teaching and management techniques are presented consistent with the various models. Data collection, accountability, computer utilization, and research methods are included.

R&L 466 First and Second Language Acquisition. Study of language theories and their applications to first and second language acquisition in bilingual children.

NOTE: Registration in 540, 542, 543, and 544 require prior permission of the R&LD faculty. Failure to obtain permission will result in cancellation of registration. Because these courses involve commitments to clients in the Reading and Learning Lab, and because service to clients must be scheduled in advance, students must register at least 2 weeks before the end of the previous quarter. If unavoidable circumstances make it necessary to drop a practicum course, students must obtain written permission of the R&LD faculty.

R&L 540 Testing and Diagnosis of Reading and Learning Disabilities: Practicum IV. Additional exposure to diagnostic testing in a clinical setting. Students evaluate children and adolescents with learning problems. Under close supervision, students administer and interpret tests, deal with the ethics of testing and interpretation, and communicate results to parents, schools, and other agencies. Prerequisites: R&L 445 and prior permission of instructor.

R&L 542 Testing and Diagnosis of Reading and Learning Disabilities: Practicum I. Students participate in a clinical setting and evaluate children and adolescents with suspected learning problems. Under close instructor supervision, students will administer and interpret tests, deal with the ethics of testing, interpret and communicate results to parents, schools, and other social agencies. Prerequisites: R&L 445 and prior permission of instructor.

R&L 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 adolescents who have specific learning disabilities. Prerequisites: R&L 445 and prior permission of instructor.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>R&amp;L 544</td>
<td>Diagnosis and Remediation of Learning Disabilities: Practicum III. Clinical observation and practical application of the diagnostic-remedial process by working in a supervised clinical setting with children and adolescents who have specific reading disabilities. <strong>Prerequisites: R&amp;L 445 and prior permission of instructor.</strong></td>
</tr>
<tr>
<td>R&amp;L 545</td>
<td>Methods and Techniques for Teaching Comprehension. Comprehension is treated as an interactive process between reader, the instruction, and the text. Using direct instruction and modeling, the teacher guides students in the interdependent use of prior knowledge, comprehension, metacognitive habits, and attitudes when reading both narrative and expository texts.</td>
</tr>
<tr>
<td>R&amp;L 547</td>
<td>Creative Methods and Materials for Teaching Reading in the Mainstreamed Classroom. Emphasis on the creative utilization of a variety of multisensory techniques and materials designed for teaching and reading, and reading related skills to learning disabled in the regular classroom.</td>
</tr>
<tr>
<td>R&amp;L 548</td>
<td>Independent Study in Reading and Other Learning Disabilities. Written permission of the instructor is required.</td>
</tr>
<tr>
<td>R&amp;L 549</td>
<td>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. <strong>Prerequisites: CUG 400 and approved thesis proposal.</strong></td>
</tr>
<tr>
<td>R&amp;L 595</td>
<td>Student Teaching and Seminar in Reading and Learning Disabilities. (8 quarter hours) Five school days per week in supervised teaching in a cooperating school for a full academic quarter together with opportunities for feedback and discussion of problems encountered. <strong>Prerequisite: open only to students who have applied and been accepted into student teaching. See Program advisor.</strong></td>
</tr>
<tr>
<td>R&amp;L 600</td>
<td>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.</td>
</tr>
<tr>
<td>R&amp;L 606</td>
<td>Review of Literature. This paper will give students the opportunity to develop and demonstrate written competence in a subfield of their disciplines and to enhance lifelong learning. Specifically, they will broaden their knowledge base and inform themselves about a topic, issue, theory, etc., reviewing and synthesizing existing literature. To do so, students will need a variety of bibliographic skills including searching data bases. In other words, student will need to be able to ask and answer such questions as “What is known about? What are major issues and themes?</td>
</tr>
<tr>
<td>R&amp;L 607</td>
<td>Integrative Paper. Students will observe and/or participate in the reciprocal interaction of theory and practice, by investigating actual practice in the field as it relates to theory. This might take the form of investigating how a particular theory is applied in the field, developing a practical application of a theory, or, conversely, developing/refining a theory based on investigations made in the field. In other words, as graduates encounter new theories and practices they will need to be able to investigate and evaluate them, asking and answering questions about “How works.”</td>
</tr>
<tr>
<td>R&amp;L 643</td>
<td>Miscue Analysis. Theory and practice in miscue analysis is examined historically and currently. Focus is on increasing the range of instructional strategies available to the teacher of reading.</td>
</tr>
</tbody>
</table>
R&L 645  Workshop in Reading and Learning Disabilities. Topics of current interest to the regular education teacher and the special educator in a high-involvement seminar format.

R&L 646  Teaching Reading to the Disadvantaged. Consideration of the linguistic, demographic, cultural, and educational factors believed to influence the teaching of reading to the disadvantaged. Examination of teaching methods and materials appropriate for disadvantaged students.

R&L 648  Corrective Reading Problems. Techniques appropriate to the diagnosis of corrective reading problems in a classroom setting, along with methods and materials. Emphasis on informal assessment techniques and methods of instruction that allow for the creation of individualized learning environments in group settings.

R&L 649  Teaching Reading in the Content Areas. Focus on the special skills and problems involved in the teaching of reading in the content areas. Includes 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.

TEACHING AND LEARNING (T&L)

T&L 405  Professional Practice in Secondary Schools. This course is an introduction to the professional world of secondary school teaching. In this course students develop the knowledge and skills for being a reflective practitioner. Students focus on understanding themselves and their behaviors in teaching situations with adolescents in schools. These insights combined with subject matter knowledge guide the development of a curriculum unit that integrates planning skills, teaching strategies, classroom management, and evaluation techniques. Daytime clinical hours are required during this course.

T&L 409  Professional Practice in Elementary Schools. Using social studies as an example, this course presents the teacher as decision maker in the elementary classroom setting. Students will develop a framework for considering the many factors involved in planning curriculum and instruction. A culminating activity will give students practice in applying principles and strategies to create an interdisciplinary unit with social studies as the primary subject area. Daytime clinical hours are required during this course.

T&L 415  Teaching and Learning Elementary School Science. An introduction to materials, methods, and strategies for helping students in grades K-8 become scientifically literate; i.e., to understand the nature of science and its impact on technology and science. Particular attention will be given to theoretical views about how children learn science, the proper use of materials and equipment, the development of scientific thinking, e.g., skills in observing, classifying collecting, and interpreting data, questioning strategies, and ways to assess student progress. Daytime clinical hours are required during this course.
**T&L 416 Teaching and Learning Elementary School Mathematics.** An introduction to materials, methods, and strategies for helping students in grades K-8 become mathematically literate; i.e., for helping elementary students to value mathematics, to become confident in their mathematical abilities, to attack and solve mathematical problems, and to reason and communicate mathematically. Particular attention will be given to the theoretical views about how children learn mathematics, the proper use of manipulative materials, the development of mathematical thinking, e.g., skills in estimation, pattern recognition, or special perception; the use of technology, and ways to assess student progress. Daytime clinical hours are required during this course.

**T&L 417 Curriculum in Language Communications.** This course develops an approach to the K-8 curriculum in language in which communication is treated as an integrated phenomenon rather than as discrete, fragmented activities. Speaking, listening, writing, and reading are related to each other and to the central core of language. Thus, it focuses on activities which support and develop oral, expressive, and receptive aspects of language as well as on activities which develop skill in writing. Daytime clinical hours are required during this course.

**T&L 418 Learning Through the Arts.** This course focuses on the arts as an integral part of the elementary school curriculum. Students will (1) gain insights into various art forms and ways these can be integrated into the curriculum to develop visual, auditory, and kinesthetic perception; (2) acquire skills in helping children use different media to explore thoughts, impressions, and feelings about their own experiences; and (3) plan activities that will promote learning within a multi-intelligence framework. Daytime clinical hours are required during this course.

**T&L 419 Practicum: Curriculum and Methods in Social Studies.** Materials, methods, and classroom management techniques appropriate for teaching social studies in the elementary grades, disciplines included are history, geography, anthropology, political science, economics and sociology. Topics will include cooperative group learning, questioning skills, role playing, citizenship education, value development, program planning, and evaluation.

**T&L 426 The Teaching of Writing.** Prepares for teaching writing and composition at the middle and secondary school levels. The course focuses upon methods of teaching composition, examination of literature and research about the composing process, the development of language and reading skills, and the assessment and evaluation of writing. The development of writing curriculums will also be explored. **Prerequisite: T&L 405 or equivalent.**

**T&L 428 Teaching Literature.** Prepares for teaching literature at the middle and secondary school levels. Examines contemporary issues in the teaching of literature, explores methods of teaching major literary genres, addresses problems of literacy and focuses on the transactional nature of reading and writing. Emphasis on developing a repertoire of ways of teaching literature and a variety of literature curriculums. **Prerequisite: T&L 405 or equivalent.**
T&L 439 **Methods of Secondary Science Education.** This 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. This course also provides an update on the current trends and issues in science education as well as an analysis of successful science curricula programs.

T&L 446 **Teaching and Learning Secondary School Mathematics.** Prepares for teaching mathematics at the middle school and secondary school levels. Examines contemporary issues in teaching mathematics, methods of teaching secondary mathematics, and recent history in mathematics curriculum development of alternative teaching strategies and the implementation of the NCTM Standards. Lesson and unit development, evaluation, and classroom management also will be discussed. **Prerequisite:** T&L 405 or equivalent.

T&L 447 **Teaching, History, and Social Science in Secondary Schools.** Prepares for teaching history and social sciences at the middle and secondary school levels. Examines the nature and purpose of history and social sciences curriculum within secondary schools, the current status of social studies materials and practices, and issues confronting today's secondary social studies teachers. Emphasis on alternative teaching strategies, resources for teaching and learning, teachers' responsibilities in curriculum development and decision making, and methods and materials for addressing cultural diversity. Lesson and unit development, evaluation, and classroom management also will be discussed. **Prerequisite:** T&L 405 or equivalent.

T&L 449 **Teaching Modern Languages.** Prepares for teaching modern languages at the middle and secondary school levels. Examines the theory and practice of teaching modern languages with an emphasis on developing alternative teaching strategies and using diverse resources. Lesson and unit development, evaluation, and classroom management also will be discussed. **Prerequisite:** T&L 405 or equivalent.

T&L 525 **Reading, Writing, and Communicating Across the Curriculum.** This course analyzes the interrelationships among reading, writing, speaking, and listening. It encourages junior high and high school teachers in all disciplines to take these interrelationships into account and to plan courses with current teaching techniques, which will enable students to become better readers, writers, and thinkers in their various content area classes. This course will also concentrate on group process and its role in effective teaching within and across content area classes. Language use, learning, and teaching are considered from a multicultural perspective.

T&L 585 **Elementary Student Teaching and Seminar.** Students will be placed for a minimum of 12 weeks in an elementary school. Seminar will meet once a week, in the participating schools and/or at DePaul. At first, they will focus on issues of immediate concern to student teachers. As the students gain experience the seminar will examine six or eight classroom "issues"; that is, topics which students have found to be significant on the basis of their experience. These would include such things as assessment, evaluation, classroom management, curriculum planning, and relationships with colleagues. After delineating what the issues are, students would be expected to analyze and discuss readings which relate to the issues.
T&L 588 Independent Study in Teaching and Learning. Prerequisite: Permission of the instructor.

T&L 589 Thesis Research in Teaching and Learning. 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.

T&L 590 Secondary Student Teaching and Seminar. Using social studies as an example, this course presents the teacher as decision maker in the elementary classroom setting. Students will develop a framework for considering the many factors involved in planning curriculum and instruction. A culminating activity will give students practice in applying principles and strategies to create an interdisciplinary unit with social studies as the primary subject area. Daytime clinical hours are required during this course.

