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COLLEGE OF LIBERAL ARTS AND SCIENCES

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COLLEGE OF
LIBERAL ARTS
AND SCIENCES
ADMINISTRATION
MICHAEL L. MEZEN, Ph.D.
Dean
JACQUELINE TAYLOR, Ph.D.
Associate Dean of Graduate Studies
CAROL GOODMAN-JACKSON
Operations Manager
RANDALL HÖNOLD
Coordinator of Graduate Student Services
MARION BLACKMON
Admissions Coordinator

ACADEMIC DEPARTMENTS AND PROGRAMS

LIBERAL ARTS AND SCIENCES
Biological Sciences
Chemistry
Communication
Economics
English
History
International Studies
Interdisciplinary Studies
Liberal Studies
Mathematical Sciences
Nursing
Philosophy
Physics
Psychology
Public Services
Sociology
Women's Studies
Writing
The College of Liberal Arts and Sciences offers an exciting array of scholarly and professional programs. The two departments offering doctoral degrees, Psychology and Philosophy, are nationally recognized, while many of the master’s programs have earned distinguished reputations in the Chicago area for the unique niche that they fill. The College offers twenty-three M.A. or M.S. degrees through fifteen departments and programs in the humanities, social sciences, and sciences. These programs provide students with opportunities for advanced scholarly study and research, preparation for a specific career or profession, and personal enrichment. Graduate students in the College have the opportunity to develop a broad and deep knowledge of their chosen discipline, practice the research methodology of the discipline, and acquire those competencies necessary for their personal advancement in scholarly, professional, or creative careers.

DePaul University, founded in 1898 as St. Vincent’s College by the Congregation of the Mission, a congregation of Roman Catholic priests and brothers known as Vincentians, describes itself as a Catholic, Vincentian, and urban institution. DePaul University was founded with a commitment to education as service for the many, not privilege for the few. While valuable for its own sake, education is also viewed at DePaul as a means of addressing the problems and concerns of contemporary society. Respect for each student, faculty, and staff member serves as one of the guiding values derived from our Vincentian heritage.

Our Chicago location serves not only as a culturally rich and exciting setting for graduate education, but as the basis for interesting collaborations with and explorations of the city. Graduate programs draw both on the distinguished faculty of the College and also on the expertise of professionals in the city, who often help to make the important link between theoretical and applied knowledge.

**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 48 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 of the thesis. Responsibility for fulfilling these requirements lies with the student.

The student, after completing the thesis, will submit it to the director of his or her thesis committee for consideration. When the thesis is accepted, the student must file the designated number of typewritten copies in the college office, along with binding fees.

**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.

**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 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) academic achievement, 2) residence, 3) admission to candidacy, 4) dissertation, 5) final examination and 6) program time limitations. Additional requirements set by the departments are stated in the departmental sections of this Bulletin.

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 coursework, by participation in seminars, or by research performed off campus.

To reflect the diversity of graduate study for the Ph.D. degree at stages other than the residency stage, doctoral candidates are full-time students who are registered for Independent Study (four hours); For Dissertation Research (four hours); or for Candidacy Continuation (non-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 hours); Dissertation Research (four hours); or 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 doctoral 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 typed, unbound, final copies of the dissertation. 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 interlibrary loan.

To defray the costs of microfilming and publication, a fee 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 Office of the date, time and place of the examination and of the names of the members of the examining committee. After the examination, the chair 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.
- 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 graduate office of all required supporting credentials.

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

NON-DEGREE-SEEKING STUDENTS

The dean 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 reclassification 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 reclassification, 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 LA&S Graduate Office, DePaul University, 2320 North Kenmore, Chicago, Illinois, 60614 or by calling (773) 325-7315. 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 LA&S Graduate Program before completing his or her undergraduate program.

Supporting Credentials: Official transcripts of your academic records from all universities, colleges, and junior colleges attended are required. Please direct the registrar(s) to mail these official transcripts directly to the LA&S 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 LA&S 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 LA&S office without the fee will be returned unprocessed. The fee is nonrefundable.

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

Up to three courses per degree program may be transferred, upon approval by the program director and the dean.

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 590 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>
</tr>
</thead>
<tbody>
<tr>
<td>Autumn quarter</td>
<td>June 1</td>
</tr>
<tr>
<td>Winter quarter</td>
<td>October 1</td>
</tr>
<tr>
<td>Spring quarter</td>
<td>January 1</td>
</tr>
<tr>
<td>Summer quarter</td>
<td>March 1</td>
</tr>
</tbody>
</table>

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

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 LA&S 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.

Official copies of transcripts 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.