CDG 590 Secondary Student Teaching and Seminar. Students will be placed for a minimum of 12 weeks in a secondary school. Seminar will meet once a week, in the participating schools and/or at DePaul. At first, they will focus on issues of immediate concern to student teachers. As the students gain experience the seminar will examine six or eight classroom “issues”; that is, topics which students have found to be significant on the basis of their experience. These would include such things as assessment, evaluation, classroom management, curriculum planning, and relationships with colleagues. After delineating what the issues are, students would be expected to analyze and discuss readings which relate to the issues.

CDG 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.

CDG 610 Induction into the Teaching Profession: Elementary. This course is designed to assist first year teachers in grades K-8 to make the transition from student of teaching to teacher. The course creates a bridge between first year teachers’ formal education and the realities of their classrooms. In particular, the course provides assistance with the following: 1) understanding their induction into the profession; 2) analyzing their new educational contexts; 3) actualizing their educational philosophies; 4) developing their pedagogical knowledge; and, 5) identifying and making the most of professional support systems within their schools. Prerequisite: Being a first year teacher.

CDG 611 Induction into the Teaching Profession: Secondary. This course is designed to assist first year teachers in grades 9-12 to make the transition from student of teaching to teacher. The course creates a bridge between first year teachers’ formal education and the realities of their classrooms. In particular, the course provides assistance with the following: 1) understanding their induction into the profession; 2) analyzing their new educational contexts; 3) actualizing their educational philosophies; 4) developing their pedagogical knowledge; and, 5) identifying and making the most of professional support systems within their schools. Prerequisite: Being a first year teacher.
CDG 612 **Teaching as Research.** This course is designed to help practicing teachers learn more about their own teaching. They will be asked to raise, formulate, and pursue questions about their own teaching and its relationship to student learning. In following this line of investigation, teachers study whole classrooms as well as select individuals. Teachers will enhance such skills as observing, listening, reflecting, and analyzing through employing techniques like clinical interviews, videotapes, and lesson analysis. The course culminates with a paper that addresses what the teacher has learned about his/her own teaching and the nature and development of human learning. **Prerequisite: Being a first year teacher.**

CDG 613 **Negotiating Curriculum in the Classroom.** This course assumes that teachers are curriculum developers, not simply implementors of curriculum provided by tests and curriculum guides. It asks teachers to examine how written curricula are enacted in the classroom highlighting the students’ role in the process. They will be expected to follow a line of investigation based on gathering data from students prior, during, and after implementation. This course culminates with a more refined piece of curriculum, as well as a paper that addresses the teacher’s growth in understanding curriculum processes. **Prerequisite: Being a first year teacher.**

CDG 606 **Review of Literature.** This paper will give students the opportunity to develop and demonstrate written competence in a subfield of their disciplines and to enhance life long learning. Specifically, they will broaden their knowledge base and inform themselves about a topic, issue, theory, etc., reviewing and synthesizing existing literature. To do so, students will need a variety of bibliographic skills including searching data bases. In other words, student will need to be able to ask and answer such questions as “What is known about? What are major issues and themes?”

CDG 607 **Integrative Paper.** Students will observe and/or participate in the reciprocal interaction of theory and practice, by investigating actual practice in the field as it relates to theory. This might take the form of investigating how a particular theory is applied in the field, developing a practical application of a theory, or, conversely, developing/refining a theory based on investigations made in the field. In other words, as graduates encounter new theories and practices they will need to be able to investigate and evaluate them, asking and answering questions about “How works.”

**LIBERAL STUDIES IN EDUCATION**

In addition to courses offered for degree programs, the School of Education offers courses that are not required for a degree in Education or certification, but which may be useful and desirable as electives. The impact of education on history, on literature, on religious development, on socio-economic and political factors are treated in one or another of the following courses. All courses carry 4 quarter hours credit.

LSE 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 child whose first language is not English.
LSE 420 Comparative Education. This course is devoted to the study of historical and contemporary issues related to education comparative—with an emphasis upon early childhood, elementary, and secondary levels. Through a comparative study of educational public policy, well will examine assumptions about the aims and purposes of education and schooling in terms of economic, political and social dimensions. Major topics and issues addressed will include the following: examining what it means to be educated; examining similarities and differences in the ways developed and developing countries educate children and youth; the organization and structure of educational institutions; discerning implicit and explicit values in different approaches to teaching and learning; relationships between schools and communities; education and the issues of change and social justice.

LSE 430 Education and Social Justice. A variable topics course designed to examine education within a philosophical framework which focuses upon the relatively great potential of education as an agent for social justice and change. Through the examination of current issues and concerns, students are expected to engage in critical analysis, reflect upon theoretical frameworks, examine public policies and values, and consider ways in which schools and educators can promote the development of social justice. Each time the course is offered it will focus on one of the following topics: gender; ethnicity; language and culture; or social class and economic opportunity. For each topic, attention will be given to the issues of institutional responses to differences, equity, access and outcomes.

LSE 438 Gender and Education. A variable topics course designed to actively engage students in examination of the literature and issues related to gender and education. Curriculum, teaching and learning, achievement, and the organization structure, and culture of schools are among the key concerns. Gender will be addressed as it intersects with other forms of inequality and difference: race, ethnicity, class, etc. Each time the course is offered it will focus on a particular topic, but for each topic attention will be given to issues about institutional responses to inequality and differences.

LSE 450 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.
ADMINISTRATION
Frederick Miller, D.M.A.
Dean
Edward Kocher, Ph.D.
Associate Dean
Robert Krueger, Mus.M., M.B.A.
Director of Operations
John Wallace, M.M. Mus. M.
Administrative Assistant
Robert Shamo, Mus. M.
Coordinator of Admissions
Thomas A. Brown, Ph.D.
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.

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 AITAY
Lecturer, Violin
Mus. B., Franz Liszt Royal Academy

DAN ANDERSON
Lecturer, Tuba
Mus. M., Northwestern 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., 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

JON BOEN
Lecturer, Horn
B.M., Northern Illinois University

THERESA BRANCACCIO
Lecturer, Voice
Mus. M., Northwestern University

THOMAS A. BROWN
Professor, Musicianship, Coordinator of Graduate Studies
Ph.D., University of Wisconsin

JUDITH BUNDRRA
Associate Professor, Chair, Music Education
Ph.D., Northwestern University

JEROME BUTERA
Lecturer, Organ
D.M.A., American Conservatory of Music

JOSEPH CASEY
Associate Professor, Liberal Studies
Ph.D., University of Iowa

WILLIAM CERNOTA
Lecturer, Cello
B.A., University of Chicago
Elsa Charleston,
Mus. B., Lecturer, Voice
St. Olaf College

Mark Colby
Lecturer, Jazz Saxophone
Mus. M., University of Miami

Cliff Colnot
Lecturer, Jazz Studies
Ph.D., Northwestern University

Larry Combs
Lecturer, Clarinet
B.M.E., Eastman School of Music

Floyd Cooley
Lecturer, Tuba

Donald DeRoche
Professor, Chair, Performance Studies,
Director of Wind Organizations
Ph.D., Northwestern University

Julie DeRoche
Lecturer, Coordinator of Woodwind
Program, Clarinet
Mus. B., Northwestern University

Lori Ellsworth
Lecturer, Jazz Studies
B.M. University of Miami

George Flynn
Professor, Composition, Chair,
Musicianship Studies
D.M.A., Columbia University

Joseph Genualdi
Professor, Violin
Coordinator of String Program

Ellen Gold
Lecturer, Music Education
Mus. B., University of Iowa

Amy Goodman
Assistant Professor, Director of
Choral Organizations
D.M.A., Stanford University

Roger Goodman
Lecturer, Harpsichord
Mus. M., Northwestern University

Bruce Grainger
Lecturer, Bassoon

Larry Gray
Lecturer, Jazz Bass
Mus. M., 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

Stephen Hartman
Lecturer, Harp
Mus. M., Indiana University

John Hatmaker
Lecturer, Musicianship
Ph.D., University of Iowa

B. Lynn Hebert
Assistant Professor, Musicianship
D.M.A., Stanford University

Mary Hickey
Lecturer, Flute
Mus. B., Northwestern University

Linda Hirt
Lecturer, Piano
Mus. M., Indiana University

Bonita Hyman
Mus. M., Lecturer, Voice
Yale University

Hilel Kagan
Lecturer, Violin
University of Leningrad

Lewis Kirk
Lecturer, Music Education
Mus. B., Manhattan School of Music

James Kleeman
Mus. M., Lecturer, Music Business
Northwestern University

Philip Kraus
D.M.A., Lecturer, Voice
Northwestern University

Edward Kocher
Associate Dean, Professor, Trombone
and Euphonium
Ph.D., University of Illinois

Robert Lark
Assistant Professor, Coordinator of
Jazz Studies
M.M.E., University of North Texas
SCHOOL OF MUSIC

JUDITH LEWIS
Lecturer, Music Education
M.A., Northwestern University

FRANK MANTOTH
Lecturer, Jazz Studies
Mus. B., University of North Texas

MARK MAXWELL
Lecturer, Guitar
Mus. M., Southern Methodist University

PAUL MCKEE
Lecturer, Jazz Trombone
Mus. M., University of Texas

MANNY MENDELSON
Lecturer, Jazz Studies
Mus. M., Eastman School of Music

FREDERICK MILLER
Dean of the School of Music, Professor, Musicianship
D.M.A., University of Iowa

JANICE MITCHELL
Lecturer, Musicianship, Composition
D.M., Northwestern University

ROBERT MORGAN
Lecturer, Oboe
Mus. B., Indiana University

LARRY NOVAK
Lecturer, Jazz Piano
University of Minnesota

BRADLEY OPLAND
Lecturer, String Bass

ROBERT PALMIERI
Lecturer, Jazz Guitar
B.M., University of Miami

DMITRY PAPERO
Professor, Piano
Mus. M., Tchaikovsky State Conservatory

DONALD PECK
Lecturer, Flute
Curtis Institute

HERMAN PEDTKE
Associate Professor Emeritus
Mus. M., DePaul University

ANNE PERILLO
Lecturer, Voice
Mus. M., DePaul University

SCOTT PLUGGE
Lecturer, Saxophone
Mus. M., Northwestern University

JACOBETH POSTL
Orff Institute, Lecturer, Orff-Schulwerk
Mus. M.; Chicago Musical College

JAMES ROSS
Lecturer, Percussion

CHRISTINE ROSS
Lecturer, Music Education
Mus. M. Ed., University of Illinois at Chicago

MARY SAUER
Lecturer, Piano, Coordinator of Piano Program
Mus. M., Chicago Musical College

HARRY SILVERSTEIN
Coordinator of Opera, Opera

RAMI SOLOMONOW
Associate 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

TODD SULLIVAN
Lecturer, Musicianship
Mus. M., Northwestern University

ALAN SWAIN
Lecturer, Musicianship
Mus. M., Northwestern University

MENG-KONG THAM
Assistant Professor, Liberal Studies
M.M., Northwestern University

CHARLES VERNON
Lecturer, Trombone

WESLEY VOS
Associate Professor, Musicianship
Ph.D., Washington University

ROBERT WESSBERG
Lecturer, Percussion
M.M.E., Northwestern University
SCHOOL OF MUSIC

KURT WESTERBERG
Associate Professor, Composition, Musicianship
D.M.A., Northwestern University

JOHN BRUCE YEH
Lecturer, Clarinet
Mus. B., Juilliard School

BRAD WILLIAMS
Lecturer, Jazz History

MARK ZINGER
Professor, Violin
Odessa State Conservatory

LILIAN YAROSS
Lecturer, Orff-Schulwerk
Mus. M., DePaul University

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 248.)

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, gender, sexual orientation, 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,
• voice applicants must demonstrate competence in Italian, French, and German diction by audition and written IPA exam.

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.

CERTIFICATE IN PERFORMANCE
The School of Music also offers a program leading to the Certificate in Performance. Detailed information about this program appears on p.250.
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.

INTER NATIONAL 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 1-20 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 master's degree 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 8 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 master's 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; in jazz studies, performance track, the presentation of a public recital; composition track, the completion of a final writing 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.

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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<thead>
<tr>
<th>PIANO PERFORMANCE</th>
<th>PIANO PERFORMANCE</th>
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<tbody>
<tr>
<td>core studies</td>
<td>20</td>
</tr>
<tr>
<td>applied piano</td>
<td>12</td>
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<tr>
<td>chamber music</td>
<td>3</td>
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<tr>
<td>piano pedagogy</td>
<td>3</td>
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<tr>
<td>electives</td>
<td>6</td>
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<td><strong>Total</strong></td>
<td><strong>44</strong></td>
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<tr>
<th>PERCUSSION PERFORMANCE</th>
<th>PERCUSSION PERFORMANCE</th>
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<tbody>
<tr>
<td>core studies</td>
<td>20</td>
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<tr>
<td>applied percussion</td>
<td>12</td>
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<tr>
<td>concert band, symphony</td>
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<td>orchestra or wind</td>
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<tr>
<td>ensemble</td>
<td>3</td>
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<tr>
<td>percussion pedagogy</td>
<td>3</td>
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<tr>
<td>electives</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>44</strong></td>
</tr>
</tbody>
</table>
# School of Music

## Brass Performance
- Core studies: 20
- Applied brass: 12
- Concert band, symphony orchestra or wind ensemble: 3
- Chamber music: 3
- Brass concepts: 3
- Electives: 3
- Total: 44

## Woodwind Performance
- Core studies: 20
- Applied woodwind: 12
- Concert band, symphony orchestra or wind ensemble: 3
- Chamber music: 3
- WW orch repertoire: 3
- Electives: 3
- Total: 44

## Voice Performance
- Core studies: 20
- Applied voice: 12
- University chorus or chamber choir: 3
- Vocal pedagogy: 3
- Electives: 6
- Total: 44

## Organ Performance
- Core studies: 20
- Applied organ: 12
- Chamber music: 3
- Electives: 9
- Total: 44

## Composition Track
- Core studies: 20
- Advanced jazz composition: 8
- Jazz analysis: 4
- Jazz pedagogy: 2
- Jazz ensemble: 3
- Jazz studies electives: 7
- Total: 44

## Jazz Studies

### Performance Track
- Core studies: 20
- Applied study (jazz): 12
- Jazz ensemble: 3
- Jazz pedagogy: 2
- Jazz chamber ensemble: 3
- Jazz studies electives: 4
- Total: 44

### Composition Track
- Core studies: 20
- Advanced jazz composition: 8
- Jazz analysis: 4
- Jazz pedagogy: 2
- Jazz ensemble: 3
- Jazz studies electives: 7
- Total: 44

## String Performance
- Core studies: 20
- Applied strings: 12
- Symphony orchestra: 3
- String electives: 5
- Electives: 4
- Total: 44
CERTIFICATE IN PERFORMANCE

The purpose of the program is to provide an intensive post-master's degree performance experience for a small number of highly accomplished performers. Entry into the program is based on evidence of ability to be successful in post-graduate level performance study. Other criteria include:

- completion of a master of music in performance degree or equivalent from an accredited institution;
- three letters of recommendation;
- an entrance audition which demonstrates performance ability at the post-master’s level.

There are two elements in the program. First, applied music (private instruction), and second, related studies. Related study will normally consist of participation in the appropriate performing organization(s), and additional academic classes in a supportive area. The course requirements for the certificate in performance appear below:

* Applied Music (24 credit hours)
* Related Study (12 credit hours)
* Recital

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 428  **Woodwind Orchestral Repertoire (3 hrs.).**

APM 446  **Percussion Pedagogy (3 hrs.).**

APM 451  **Piano Pedagogy (3 hrs.).**
APM 453  Advanced Techniques of the Music Stage (2 hrs.).
APM 471  Brass Concepts (3 hrs.).
APM 486  String Pedagogy (2 hrs.).
APM 487  Advanced Vocal Diction (2 hrs.) Advanced study in Italian, French, and German diction and translation.
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. Prerequisite: MUS 316 or consent of instructor.
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 377  Women and Music (4 hrs.). A survey exploring the roles of women musicians in their societies.
MUS 380  Piano Literature (2 hrs.). A history of piano literature from the baroque and 18th centuries; emphasis on the development of musical style with particular reference to significant compositions, performances and recordings.
MUS 381 History of Opera I (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 383 History of Opera II (2 hrs.). A history of opera during the 19th and 20th centuries; emphasis on the development of musical style with particular reference to significant operas; 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 jazz chamber groups and big bands.

MUS 441 Jazz Analysis and Applications (4 hrs.). Studies of major jazz composers in transcription. Application of styles in compositional projects.

MUS 442 Advanced Jazz Composition II (4 hrs.). Advanced topics in jazz composition. Composing for jazz chamber groups and big bands.

COMPOSITION—COM

COM 300 Orchestration (4 hrs.). Ranges, sonorities and characteristics of woodwind, brass, percussion and string instruments; orchestral studies of representative works from various periods; original transcription for orchestral ensembles. Not offered 1994-95.

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.

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, Schoenberg, Webern, Bartok, Hindemith and other as well as music of very recent times. Not offered 1994-95.

COM 304 Analytical Techniques (4 hrs.). Investigation of various analytical approaches to music syntax, structure, style and texture (including timbral and vocal or instrumental 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 may include analytical assignments as well as creative projects.

COM 308  Composition II (3 hrs.). Continuation of COM 307.

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 individual 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 composition project.

COM 444  Problems, Procedures & Techniques in the Performance of New Music (4 hrs.). By means of discussion, performance analysis and when possible performance itself, this course will explore the performance challenges of new notation and the new complexities of traditional notation as a means of enlarging the student’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 handicapping 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.


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 pre-school, 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 to develop a (1) philosophical and historical perspective of music education (2) to study the psychology of music (3) to study topics in curriculum design (4) to encourage study and research in areas of student interest and need (5) to study contemporary issues in music education that can have significant impact on classroom teaching.

MUSIC ENSEMBLE—MEN

MEN 401 Wind Symphony (1 hr.). Study and rehearsal of basic and new band repertoire in preparation for concerts presented regularly each year.

MEN 421 University Chorus (1 hr.). Rehearsals and performance of larger works of the choral repertoire.

MEN 422 Concert Choir (1 hr.). Rehearsals and performances of choral music.

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 and vocalists 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 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 485  **Jazz Vocal Ensemble.** Study, rehearsal and performance of literature for jazz ensemble.

MEN 486  **Jazz Vocal Workshop.** Survey of contemporary jazz and pop vocal techniques. Primary emphasis on developing jazz vocal solo and ensemble performance skills.

The following ensembles qualify as fulfilling the large ensemble requirement: MEN 401 Wind Symphony, MEN 421 University Chorus, MEN 431 Orchestra, MEN 437 Wind Ensemble, MEN 447 Chamber Choir.

MEN 422  **Concert Choir, MEN 447 Chamber Choir,**

MEN 491  **Contemporary Ensemble (1 hr.).** Rehearsal and performance of a broad spectrum of contemporary music.
THE THEATRE SCHOOL
FOUNDED AS THE GOODMAN SCHOOL OF DRAMA IN 1925

The Theatre School is a member of the League of Chicago Theatres, Illinois Arts Alliance, ASSITEJ/USA, American Alliance for Theatre and Education (AATE), and the Illinois Alliance for Arts Education.

ADMINISTRATION

John Ransford Watts, Ph.D.
Dean

John F. O'Malley, Ph.D.
Associate Dean

John Bridges, M.A.
   Director of Administration & Assistant Dean

Leslie Shook, M.A.
   Theatre Manager

Anastasia Gonzalez
   Budget Manager

Melissa Meltzer, J.D.
   Director of Admissions

Thomas Karr Ladd, B.F.A.
   Director of Development

Lisa A. Quinn
   Public Relations Director

Caryl Givilancz, B.A.
   Office Assistant

FACULTY

ADMISSION

CURRICULUM

Acting
Directing
Scene Design
Costume Design
Lighting Design

COURSES
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-ninth anniversary in 1994, we began our sixteenth 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 69 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.

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 his/her career goals.

FACILITIES

The Theatre School buildings are located at 2130 and 2135 North Kenmore Avenue on DePaul’s Lincoln Park campus. In addition to housing most Theatre School classes, the buildings provide rehearsal rooms, design studios, shop facilities, script library, computer lab and faculty and staff offices. The buildings are minutes from downtown Chicago by elevated train, bus or car.

DePaul’s Reskin Theatre, formerly the Blackstone, was purchased from the Shubert Organization in 1988 and renamed for a major donor in 1992. It provides The Theatre School with a professional standard, state of the art theatre facility to match the professional standards of the school’s training and productions. The school’s public productions of The Theatre School Showcase, Playworks, and New Directors Series are fully realized at the Reskin Theatre. The theatre is also used by several not-for-profit arts organizations in Chicago, the International Theatre Festival of Chicago, and an occasional feature film company, exposing Theatre School students to a broader view of the entertainment industry. The DePaul Reskin Theatre is located in the South Loop in the heart of the city. The Theatre School bus transports students between the school and the theatre for performances.
THE THEATRE SCHOOL

The Theatre School is situated in the center of Chicago's off-Loop theatre movement. Neighboring theatre and performing arts companies include Steppenwolf Theatre, Victory Gardens Theatre, Organic Theatre, Halsted Street Theatre Center, Touchstone Theatre, Wellington Theatre, Royal George Theatre, Apollo Theatre Center, and the Theatre Building. The school's location and tradition make possible contact with innovative professional theatres, a resource unparalleled between the two coasts. The vastly increasing film and television industries in Chicago offer further training possibilities.

FACULTY AND STAFF

In keeping with the school's concept of the dual importance of theory and practice and of producing a superior quality of instruction, The Theatre School's faculty and staff are highly qualified, both professionally and academically. The faculty is regularly supplemented by accomplished 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 playwrights Edward Albee and David Mamet; actresses Dorothy Loudon, Shelley Winters and Jean Stapleton; Broadway stars Donna McKechnie (A CHORUS LINE) and Andre De Shields (AIN'T MISBEHAVIN and THE WIZ); Chicago's nationally known Steppenwolf Ensemble; actor/author Orson Bean; Academy Award-winning actor Gene Hackman; Chicago theatre critics Richard Christiansen and Glenn Syse; cast members from NICHOLAS NICKLEBY; comedian Shelley Berman; Obie Award-winning playwright Megan Terry; artistic directors Robert Falls (Goodman Theatre), Gregory Mosher (Lincoln Center for the Performing Arts), JoAnne Akalitis (New York Shakespeare Festival); alumnus Jim Ragone, singing ringmaster for Ringling Bros. and Barnum & Bailey Circus; the late Geraldine Page; actors Brian Dennehy, Peter Falk, John Mahoney, and Cleavon Little; and Academy Award-winning production designer Patrizia von Brandenstein (AMADEUS).