RECLASSIFICATION PROCEDURES

Should you desire to change programs or admission status, you must file a Reclassification Application with the LA&S Office.
FACULTY

SIDNEY L. BECK, PH.D.
Professor and Chair
Brown University

NANCY J. CLUM, PH.D.
Assistant Professor
Cornell University

STANLEY A. COHN, PH.D.
Associate Professor
University of Colorado

JOHN V. DEAN, PH.D.
Associate Professor
University of Illinois

ROBERT A. GRIESEBACH, 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

JAMES F. MASKEN, PH.D.
Adjunct Professor
Colorado State University

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

DENNIS A. MERITT, PH.D.
Adjunct Associate Professor
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

FREDERICK R. PRETE, PH.D.
Assistant Professor
University of Chicago

MARGARET E. SILLIKER, PH.D.
Associate 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 subconcentration 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 recognized scientists from other institutions.

- Opportunities for research leading to the thesis in accord with the student’s and the faculty’s research interests.

- 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.

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.
Working knowledge of computers and of statistics.
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, BIO 433)
Physiology and Neurobiology (BIO 409, BIO 439, BIO 440, BIO 441, BIO 452)
Endocrinology and Mineral Metabolism (BIO 486, BIO 488)
Development and Genetics (BIO 433, 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 339.

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 at the Lincoln Park Campus. All courses carry four quarter hours of credit unless otherwise noted.

GRADUATE COURSES

400 Development of Topics for Research. Two quarter hours. The purpose of this course is 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.

401 Independent Study. Two or four quarter hours. 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.

409 Plant Physiology. Functional and developmental aspects of plants, especially of vascular autotrophs. Lecture-laboratory. Laboratory fee $40.00.

416 Phycology. Introduction to algae with emphasis on taxonomy, morphology, ultrastructure, physiology, life histories of freshwater and marine species. Lecture-laboratory. Prerequisite Biology 103. Lab fee $40.00.

417 Aquatic Biology. The study of biological, physical and chemical phenomena in fresh water and marine environments. Emphasis on organisms and their interactions. Lecture-laboratory. Prerequisites: Biology 103. Lab fee $40.00.
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.

Mycology. This course provides an opportunity for students to integrate their knowledge of cell biology, genetics, ecology and physiology at the organismal level by focusing on fungi. Students will gain an appreciation of the biological diversity within the major groups of fungi and their role in the environment, research and biotechnology. Lecture-laboratory. Lab fee $40.00.

Cellular Neurobiology. A study of the cellular and molecular mechanisms of the nervous system. Prerequisite: graduate standing or consent of instructor.

Systems Neurobiology. An examination of the ways in which neural systems underpin behavior with an emphasis on vertebrates. In this course, behavior is understood in its broadest sense, from the functioning of organs and organ systems to the activities of whole organisms. Prerequisite: graduate standing or consent of instructor.

Topics in Neurobiology. A seminar course examining current topics in neurobiology. Original readings will include both current review and classic articles in the fields of neurobiology, neuroethology and the related neurosciences. Prerequisite: Bio 439 or 440.

Problems in Cell Motility. Analysis of contemporary problems in cellular movements, with emphasis on the biochemistry, biophysics and regulation of cell and organelle movements. Lecture, seminar, discussion.

Advanced Comparative Physiology. Comparative and environmental approach to the functions and mechanisms of vertebrate organ systems. Selected topics in comparative physiology will be addressed using a lecture/discussion/seminal format.

Molecular Biology. Study of biology at the molecular level, focusing on the regulation of gene expression and the principles of genetic engineering. Lecture-laboratory. Laboratory fee $40.00.

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. Lab fee $40.00.

Immunobiology. Basic factors governing immune phenomena and antigen antibody reactions. Lecture-laboratory. Laboratory fee $40.00.

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

Advanced Endocrinology (formerly 410). 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. Prerequisite: Biology 386 or 486, or equivalent.

Special Topics. Two or four quarter hours. Occasional courses offered at the graduate level. See schedule for current offerings. Prerequisite: graduate standing in Biology.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Credit Hours</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>495</td>
<td>Introduction to Graduate Study</td>
<td>(Two quarter hours.) Presents the biology faculty and facilities. Various research and teaching methods in biology will be explored. Consideration of such topics as laboratory safety, handling of radioactive chemicals, instrument and equipment use, handling living organisms, library and computer use, etc. Required of all graduate students. Autumn quarter only.</td>
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<tr>
<td>496</td>
<td>Research</td>
<td>Two or four quarter hours. Experimental work in selected areas of biology. These studies do not necessarily relate to a thesis. Autumn, Winter, Spring, Summer. Laboratory. Laboratory fee $40.00. Prerequisite: approval of the department.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>498</td>
<td>Research for Master's Thesis</td>
<td>Two or four quarter hours. Original study of a specific biological problem leading to a thesis. Autumn, Winter, Spring, Summer. Laboratory. Laboratory fee $40.00. Prerequisite: approval of the department.</td>
<td></td>
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</tr>
<tr>
<td>500</td>
<td>Seminar</td>
<td>Non-credit. Presentation, throughout the academic year, of their research by practicing scientists from a variety of institutions. Required of first year graduate students.</td>
<td></td>
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</tr>
<tr>
<td>501</td>
<td>Seminar Continuation</td>
<td>Non-credit. Presentation, throughout the academic year, of their research by practicing scientists from a variety of institutions. Required of second year graduate students.</td>
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</tr>
<tr>
<td>502</td>
<td>Candidacy Continuation</td>
<td>Non-credit. 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 fee.</td>
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</tbody>
</table>
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 Emeritus
University of Cincinnati