Guest Artists who have worked closely with students in productions have been James Earl Jones, Lillian Gish, Len Cariou, Zoe Caldwell, and David William, artistic director of the Stratford Festival, Ontario. Guest workshops have been given by British actress, Joan Plowright, international director Kazimierz Braun, professional clown Steve Smith (Ringling Bros. and Barnum & Bailey Circus); stage combat experts David Boushey and James Finney, famed Japanese Kabuki actor/director Onoe Kuroemon II; musical theatre actor Carl Hall (THE WIZ). Marie Hilgemann of the Guthrie Theatre conducted a dye and paint workshop on techniques used in costume fabrication. Peter Wood, artistic director of Britain's National Theatre, taught a masters class for professional actors. Playwright Pamela Blake previewed her play BLACKBIRD as a playwright-in-residence with The Theatre School Showcase; playwright Max Bush presented his new plays AALUMAURA: THE VOYAGE OF THE DRAGON FLY and 13 BELLS OF BOGLEWOOD as playwright-in-residence with The Theatre School Playworks. Academy Award-winning film director and producer Werner Werner and film and television actor Ted Wass conducted intensive weekend workshops on 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

CHRISTINE ADAIRE, M.F.S.
Voice and Speech
University of Washington

ANTHONY ADLER, B.A.
History/Criticism
Carnegie-Mellon

JANE ALDERMAN, B.A.
Audition
Adelphi University

DAVID L. AVCOLLIE, 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 and
  Assistant Dean
  Western Illinois University

WILLIAM BROWN,
  Acting
  American Conservatory Theatre

DENNIS BROZYNKI, B.F.A.
  Drawing
  Art Institute of Chicago

BILL BURNETT, M.F.A.
  Voice and Speech
  Ohio University

LINDA BUCHANAN
  Scenic Design
  Northwestern University

NAN CIBULA-JENKINS, M.F.A.
  Costume Design
  Yale University

DEAN CORRIN, M.F.A.
  Playwriting
  Ohio University

JOHN CULBERT, M.F.A.
  Lighting Design
  New York University

LEPHATE CUNNINGHAM, JR., B.A.
  Chicago Playworks House Manager
  University of Alabama

PATRICE EGGLESTON, M.F.A.
  Movement
  Southern Methodist University

MARK ELLIOTT, M.F.A.
  Musical Theatre
  San Diego State University

MALCOLM EWEN, B.A.
  Stage Management
  Amherst College

JUDITH GEICHMAN, M.F.A.
  Drawing
  Art Institute of Chicago

CARYL GIVLANCZ
  Office Assistant

LARA GOETSCHE, B.S.
  Assistant Theatre Manager
  Northwestern University

ANASTASIA GONZALEZ
  Budget Manager

STEPHEN GRAY, M.A.
  Stage Combat
  San Diego State University

PHYLLIS E. GRIFFIN, M.F.A.
  Voice and Speech
  Goodman School of Drama

GABRIEL HALPERN, M.A.
  Movement
  Goddard College

BETSY HAMILTON, B.F.A.
  Movement
  University of Texas

STEPHEN HOULGATE, PH.D.
  Dramatic Theory
  Cambridge University

DONALD W. ILKO, PH.D.
  Acting
  Case Western Reserve University

BELLA ITKIN, PH.D.
  Acting
  Western Reserve University

JOHN JENKINS, B.A.
  Movement
  Pittsburgh State University

TRUDIE KESSLER, M.F.A.
  Voice and Speech
  University of California, Irvine

TOM LADD, B.F.A.
  Director of Development
  University of Illinois, Urbana

SUSAN LEIGH, M.F.A.
  Voice and Speech
  Temple University

MARI LOUDERBOUGH, M.F.A.
  Box Office Manager
  University of Alabama

DAWN MCKESEY
  Assistant to the Costume Shop Manager

JENNY MCKNIGHT, M.F.A.
  Group Sales Representative
  University of Alabama
JANET C. MESSMER, M.A.  
Costumiere  
University of Illinois, Urbana

MELISSA MELTZER, J.D.  
Director of Admission  
Chicago-Kent College of Law

KIMOSHA MURPHY, B.A.  
Movement  
Southern Illinois University

RIC MURPHY, M.A.  
Acting  
University of Washington

NATHANIEL NEELY  
Transportation

JOSEPH NIEMINSKI, B.F.A.  
Scene Design  
Art Institute of Chicago

CATHY OLSON, B.F.A.  
Stitcher  
North Park College

JOHN F. O’MALLEY, PH.D.  
Associate Dean  
Florida State University

JAMES OSTHOLTHOFF, M.F.A.  
Acting and Directing  
Art Institute of Chicago

SHERRIE PESTA, PH.D.  
Dramatic Literature  
Florida State University

RICHARD PETTENGILL, M.A.  
History/Criticism  
University of Chicago

GERARD PRENDERGAST, B.F.A.  
Camera Technique  
The Goodman School of Drama

LISA A. QUINN, B.F.A.  
Public Relations Director  
University of Iowa

GERALD REYNOLDS  
Carpenter

KEVIN RIGDON  
Lighting Design

LESLIE RILEY  
Movement

RUTH ROOTBERG, M.M.  
Voice and Speech  
New England Conservatory of Music

MICHAEL ROURKE, M.F.A.  
Lighting Design  
University of Virginia

VIRGIL SANNER, B.A.  
Assistant Technical Director, Reskin Theatre  
DePaul University

LESLIE SHOOK, M.A.  
Theatre Manager  
University of Illinois, Chicago

JOSEPH SLOWIK, M.F.A.  
Acting and Directing  
Art Institute of Chicago

JENNIFER SMITH, B.F.A.  
Production Coordinator  
The Theatre School, DePaul

WAYNE W. SMITH, B.F.A.  
Property Master  
University of Illinois, Urbana

JEFFREY WEBB, B.A.  
Theatre Technical Director, Reskin Theatre  
Southern Methodist University

KATHLEEN WRIGHT  
Movement

FRANK WUKITSCH, M.F.A.  
Technical Director  
Art Institute of Chicago

NAN ZABRISKE, M.F.A.  
Make-up  
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, costume design and lighting design. The minimum quarter hour requirements vary from program to program. All programs require a three year course of study, though advance placement credit is sometimes available in scenic, lighting, or costume design. Specialization requirements are listed under major field requirements on page 265.

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 Theatre School to make admission decisions without regard to the race, color, religion, age, gender, sexual orientation, 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.
- Three letters of recommendation.
- Demonstration of special competence in the major area through an audition or portfolio review and 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 acting profession 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. You are asked to prepare two short contrasting pieces of two minutes each, one contemporary and one classical. 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 physical and vocal activity. Please dress accordingly. The second part of the audition is when you will 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 faculty in the directing program and present a directorial analysis of a play previously assigned by the program head.

INTERVIEWS FOR CANDIDATES IN SCENE, LIGHTING 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.

LIGHTING DESIGN
During an interview, candidates will present a portfolio of work that contains evidence of artistic achievement and creativity in the field that is best suited to the candidate. The portfolio should include materials demonstrating visual communication skills (drawings, renderings, etc.), technical communication skills (draftings, etc.), and design skills. Photographs, slides, light plots, sketches, concepts, and lighting paperwork are all appropriate if the candidate has theatrical design experience.

PROCEDURES FOR ADMISSION
Applicants for admission should obtain an application by writing the Director of Admission, 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, a photograph, a resume, three letters of recommendation, and official transcripts of undergraduate credit are on file, an audition or interview may be scheduled by contacting the Director of Admissions. There is a $10.00 audition fee and a $25.00 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.

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 design areas 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.

**TERMINAL REQUIREMENTS FOR THE MASTER OF FINE ARTS DEGREE**

In addition to completing the graduate requirements of the major program, each student must complete two or 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. For directors and designers, a graduate thesis project.

**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 288 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: 580

**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

**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
Acting I: 511, 512, 513
Rehearsal and Performance: 561, 562, 563
Dramaturgy: 334, 335, 336

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 SCENE DESIGN

FIRST YEAR
Scene Design III: 441, 442, 443
Rendering I or II: (Level by Advisement)
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

IV. MFA IN COSTUME DESIGN

FIRST YEAR
Costume Design III: 444, 445, 446
Rendering I or II: (Level by Advisement)
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

V. MFA IN LIGHTING DESIGN

FIRST YEAR
Lighting Design III: 447, 448, 449
Rendering I: 384, 385, 386
Survey: 381, 382, 383
Set Design course*
Production Practice: 571, 572, 573

SECOND YEAR
Visual Concepts: 641, 642, 643
Drawing II: 284, 285, 286
Graduate Seminar: 601, 602, 603
Design/Tech Elective
Production Practice: 671, 672, 673

THIRD YEAR
Ind. Study (Lighting IV): 599
Rendering II: 484, 485, 486
Design/Tech Elective
Thesis Project: 741, 742, 743
Prod. Prac./Internship: 771, 772, 773
* level to be determined by the experience of the student

COURSES
With the exception of Stage Combat, 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.

284, 285, 286 **Drawing II.** Advanced drawing, including figure drawing, for design and technical students. (2 quarter hours.)

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.)
384, 385, 386 Rendering I. The course consists of exercises, studies and renderings using values of gray to achieve the illusion of 3-dimensional form. With a variety of drawing and painting materials, students work from gradually more complex still-life set ups, under controlled lighting, and from a clipping file of research which they compile.

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.)

447, 448, 449 Lighting Design III. Complete lighting design projects in a variety of styles and methods of presentation including unit set, multi-set, musicals, operas. Cuing, scenery and background design will also be covered. (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, draftings, 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 Movement I. Introduction to physical and self awareness via the techniques of yoga. This class also meets two extra hours a week with a different instructor to work specifically on strengthening and flexibility. (2 quarter hours.)

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. (2 quarter hours.)

541, 542, 543 Principles of Design. 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. (4 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.)

580  **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.)

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.)

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 Moliere. Special focus is given to scansion and verse-speaking. This study is coordinated with both movement and voice and speech classes. (5 quarter hours.)

617, 618, 619  **Technique.** An advanced level acting course which concentrates 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.)

621, 622  **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 and the creation of specific worlds (styles) will be emphasized. (2 quarter hours.)

623  **Movement II.** Feldenkrais method. Work that was previously introduced in voice class centered on the feldenkrais method of awareness through movement will continue with an instructor from the movement program. The emphasis will be placed on deepening the actor's self-awareness and expanding her/his physical choices. (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.)
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.)

Rehearsal & Performance II. See 561, 562, 563. (5 quarter hours.)

Production Practice II. See 571, 572, 573. (6 quarter hours.)

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.)

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.)

Movement III. Movement with music. The work is focused on the use of music to create and/or support beat changes, tactics, and spacial dynamics. It is designed for ensemble work. (2 quarter hours.)

Movement III. Students may elect to do an independent study in movement, either by repeating a class or introducing a project and working under faculty supervision (2 quarter hours.)

Movement III. African Dance. Introduces the student to the movement of the west african culture. Combines the use of vocal, physical and choreographic skills. (2 quarter hours.)

Voice and Speech III. Students focus on applying the principles of release and relaxation to more complex skill development. Topics include singing, voice over and continued work on specific speech skills. (2 quarter hours.)

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.)

Rehearsal and Performance III. See 561, 562, 563. (5 quarter hours.)

Production Practice III. See 571, 572, 573 (6 quarter hours.)

Thesis Project in Directing. Produced on the Theatre School's Blackstone 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.)
ADMINISTRATION

DAVID O. JUSTICE, M.A.
Dean

MIRIAM BEN-YOSEPH, PH.D.
Associate Dean

RUSSELL R. ROGERS, PH.D.
Director, Graduate Program

DONNA YOUNGER, PH.D.
Director, Undergraduate Program

MARY JANE DIX, M.P.S.
Assistant Dean, Administration

ANTOINETTE GAINES, M.M.
Director, Suburban Campuses

DOUGLAS MURPHY, M.A.
Assistant Dean, Admissions and Publications

TONY CADENA
Assistant to the Dean for Budget and Planning

MARTHA RYAN
Coordinator for Systems and Special Projects

KENN SKORUPA, M.A.
Senior Academic Advisor

RITA A. STERN
Coordinator, Graduate Program

PURPOSES

PROGRAM

CURRICULUM PLAN

LEARNING TEAM

INVESTMENT AND RETURN

ADMISSION
PURPOSES

The School for New Learning (SNL), established in 1972 as one of the seven schools
and colleges of DePaul University, exists to foster, develop and certify the knowledge
and abilities of adults and to prepare them to be self-managed, lifelong learners as
they pursue a vision of a better world. To this end, the School offers competence-based degree
programs and learning experiences that emphasize the application of what is learned in ways
that are meaningful to adults. Further, SNL practices continuous program evaluation and
enhancement and scholarly investigation to ensure that its curriculum meets the challenges of
change in a contemporary society.

THE PROGRAM

MASTER OF ARTS IN INTEGRATED PROFESSIONAL STUDIES

Originally developed in 1984 under a national grant from the Fund for the Improvement of
Postsecondary Education (FIPSE), the Master of Arts Program in Integrated Professional
Studies serves as both a model for professional education and as an innovative response to
society’s pressing need for a more adaptive workforce. Unlike many traditional graduate pro-
grams which are discipline-based and/or lead to a “major” in a specific field, the School for
Learning’s Graduate Program is designed to provide students with a perspective regarding a
particular, individualized area of focus as well as with the broad, general skills deemed criti-
cal for all professionals, i.e., the skills of liberal learning. As such, the program of study leads
to a Master of Arts degree in Integrated Professional Studies.

As its overarching aim, the M.A. Program seeks to enable practitioners to enhance their
effectiveness as both professionals and leaders and to respond dynamically to the changing
conditions and expectations in their work contexts. Thus, the two central goals of the Master
of Arts Program in Integrated Professional Studies are to assist practitioners:

(1) to achieve expertise in their areas of study by building on and integrating a base of per-
sonal and enhanced professional knowledge; and,

(2) to integrate skills of liberal learning into their performance and practice as professionals
and as socially responsible individuals.

These two goals are accomplished through the program’s unique approach to graduate
education—an approach that integrates theory and practice, enhances professional perfor-
ance, seeks to create new knowledge in emerging professional fields, and educates “Master
Practitioners” who are able to make significant contributions to their professions and society
as a whole.
THE CURRICULUM PLAN

To accomplish its goals, the graduate program is comprised of six major components: Assessment and Planning, the Focus Area, the Liberal Learning Curriculum, Assessment Sessions, the Master Work, and the Graduation Review. A sample program schedule is shown below:

<table>
<thead>
<tr>
<th>QUARTER 1</th>
<th>QUARTER 2</th>
<th>QUARTER 3</th>
<th>QUARTER 4</th>
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</thead>
<tbody>
<tr>
<td><em>Assessment and Learning Plan Colloquium</em></td>
<td><em>Applying Research Methods</em></td>
<td><em>Understanding Personal and Organizational Change</em></td>
<td><em>Improving Communication and Group Process</em></td>
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<tr>
<td></td>
<td><em>Assessment Session I</em></td>
<td><em>Focus Area Mastery Statements</em></td>
<td><em>Assessment Session II</em></td>
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<td><em>Focus Area Mastery Statements</em></td>
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<th>QUARTER 5</th>
<th>QUARTER 6</th>
<th>QUARTER 7</th>
<th>QUARTER 8</th>
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<tr>
<td><em>Valuing Human Differences</em></td>
<td><em>Engaging Ethical Reasoning</em></td>
<td><em>Exercising Effective Leadership</em></td>
<td><em>Master Work</em></td>
</tr>
<tr>
<td><em>Assessment Session III</em></td>
<td><em>Focus Area Mastery Statements</em></td>
<td><em>Assessment Session IV</em></td>
<td><em>Graduation Review</em></td>
</tr>
<tr>
<td><em>Focus Area Mastery Statements</em></td>
<td><em>Master Work Proposal</em></td>
<td><em>Focus Area Mastery Statements</em></td>
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</tbody>
</table>

I. ASSESSMENT AND PLANNING (6 credit hours)

The first component of the program is the Assessment and Learning Plan Colloquium (595). This colloquium explores the aims of graduate education with a particular focus on the program of study leading to a Master of Arts in Integrated Professional Studies — its purpose, scope, philosophy, and key roles and processes. Special emphasis is placed on developing a working draft of the Learning Plan for the individualized portion of the program (i.e., the Focus Area), attaining a fuller understanding of individual fields of professional study, and applying Liberal Learning Skills in professional practice. The process is initiated for establishing an academic committee consisting of the student, the Faculty Mentor, and a Professional Advisor (an established practitioner in the student’s professional Focus Area).

II. THE FOCUS AREA (16 credit hours)

This portion of the Graduate Program is individualized, career-related, and designed by each student in consultation with his/her Professional Advisor and Faculty Mentor. The title of the Focus Area is chosen by the student to reflect the core activity to be studied and its primary context for application. Study in the Focus Area includes the development of a personalized Learning Plan (See Assessment and Planning above) incorporating at least sixteen Learning Activities which address the following seven aspects of professional competence:

THE PROFESSIONAL MASTERY CRITERIA

- knowledge of the main theories appropriate to the Focus Area (610-622)
- ability to engage in modes of research appropriate to the Focus Area (620-622)
- ability to demonstrate expertise in the specialized skills of the Focus Area (630-632)
- facility with the communication modes that practitioners use within the Focus Area (640-642)
- knowledge of organizational and interpersonal dynamics within which professionals in the Focus Area define their roles and fulfill their responsibilities (650-652)
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, and placement of persons in an organizational setting. Emphasis on methodological techniques and legal ramifications for personnel practices.

Performance Appraisal. Theory of criterion development, the evaluation process, and measurement in performance appraisal. Emphasis on design and development.

Advanced Training and Development in Organizations. In-depth exposure to issues related to training in industry and other organizations. Such topics as needs assessment, training program design, program evaluation, and relevant social and economic issues will be covered.

Psychological Theories of Organizations. Theory and research in the psychology of organizations relating to organizational design, analysis, systems, processes, and change.

Organizational Consultation. Applies behavioral science and managerial theories and methodologies to organizational consultation and change processes.

Job Analysis and Professional Ethics. Theory, research, and application in job analysis, job evaluation, and compensation systems. Ethical issues in the practice of I/O psychology.

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 Psychodiagnostic. Advanced study of projective techniques and other assessment methods, with emphasis on analysis, interpretation and integration of all pertinent clinical data, and report writing.
School for New Learning

- ability to interpret issues and problems of the Focus Area within larger temporal, social, or international contexts (660-662)
- ability to analyze issues of ethics appropriate to the Focus Area (670-672)

After developing a Learning Plan, students complete the identified Learning Activities through on-the-job projects, documented prior learning, coursework, professional certification programs and independent research.

III. THE LIBERAL LEARNING CURRICULUM (14 credit hours)

The Liberal Learning Curriculum is designed to develop and refine facility in the following essential skills rooted in the timeless tradition of the liberal arts:

THE LIBERAL LEARNING CRITERIA

- facility in self-assessment and self-managed learning
- facility in critical, synthetic, and creative thinking
- facility in applying moral reasoning to issues of values and ethics
- facility in various modes of communication
- facility in interpersonal relations

These five liberal learning skills are addressed through a series of six classes, known as colloquia, each of which meets once a week for six to nine weeks, one colloquium per quarter. In addition to focusing on the development of liberal learning skills, each colloquium emphasizes a specific topic area deemed critical for all professionals. The colloquia provide opportunities for students to interact with one another as professionals from diverse fields, to experience a variety of perspectives regarding major professional issues, and to develop and refine their liberal learning skills in relation both to their Focus Areas and personal experiences. A brief description of each of the six colloquia follows:

601 Applying Research Methods (Second Quarter; 6 weeks; 2 credit hours). This colloquium provides students with an opportunity to develop the Liberal Learning Skills through applying research methods. Basic concepts, principles and methods of research, analysis of relevant literature in students' individualized Focus Areas, and the adaptation of traditional models of academic research to the workplace are discussed. Students are provided with opportunities both to further their skills in critical thinking, conceptualization, and problem-solving and to develop strategies for the successful management of independent research and self-managed learning.

602 Understanding Personal and Organizational Change (Third Quarter; 6 weeks; 2 credit hours). This colloquium provides students with an opportunity to develop the Liberal Learning Skills through understanding personal and organizational change. Multiple dimensions and dynamics of change and the roles and responsibilities of professionals as change agents are explored. Special emphasis is placed on analyzing change processes using both linear and systems models and formulating interventions to facilitate productive change in the workplace (profit and nonprofit).
603 Improving Communication and Group Process (Fourth Quarter; 9 weeks; 4 credit hours). This colloquium provides students with an opportunity to develop the Liberal Learning Skills through communication and group processes. Techniques for enhancing communication and group functioning (e.g., listening actively, giving and receiving feedback, conceptualizing communication objectives, delivering both formal and informal presentations, resolving conflict, forming coalitions and consensus) are discussed and practiced. Students are provided with opportunities to assess their personal communication styles and to develop strategies for improving both their interpersonal effectiveness and the effectiveness of work groups and/or teams.

604 Valuing Human Differences (Fifth Quarter; 6 weeks; 2 credit hours). This colloquium provides students with an opportunity to develop the Liberal Learning Skills through valuing human differences. The origins, nature, and costs of prejudice and other barriers that interfere with the valuing of human differences are explored in and of themselves and in relation to the increasingly diverse workforce in today's organizations. In addition, through group discussions and interviews, students are provided with opportunities to gain a deeper understanding of their own prejudices and to develop and rationale for revaluing human differences in their own lives.

605 Engaging Ethical Reasoning (Sixth Quarter; 6 weeks; 2 credit hours). This colloquium provides students with an opportunity to develop the Liberal Learning Skills through engaging ethical reasoning. A variety of ethical decision-making frameworks are explored as well as the nature and impact of ethical issues and questions pertinent to organizational contexts. Case studies are used to stimulate reflection on individual and societal moral values. In addition, particular attention is given to designing a personal model of ethical decision-making for application within various contexts.

606 Exercising Effective Leadership (Seventh Quarter; 6 weeks; 2 credit hours). This colloquium provides students with an opportunity to develop the Liberal Learning Skills through exercising effective leadership. Major themes of each of the previous colloquia are integrated within the concept of effective leadership in a changing world. Key theories and principles relative to the management/leadership continuum are examined as well as the implications of current trends for the future of leadership both in general and within students' personal/professional contexts.

IV. ASSESSMENT SESSIONS

At various intervals throughout the Liberal Learning Curriculum, students and their faculty mentors meet to ascertain progress-to-date and further the process of integration between colloquium topics, Liberal Learning skills, and students' Focus Areas.
V. THE MASTER WORK (8 credit hours)

The Master Work is an original, independent conducted project that incorporates elements of both theory-and-practice and knowledge-and-skill and demonstrates integration of the Liberal Learning Skills with the professional Focus Area. It serves as the culminating Learning Activity of the program and is intended to make an original contribution to the student's professional field. Typically it involves a practice-based problem with an appropriate intervention. Students complete the Master Work in two phases: proposal (680; two credit hours) and final product (681; six credit hours).

VI. THE GRADUATION REVIEW (2 credit hours)

The Graduation Review (690) serves as the final culmination of the graduate program in terms of review, reflection, summative integration and completed documentation. Emphasis in the Graduation Review is placed on demonstrating competency relative to integrating the Liberal Learning Criterial, the Professional Mastery Criteria (in relation to the Focus Area), and one's professional plans for the future. Perspectives regarding the program's overall effectiveness also are solicited.

THE LEARNING TEAM

The teaching/learning transaction, which is central to the Master of Arts Program in Integrated Professional Studies, involves several constituent groups: students, professional advisors and faculty.

**Students:** The Graduate Students in the M.A. Program are all working adults with at least three years of experience related to their fields of study who want to tailor their degree programs to address their personal and professional goals. Thus, the program serves a variety of students studying in diverse fields and ranging in age from their mid-twenties to their mid-sixties. In general, students come from fields which are not readily served by existing graduate programs, either because these fields are new or rapidly changing or because students wish to take existing fields in new directions. In addition, some students, having previously completed graduate study in other programs, utilize this program as a systematic means to update and expand their knowledge and skills as well as gain an additional graduate degree. To encourage collaboration among the rich diversity and resourcefulness of learners in the graduate program, students engage in the Liberal Learning Curriculum in learning clusters of approximately 15 other graduate students. The cluster provides a supportive learning environment as well as a network for professionals.

**Professional Advisors:** Within the individualized Focus Area portion of the program, each student is matched with a Professional Advisor (a recognized practitioner/expert in that field). Along with the student and the Faculty Mentor, the Professional Advisor serves as a member of the student's Academic Committee and acts as a crucial source of both challenge and support to the student. Further, the Professional Advisor plays a key role in directing and facilitating the individualized portion of the M.A. curriculum and, in conjunction with the Faculty Mentor, helps the student identify long-range professional goals and design a program of study appropriate to meet these goals. Drawing upon the rich resources of DePaul and the Chicago metropolitan area, Professional Advisors are chosen based on their qualifications and the nature and scope of the student's identified Focus Area.

**Faculty:** Selected from both professional and academic ranks, SNL faculty possess both content specialization and expertise in the processes of teaching adults in the student-centered, interdisciplinary manner. As each cluster of graduate students is admitted, a Faculty Mentor is assigned as their primary liaison and facilitator for instruction, cluster administration, advising, and assessment. Faculty Mentors also maintain responsibility for the program's overall governance. Additional visiting faculty are identified to provide instruction for the Liberal Learning Curriculum.
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Northwestern University
MIRIAM BEN-YOSEPH, PH.D.
Assistant Professor, Associate Dean
Northwestern University
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Institute of Cultural Affairs
MEGAN VAUGHAN, M.F.A.
Consultant
Vaughan and Associates
THE INVESTMENT AND ITS RETURN

The Graduate Program involves an investment of both time and funds. Insofar as the program is completed individually, the time needed to fulfill the requirements for the degree varies; however, degree completion typically involves two years of study and includes 46 credit hours. Upon completion of the program’s requirements and the recommendation of its faculty, a Master of Arts degree in Integrated Professional Studies from DePaul University is conferred upon the program’s graduate students.

Insofar as tuition changes periodically, a list of current fees is maintained under separate cover and is available through the SNL office. To assist students in financing the cost of their education, the University provides a number of options for financial aid. Two of these are of particular interest to graduate students. The DePEPER plan is available for students who participate in employer-paid tuition reimbursement programs. Under the DePEPER plan, students are able to receive an extension on the payment of their tuition until final grade reports are mailed at the end of each quarter. This minimizes the length of time between the student’s payment of tuition and the reimbursement of that cost by the student’s employer. The DePUP plan is aimed at students who do not have the option of employer-paid tuition reimbursement. This plan provides the option for students to distribute the cost of their tuition over multiple payments rather than remitting it in one lump sum.

For more specific information regarding the DePEPER and DePUPP plans, as well as other financial aid options, students are encouraged to contact the DePaul Office of Student Financial Services at (312) 362-8480.

ADMISSION

Individuals interested in the Graduate Program are encouraged to attend an SNL Graduate Program Orientation Session or schedule an individual appointment with an SNL advisor to discuss the program. Orientation Sessions are conducted throughout the year, free of charge at the Loop Campus. The Orientation Session offers a brief overview of the program, along with an opportunity to ask questions and receive an application packet including the Application Form, two Recommendation Requests and two Transcript Requests. Individual advising appointments are available at the O’Hare, Oak Brook, and South Campuses. Reservations are required for both Orientation Sessions and individual advising appointments and may be made by calling the appropriate campus.

Upon receipt and review of completed admissions materials, applicants participate in a personal interview with a member of the Graduate Admissions Committee. This session provides an opportunity for the applicant to receive a more detailed explanation of the program and for both the applicant and the Admissions Committee to ascertain the program’s match with the applicant’s goals, motivations and abilities. Applicants are informed by letter of their admission status as soon after the interview as possible.

Criteria for admission include the following:

– appropriate academic background and ability (undergraduate degree from an accredited institution and skills in writing, collaboration, critical thinking, reflection, self-discipline, self-assessment and self-management adequate for graduate-level learning);

– education and career goals congruent with the philosophy and scope of the M.A. Program;

– understanding of the purpose(s) and processes of the M.A. Program; and,

– and individualized, career-related Focus Area proposed for study.
Approved Focus Areas are to meet the following criteria: (1) be supported by at least three years of related experience or its equivalent; (2) be supported by an ongoing professional setting in which the applicant is able to practice and apply learning throughout the program; (3) be responsive to inquiry and development regarding the Professional Mastery Criteria (see above); (4) be unaddressed by existing DePaul graduate programs or by nationally recognized curricula for certification or licensure; and, (5) be ultimately subject to presentation as a descriptive phrase specifying both the core activity of study and its primary context for application.

Applications for admission are reviewed throughout the year for entry during various quarters and on various campuses. For specific application deadline dates per quarter, contact the Admission Coordinator of the School for New Learning (312-362-8001).
THE UNIVERSITY

CAMPUSSES

DePaul University has five locations. The Lincoln Park Campus is situated about three miles north of the Chicago Loop in the vicinity of Webster (2200 N), 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, between State Street and Wabash Avenue at Jackson Boulevard, 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, DesPlaines—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 South Campus is located at South Suburban Community College’s University and College Center, 16333 South Kilbourn Avenue, Oak Forest—at I-57 and 167th Street. The College of Commerce, the College of Liberal Arts and Sciences, and the School for New Learning offer courses at a number of these sites.

UNIVERSITY LIBRARIES

The DePaul Libraries provide resources and services to students, faculty, and staff through six different units: The Lincoln Park Library, the Loop Campus Library, the Law Library, the Oak Brook Library, O’Hare Campus Library and the South 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. From the same terminal, students and faculty can identify and check out books from 41 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, materials from libraries across the United States can be located and obtained through other computer networks. Electronic networked access to periodical articles and other information resources in the social sciences, business, humanities, and sciences is readily available through online and compact disc (CD-ROM) data bases at all campuses.

The combined collection of the DePaul University Libraries includes over 629,000 volumes, 296,000 microform volumes, over 8,800 current serial subscriptions, and a varied microcomputer software and audiovisual collection. Information, brochures, and bibliographies are available in all six locations. The Library Research Workbook which freshmen complete in English 105 (Common Studies) provides an Introduction to library services and resources. 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 curriculum materials for elementary and secondary school teaching, a slide library, a Career Information Center, 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 focuses on various materials documenting the growth and development of DePaul.

The Loop Campus Library primarily focuses on business materials to support the programs of the College of Commerce but also has core collections of materials in other subjects. A Career Information Center provides resources on career choice, job search techniques, and company information. Other useful collections include the industry file and the corporate annual report file.
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 an official depository for government publications, the Law Library provides a comprehensive collection of federal documents.

The Oak Brook, O'Hare, and South 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 complete access to all the library's networked information resources, including ILLINET Online and CD-ROM databases. Books and other journal articles needed by students and faculty are delivered by a daily intra-university shuttle service.

**ACADEMIC COMPUTING FACILITIES**

University Planning and Information Technology (UPIT) provides facilities and resources to support instruction and research at DePaul University. DePaul's academic network includes a VAX6410, an IBM 9221, a Sun SPARCcenter 1000. Local area networks of microcomputers are also provided on all DePaul campuses. Over 1,000 microcomputers and terminals are connected to the academic computer network to support student laboratories and classrooms. Dial-in access is available 24 hours a day, 7 days a week on the main frame systems. Operators are on duty to assist users during all hours of operation.

**LOOP CAMPUS**

**Terminal Lab:**
243 S. Wabash, 4th Floor
Chicago, IL 60604
312/362-8336

**Computer Learning Center:**
25 E. Jackson, 13th Fl.
Chicago, IL 60604
312/362-8342

**Macintosh Teaching Lab:**
25 E. Jackson, Room 1006
Chicago, IL 60604
312/362-5648

**LINCOLN PARK CAMPUS**

**Terminal, PC and Macintosh: (SAC)**
2320 N. Kenmore, Room 235
Chicago, IL 60614
312/362-8342

**Microcomputer Lab: (McGaw)**
802 W. Beldon, Room 145
Chicago, IL 60614

**Microcomputer Lab: (Byrne)**
2219 N. Kenmore, Room 358
Chicago, IL 60614

**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
708/296-5348 or 312/362-7608

**SOUTH CAMPUS**

**Micromputer Lab:**
1633 S. Kilbourn, Room 5004
Oak Forest, IL 60452
708/633-9093
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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 Chicagoland Advocates 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

HONOR SOCIETIES
Alpha Lambda Delta
Beta Alpha Psi
Beta Gamma Sigma
Delta Mu Delta
Delta Sigma Pi
Golden Key National Honor Society
Omicron Delta Epsilon
Order of the Coif
Phi Alpha Delta
Phi Alpha Theta
Phi Delta Kappa

Phi Kappa Delta
Phi Kappa Phi
Pi Kappa Lambda
Pi Sigma Alpha
Psi Chi
Sigma Delta Pi
Sigma Pi Sigma
Sigma Theta Tau
Sigma Xi
Theta Alpha Kappa
HANDBOOK FOR GRADUATE STUDIES

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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 found in the Student Handbook. 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

Academic counseling helps to insure successful completion of graduate studies. If you are a degree-seeking student, contact your faculty advisor. If you are a non-degree seeking student or a student-at-large, contact either your graduate division office, or the appropriate department or program director.

COURSES AND CREDIT

No one is permitted to attend a class for which he or she has not been properly registered. 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.

Students enrolled for eight or more quarter hours of credit are considered full-time. Those enrolled for less are considered part-time. For students fully employed, registration for two courses in a term is the suggested maximum.

Courses numbered 300 through 399 are advanced undergraduate courses. If listed in this Bulletin, they may be accepted for graduate credit within the limitations stipulated by the specific departmental chair or program director.

GRADATES

Following is the key to the system of evaluating the academic achievement by the student of the educational objectives specified by the instructor in the course syllabus. These definitions apply to the straight letter grade. A plus grade represents slightly higher achievement than the straight letter grade. A minus grade represents slightly lower achievement than the straight letter grade.
A  The instructor judged the student to have accomplished the stated objectives of the course in an EXCELLENT manner.

B  The instructor judged the student to have accomplished the stated objectives of the course in a VERY GOOD manner.

C  The instructor judged the student to have accomplished the stated objectives of the course in a SATISFACTORY manner.

D  The instructor judged the student to have accomplished the stated objectives of the course in a POOR manner.

F  The instructor judged the student NOT to have accomplished the stated objectives of the course.

IN Temporary grade indicating that the student has a satisfactory record in work completed, but for unusual or unforeseeable circumstances not encountered by other students in the class and acceptable to the instructor is prevented from completing the course requirements by 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's receiving an incomplete grade.

R  Student is making satisfactory progress in a course that extends beyond the end of the term or in a project extending over more than one quarter.

W  Automatically recorded when the student’s withdrawal is processed on or before the date designated in the academic calendar for such a withdrawal.

FX Student stopped attending course. This is an apparent withdrawal. The grade can be changed to a “W” grade by the college administration without consulting the instructor if it is determined that the student attempted to withdraw but followed incorrect procedures, or on other administrative grounds. If not administratively removed, it is scored in the grade point average the same as an “F.” Students are advised to contact their college office to initiate the request to correct an FX grade. An FX grade may not be changed if it has remained on the student’s record beyond twelve months except in extraordinary circumstances.

QUALITY POINTS

Quality points are awarded to a student in relation to the grade given and the number of quarter hours of credit attempted in the course. Quality points are awarded according to the following schedule:

A  4 times as many quality points as the credit hours assigned to the course.
A−  3.7 times the number of credit hours.
B+  3.3 times the number of credit hours.
B   3 times the number of credit hours.
B−  2.7 times the number of credit hours.
C+  2.3 times the number of credit hours.
C   2 times the number of credit hours.
C−  1.7 times the number of credit hours.
D+  1.3 times the number of credit hours.
D   1 quality point for each credit hour in the course.
F, FX (no quality points)
W, INC, R (quality points not assigned)
### Illustration

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points Per Credit Hour</th>
<th>Credit Hours Attempted</th>
<th>Quality Points Merited</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4</td>
<td>4</td>
<td>= 16</td>
</tr>
<tr>
<td>A−</td>
<td>3.7</td>
<td>4</td>
<td>= 14.8</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>4</td>
<td>= 13.2</td>
</tr>
<tr>
<td>B</td>
<td>3</td>
<td>4</td>
<td>= 12</td>
</tr>
<tr>
<td>B−</td>
<td>2.7</td>
<td>4</td>
<td>= 10.8</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>4</td>
<td>= 9.2</td>
</tr>
<tr>
<td>C</td>
<td>2</td>
<td>4</td>
<td>= 8</td>
</tr>
<tr>
<td>C−</td>
<td>1.7</td>
<td>4</td>
<td>= 6.8</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
<td>4</td>
<td>= 5.2</td>
</tr>
<tr>
<td>D</td>
<td>1</td>
<td>4</td>
<td>= 4</td>
</tr>
<tr>
<td>F, FX</td>
<td>0</td>
<td>4</td>
<td>= 0</td>
</tr>
</tbody>
</table>

W, IN, R Quality Points not assigned.

### Grade Requirements

You must earn a grade of "B−" or higher to receive graduate credit for any upper level undergraduate course (300 level) that has been accepted for graduate credit.

You must achieve a minimal grade point average of 2.500 to graduate. A grade of "D+" or "D" is unacceptable for graduate credit, and if earned in a required course, the course must be repeated or substituted as directed by the chair of the area of concentration. "D+" or "D" grades remain on the academic record and are calculated into the cumulative grade point average.

### 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.
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 1994-95 are applicable only to graduate students.

GRADUATE STUDENT TUITION, PER QUARTER HOUR
Liberal Arts and Sciences
100-200 series, per hour .......................................................... $233.00
300-700 series, per hour .......................................................... 257.00
Computer Science courses in 300-600 series, per hour ................. 290.00
Education
100-200 series, per hour .......................................................... $233.00
300-600 series, per hour .......................................................... 257.00
Music
100-200 series, per hour .......................................................... $251.00
300-700 series, per hour .......................................................... 302.00
School for New Learning
All courses, per hour ............................................................. $257.00
Theatre
Graduate 1-11 credit hours, per hour ......................................... $331.00
Graduate 12+ credit hour package, per term .......................... 4,559.00

GENERAL FEES
Fees are not refundable
Graduate Application Fee ...................................................... $25.00
Readmission Fee ................................................................. 5.00
Registration Fee ................................................................ 10.00
Delinquency Fee ................................................................. 100.00
Deferred Examination Fee
On Designated Dates ............................................................ 10.00
At Times Not Designated ...................................................... 20.00
Doctoral Dissertation Fee ....................................................... 60.00
Thesis Binding (Per Copy) .................................................... 10.00
Each Transcript of Credit Fee .................................................. 5.00
Each Returned Check Fee ....................................................... $25.00

a. 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 $25.00 charge will be assessed for each such occurrence.

MATERIAL FEES
See individual course descriptions for specific material fees.

TUITION PAYMENT POLICY
All tuition and fees are due DePaul University at the time of registration. All charges must be paid in-full by the payment date. The payment dates for each term of the 94-95 academic year are:

Friday, September 2, 1994—Fall Quarter
Friday, December 16, 1994—Winter Quarter
Friday, March 17, 1995—Spring Quarter
Tuition charges for any course registrations after the payment date must be paid in-full at the time of registration.

Tuition is due by the payment date whether or not a bill has been received. If you have not received a bill, you may contact the Student Financial Services Office at (312) 362-8379 or (312) 362-8480 any time during business hours to determine the amount you are required to pay.

Payment must be received in the Cashier's Office or one of its depositories by the payment dates as indicated. Students may pay by check, money order, or credit card (Visa, Master Card, or Discover). Payments may be made to the Cashier's Office by mail or in-person, or if paying by credit card, by phone (312) 362-6744. (Please note: If paying by mail, the university does not accept responsibility for delays in the U.S. Postal Service.)

Students whose accounts show a balance due after the date payment is required will be assessed a $100 delinquency fee and prohibited from future registration and receiving transcripts. Any requests appealing assessment of delinquency fees must be submitted in writing to the Student Financial Services Office.

BILLING

Bills will be printed and mailed when a registration is recorded. Payment must be made by the published payment date to avoid delinquency fee assessment regardless of whether or not a bill is received. If a bill is not received students may contact the Accounts Receivable Office at (312) 362-8379 for information relative to charges due. Revised bills will be issued for enrollment changes made after the initial registration.

For registrations and enrollment changes made after the payment date for a term, payment is due immediately. Although bills will be issued, to make timely payment students may contact the above referenced office for information regarding tuition charges.

If a student loses or misplaces his or her bill and needs a copy of the tuition account for records or for employer reimbursement, a printed copy of the account may be obtained from the Student Financial Services Office.

WITHDRAWAL

Students who must withdraw either from a course or from the university may do so in person at their home college, by letter addressed to the college, or by using the university's telephone registration system when appropriate. Withdrawals processed via NROL or in person are effective the day on which they are made. Withdrawals processed as a result of a letter are effective at the discretion of the college office. Simply ceasing to attend, or notifying the faculty, or nonpayment of tuition does not constitute a withdrawal of record and will result in academic as well as financial penalty.

Upon processing the withdrawal request the tuition charge for courses during the regular academic year will be reduced according to the following schedule where the Effective Date is:

Prior to or at 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 reduction will be granted after the first week of the term. For workshops or courses of two weeks or less duration, no refunds will be granted after the workshop or sessions begin.

For the Summer sessions, consult the schedule of tuition, fees and refunds listed in the summer classes booklet.

Fees are not refundable.

NOTE: Students receiving financial aid are advised to contact a Financial Counselor to discuss the consequences of a withdrawal effecting 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 then remaining on the account will be processed as a refund.

Loan checks, such as the Perkins and FFELP 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/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. 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 $25.00 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.

6. A student adding a class will receive a revised confirmation.

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 Student Financial Services administers a variety of loan and work programs for which graduate students are eligible to apply.
LOANS

FEDERAL STAFFORD LOAN. There are two types of Federal Stafford Loans—subsidized and unsubsidized. Subsidized Federal Stafford Loans are based on financial need and eligibility is based on federal methodology. Repayment is deferred until after you graduate or cease to be enrolled at least half-time, and the interest is paid by the government while you are enrolled in school. Unsubsidized Federal Stafford Loans are not based on need. Students may borrow the cost of education minus all other financial aid received, including any subsidized Federal Stafford, up to the Federal Stafford maximum. However, the interest must be paid by the student while he or she is enrolled, or it may be accrued and capitalized. Repayment of the principle is deferred until after the student graduates or ceases to be enrolled at least half-time.

Graduate students may borrow a maximum of $18,500 per year. Up to $8500 can be in the form of a subsidized loan and the remainder is unsubsidized. The amount a student may borrow in subsidized Federal Stafford cannot exceed his or her financial need.

STAFFORD LOAN MAXIMUMS FOR GRADUATE STUDENTS

<table>
<thead>
<tr>
<th>Stafford Maximums</th>
<th>Subsidized Stafford Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Subsidized plus Unsubsidized)</td>
<td>$18,500</td>
</tr>
<tr>
<td></td>
<td>$8500</td>
</tr>
</tbody>
</table>

Graduate students who have previously borrowed under the SLS (Supplemental Loan) should note that this program has been incorporated into the unsubsidized Stafford.

Federal Stafford Loans, both subsidized and unsubsidized, are borrowed through a bank, savings and loan, credit union, or other participating lender willing to make the loan. The loan is guaranteed by a state or private non-profit agency.

FEDERAL SUPPLEMENTAL LOAN TO STUDENTS (SLS). Your eligibility for the Federal Supplemental Loan varies according to your cost of attendance and other financial aid you are receiving, up to a maximum of $10,000 per year as a graduate or professional student. The interest rate is variable, but may not exceed eleven percent. If you borrow, you have the option of making periodic payments of the interest while you attend school, or of allowing the interest to accrue and be added to the loan principal.

ALTERNATIVE FINANCING

DEPAUL UNIVERSITY

The DePaul University Payment Plan (DePUPP) is a budget payment option which allows students to pay their tuition, fees, and room and board in monthly installments over a nine month period. This service is available to all DePaul University students. It is not a loan program, there are no interest or finance changes, or credit or financial needs requirements.

The student determines the budget amount for the plan. DePUPP requires a minimum budget amount of $750.00. The budgeted amount is the student’s total estimated annual charges (tuition, fees, room and board) less the total estimated financial aid awards (annual scholarships, grants, loans). Books and personal expenses are not covered by this budget. The total amount budgeted under the plan will be divided equally over the number of months in the plan at the time you apply.

The plan period is from July to March with payments due the 15th of each month. The student may pay by check, money order, or credit card (VISA, Master Card, or Discover).

Monthly billing statements will be sent to the student in advance of each payment due date. The statement will reflect charges and any payments or credits received since the last bill, the payment plan amount due by the 15th, and the current outstanding balance.
Students are urged to apply early. To participate in the nine month program, applications must be received by the Accounts Receivable Office no later than June 1. Applications made after this date must be accompanied by any past due payments to catch up to the regular schedule.

Applications received after September 1st but prior to October 1st will be processed for Winter/Spring term registrations only. Payments for the budgeted amount will be over a six month period with the first payment due October 15th, and the last payment due March 15th.

Students who wish to participate in DePUPP should complete and submit a plan application to the Accounts Receivable Office with the application fee by the appropriate due date. An annual non-refundable fee of $30.00 is required for each application.

The application is valid for one academic year only. For each year a student wishes to participate in this program a new application must be submitted.

More detailed information regarding this program and plan applications are available from the Financial Accounts Department and the Financial Aid Office.

Any questions regarding DePUPP should be directed to the Accounts Receivable Office (312) 362-8322, or you may write to: Accounts Receivable Office, DePaul University, 1 E. Jackson Blvd., Chicago, IL 60604.

The DePaul Extension Plan for Employer Reimbursement (DePEPER) is an optional program for students receiving tuition reimbursement from their employers, and is administered through the Financial Accounts Office. This plan is designed to view coverage by an employer tuition reimbursement program as pending financial assistance. Since employer reimbursement is generally issued at the end of a term, DePEPER allows the students covered by such an employer reimbursement plan to receive an extended payment due date for their tuition charges which is at the end of the term for which they are registered.

Bills and grades will be issued to the students only and not to employers. It is the responsibility of the students to provide their employer with copies of any documents their employer may require.

To be eligible to participate in this program: The student must submit to the Cashier's Office a ‘DePEPER Payment Application’ form completed and signed by the student and the student’s employer verifying employment and eligibility in their employer’s tuition reimbursement plan, and a $10 application fee. The completed ‘original’ blue document plus the application fee are required for eligibility in this program and must be received by the Cashier’s Office no later than the application deadline date for the term the student is registering. Do Not Return This Document To The College Office.

DePEPER Application Deadline Dates and Extended Payment Due Dates for the 1994-95 Academic Year are as follows:

<table>
<thead>
<tr>
<th>Term</th>
<th>Application Deadline Date</th>
<th>Extended Payment Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autumn Quarter</td>
<td>Friday, August 26, 1994</td>
<td>Friday, January 6, 1995</td>
</tr>
<tr>
<td>Winter Quarter</td>
<td>Friday, December 9, 1994</td>
<td>Friday, April 14, 1995</td>
</tr>
<tr>
<td>Spring Quarter</td>
<td>Friday, March 10, 1995</td>
<td>Friday, July 14, 1995</td>
</tr>
<tr>
<td>Summer Session I</td>
<td>Friday, June 2, 1995</td>
<td>Friday, September 8, 1995</td>
</tr>
<tr>
<td>Summer Session II</td>
<td>Friday, July 7, 1995</td>
<td>Friday, September 29, 1995</td>
</tr>
</tbody>
</table>

DePEPER applications are good for one term only. For each subsequent term students register and wish to participate in the program, a new application must be submitted with an application fee to the Cashier's Office. Applications for this program are available from the Financial Accounts Office, the Financial Aid Department and the college offices.

Please be advised COPIED FORMS AND FAXED COPIES WILL NOT BE ACCEPTED. The University does not accept responsibility for delays in the U.S. Postal System; therefore, if mailing, please allow sufficient time for delivery. Forms without application fees and forms received after the application deadline date will not be accepted.
Students participating in this program are granted an extended payment due date for their tuition, and are responsible for paying their tuition account in-full by that date whether or not they have completed the work for their courses, and whether they have received the total amount from their employer or not. Failure to pay by the extended date can subject the student to a delinquency fee and collection activity.

(Special seminars, workshops and courses which require pre-payment, and audits and zero credit courses are not covered by this program.)

Any questions regarding this program should be directed to the Office of Student Financial Services (312) 362-8480.

PRIVATE AGENCIES

Other sources of loan funding are made available through private agencies for those who feel their needs have not been met sufficiently or those who are determined to be ineligible for other types of financial aid.

There are long term loan programs available such as The Educational Credit Corporation (ECC), EXCEL, and Option IV.

For more information about these and other alternative financing programs, contact the Office of Financial Aid.

PART-TIME EMPLOYMENT

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 Human Resource Office to see if you are eligible.

HOW TO APPLY

For more information about financial aid programs, contact DePaul University's Office of Student Financial Services, 1 E. Jackson Blvd., Chicago, IL 60604. Telephone (312) 362-8091.

To be considered for 1995-96 federal financial aid programs, you may apply through April 30, 1995.

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.
AUTUMN QUARTER
AUGUST 26  Friday. Final date for submitting thesis or dissertation for October degree conferral.
AUGUST 12  Friday. Autumn tuition payment date.
SEPTEMBER 5  Monday. Labor Day.
SEPTEMBER 7  Wednesday. Autumn Quarter evening classes begin.
SEPTEMBER 24  Friday. Last day to withdraw with 100% tuition reduction.
OCTOBER 1  Saturday. University Degree Conferral.
OCTOBER 5  Wednesday. Last day to file for February Degree Conferral.
OCTOBER 6-12  Thursday-Wednesday. Mid-Term Week (optional).
OCTOBER 28  Friday. Last day to withdraw from classes.
NOVEMBER 15  Tuesday. Last day of Autumn Quarter evening classes.
NOVEMBER 16-22  Wednesday-Tuesday. Final Examinations for Autumn Quarter evening classes.
NOVEMBER 23  Wednesday. End of Autumn Quarter.
NOVEMBER 23-28  Wednesday Evening-Monday. Thanksgiving Holiday.
DECEMBER 16  Friday. Winter tuition payment date.

WINTER QUARTER
JANUARY 3  Tuesday. Winter Quarter evening classes begin.
JANUARY 6  Friday. Final date for submitting thesis or dissertation for February degree conferral.
JANUARY 20  Friday. Last day to withdrawal with 100% tuition reduction.
JANUARY 27  Friday. Last day to file for June Commencement.
FEBRUARY 1  Wednesday. University Degree Conferral.
FEBRUARY 1-7  Wednesday-Tuesday. Mid-Term Week (optional).
FEBRUARY 24  Friday. Last day to withdraw from classes.
MARCH 13  Monday. Last day of Winter Quarter evening classes.
MARCH 17  Friday. Spring tuition payment date.
MARCH 14-20  Tuesday-Monday. Final Examinations for Winter Quarter classes.
MARCH 20  Monday. End of Winter Quarter.

SPRING QUARTER
MARCH 25  Saturday. Spring Quarter classes begin.
APRIL 1-3  Friday-Sunday. Easter. Holiday—No classes.
APRIL 7  Friday. Last day to withdraw with 100% tuition reduction.
APRIL 22-28  Saturday-Friday. Mid-Term week (optional).
MAY 12  Friday. Last day to withdraw from class. Final date for submitting thesis or dissertation for June Commencement.
JUNE 3  Saturday. Last day of Spring Quarter classes.
JUNE 5-10  Monday-Saturday. Final Examinations for Spring Quarter classes.
JUNE 9  Friday. Summer I tuition payment date.
JUNE 10  Saturday. Spring Quarter ends.
JUNE 10-11  Saturday-Sunday. Commencement.
SUMMER SESSIONS

JUNE 15  Thursday. First Summer Session begins.
JUNE 24  Friday. Last day to file for October Degree conferral.
JULY 4  Tuesday. Independence Day. Holiday—No classes.
JULY 9  Thursday. Summer II tuition payment date.
JULY 20  Thursday. First Summer Session ends.
JULY 24  Monday. Second Summer Session begins.
JULY 28  Friday. Last day to withdraw from Session II with 100% tuition reduction.
AUGUST 25  Friday. Second Summer Session ends.
## COLLEGE OF LIBERAL ARTS AND SCIENCES 5-192

### A
- Actuarial Science 114
- Administration Listing 6
- Admission, General
  - College of Liberal Arts and Sciences 10
  - Doctoral Program
  - Computer Science 8, 50
  - Philosophy 8, 128
  - Psychology 8, 145
  - Master's Programs 7
- Applied Mathematics 114
- Applied Physics 135
- Artificial Intelligence 31

### B
- Biochemistry 19
- Biology, Master of Science 14

### C
- Chemistry, Master of Science 18
- Clinical Psychology 143, 145
- Coating Technology 19
- Cognitive Skills 129
- Computer Science
  - Concentrations
    - Artificial Intelligence 31
    - Data Communications 33
    - Data Analysis 32
    - Personalized Concentration 34
    - Quality Management 39
    - Software Engineering 40
    - Standard Computer Science 31
    - Telecommunications 43
    - Visual Computing 33
- Computer Science, Master's Programs
  - Information Systems 36
  - Management Information Systems 46
  - Software Engineering 40
  - Telecommunications Systems 43
- Computer Science, Doctoral Program
  - Artificial Intelligence 50
  - Communications 51
  - Computer Information Systems 51
  - Data Analysis and Database 51
  - Operating Systems 52
  - Programming Languages 52
  - Software Engineering 52
  - Theoretical Computer Science 51
  - Visual Computing 52

### D
- Data Analysis 32
- Data Communications 33
- Degree-Seeking Students 10
- Doctoral Candidacy Exam 9

### E
- Economics
  - Master of Arts 72
  - English
    - Master of Arts 78
  - Ethics and Values, Philosophy 132
  - Executive Concentration 105
  - Experimental Psychology 143, 146

### F
- Figures and Texts 130

### H
- Health, Education and Welfare 182
- History
  - Master of Arts 84
  - History Sequence, Philosophy 129

### I
- Industrial Psychology 144, 148
- Information Systems 36
- Internships, Sociology 180
- International Students 12
- International Studies 95
- Interdisciplinary Studies 93

### L
- Law and Society 183
- Liberal Studies
  - Master of Arts 102

### M
- Management Information Systems 46
- Masters' Programs, General 7
- Mathematics
  - Master of Arts 112
  - Master of Science, Applied 112
  - Mathematics Education 112

### N
- Nondegree-Seeking Students 10
- Nurse Anesthesia 121
- Nurse Educator 120
- Nursing Administration 121
- Nursing, Master of Science 119

### P
- Papers on Approval 7
- Philosophy
  - Doctorate 128
  - Master of Arts 127
- Physics
  - Applied Physics 135
  - Teaching of Physics 136
- Psychology
  - Doctor of Philosophy 145
  - Master of Arts 143
- Public Service
  - Certificate Program 159
  - Master of Science 159
  - Master of Science/Juris Doctor 159

### O
- Quantitative Methods 115

### R
- Rehabilitation Services
  - Certificate Programs 173
  - Master of Science 174
- Reclassification of Status 12
- Readmission 12

### S
- Sociology, Master of Arts 179
- Statistics and Probability 115
- Student At Large 11

### T
- Telecommunications Systems, 43
- Theses, General Information 7
- Time Limitations, Graduate Programs 8, 9
- Traditional Philosophers 131
- Twentieth Century Philosophers 131

### U
- Urban Studies 181

### W
- Women's Studies 105, 186
- Writing, Master of Arts 189
INDEX

SCHOOL OF EDUCATION 195-240

A
Admission Requirements 199

C
Concentrations
Administration and Supervision 202
Agencies, Family Concerns and Higher Education 207
Bilingual Multicultural Learning Disabilities 211
Elementary Teaching 212
Human Services Management 206
Physical Education 203
Reading and Learning Disabilities 193
School Guidance 206
Secondary Teaching 213
Curriculum Development Program 200

E
Educational Leadership Program 202

F
Faculty 197
Foundations of Education 214

H
Human Development and Learning 204
Human Services and Counseling 205

I
Illinois Administrative Certificate 203

R
Reading and Learning Center 209
Reading and Learning Disabilities 209

T
Teaching Certificate, Illinois Athletic Coaching 204
Bilingual Education 211
Type 03: K-9 Teaching 191
Type 09: 6-12 Teaching 191

Type 10: Special (K-12) 191
Type 73: School Service 191
Type 75: General Supervisory 191
Type 75: General Administrative 191

SCHOOL OF MUSIC 243-255

A
Administration Listing 242
Admission Procedures 246
Applicant Categories 246

C
Courses 250

D
Diagnostic Exams 247

F
Faculty 243

M
Master of Music 248

P
Programs of Study 246

THEATER SCHOOL 257-270

A
Acting 265
Administration Listing 258
Admission Requirements 263
Auditions 263

C
Costume Design 266
Courses 267

D
Directing 266

F
Faculty 260
Facilities 259

G
Grades and Continuance Policy 265

L
Lighting Design 267

M
Master of Fine Arts 265

P
Programs of Study 265

R
Residence Requirements 264
Scene Design 266

SCHOOL FOR NEW LEARNING 271-280

A
Administration Listing 272
Admission 279
Assessment and Planning 274
Assessment Sessions 276

C
Curriculum 274

F
Faculty 278
Focus Area 274

G
Graduation Review 277

L
Learning Team 277
Liberal Learning Curriculum 275

M
Master Work 277

GRADUATE HANDBOOK 281-300

A
Academic Counseling 288
Accreditation 285
Administration, General 287
Alternative Financing 295
Assistantships 297

B
Billing 293
Board of Trustees 287

C
Calendar 299
Campus Locations 283
Career Planning 285
Commencement 291
Computer Services 284
Course Load 288
Course Numbering 288
Credits 288
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.
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 DePaul.

Additional services provided by ACS include quarterly seminar offerings. Lab hours and a workshop schedule are available at any of the computer laboratories.

CAREER DEVELOPMENT 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, 9th floor, DePaul Center, or at the Lincoln Park Campus, first floor of the Schmitt Academic Center.

DePaul’s Career Development Center professionals are committed to helping the student develop skills in identifying career opportunities, and seeking out and securing satisfying employment. The tools utilized by the staff 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 Center. 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 Center has recently developed an innovative program for the registration of full-time job seekers. A computerized data-base 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. An experienced level job fair is offered once a year to assist graduate students who have work experience in securing employment.

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. The Residence Life Office is located on the third floor of Stuart Center, 2311 N. Clifton Ave. (312/362-8020). Office hours are Monday through Friday, 9:00 a.m. to 5:00 p.m.

ACREDITATION

DEPAUL UNIVERSITY IS ACREDITED BY

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