SANAT K. DHAR, PH.D.
Professor
Wayne State University

KATHLEEN HELM-BYCHOWSKI, PH.D.
Assistant Professor
University of California, Berkeley

GREGORY B. KHARAS, PH.D.
Associate Professor
Technion University

EUGENE T. KNIGHT, PH.D.
Assistant Professor
Princeton University

EDWIN F. MEYER, PH.D.
Professor Emeritus
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.
Analytical Chemistry: including quantitative and 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 six of the set of eight courses:
CHE 422, 424 Advanced Inorganic Chemistry I, II
CHE 442, 444 Advanced Biochemistry I, II
CHE 450, 452 Advanced Organic Chemistry I, II
CHE 470, 472 Advanced Physical Chemistry I, II and the following courses:
CHE 430 or 432 or 434 Polymer Synthesis or Physical Chemistry of Polymers or Polymer Characterization
CHE 390 or 480 Statistical Analysis of Data or Special Topics in Analytical Chemistry
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 six of the set of eight courses:
- CHE 422, 424 Advanced Inorganic Chemistry I, II
- CHE 442, 444 Advanced Biochemistry I, II
- CHE 450, 452 Advanced Organic Chemistry I, II
- CHE 470, 472 Advanced Physical Chemistry I, II, and the following courses
- CHE 480 Special Topics In Analytical Chemistry
- CHE 390 Statistical Analysis of Data or equivalent course
- CHE 430, 432 or 434 Polymer Synthesis or Physical Chemistry of Polymers or Polymer Characterization.
Two elective courses.
Written exit examination: testing the candidate's general knowledge of chemistry.

**BIOCHEMISTRY: THESIS**
Courses: a minimum of 44 quarter hours, including:
- CHE 340, 342, 440 Biochemistry I, II, III or three elective courses (12 quarter hours)
- CHE 341, 343 or 313 Experimental Biochemistry I or II or Computational Chemistry
- CHE 422, 444 Advanced BioChemistry I, II
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
Fourteen quarter hours 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.

**BIOCHEMISTRY: LIBRARY THESIS**
Courses: a minimum of 44 quarter hours, including:
- CHE 340, 342, 440 Biochemistry I, II, III or three elective courses (12 quarter hours)
- CHE 341, 390 or 480 Experimental Biochemistry I, Statistical Analysis of Data or Special Topics in Analytical Chemistry
- CHE 343 Experimental Biochemistry II
- BIO 360 Molecular Biology
- CHE 313 Computational Chemistry
- CHE 422, 444 Advanced Biochemistry I, II
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
Four quarter hours library 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.
POLYMER CHEMISTRY AND COATINGS TECHNOLOGY: NON-THESIS

This program, which has been set up with the cooperation of the Chicago Society for Coatings Technology, is designed to provide students with the skills necessary for work in research and development in the coatings field. Since coatings systems are complex combinations of polymers, pigments and other chemicals, the course of study involves most branches of chemistry including organic, polymer, physical, inorganic and analytical chemistry. Courses: a minimum of 44 quarter hours, including any five from this set of eight (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 442, 444 Advanced Biochemistry 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.

Written exit examination: testing the candidate’s general knowledge of chemistry.

COURSES

All of the following courses are held 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. Prerequisites: CHE 125 or 175; 210 or consent; and 312 strongly recommended. Offered: Autumn.

340 Biochemistry I. Prerequisite: CHE 125 or 175. Offered: Autumn.


342 Biochemistry II. Prerequisite: CHE 340. Offered: Winter.

343 Experimental Biochemistry II. Two quarter hours. Prerequisites: CHE 341; 261 or consent. Offered: by arrangement.

356 Spectral Interpretation. Prerequisites: CHE 125 or 175; 261 or consent. Offered: Spring.

390 Statistical Analysis of Data. Prerequisites: ability to program in BASIC, C or FORTRAN. Offered: Spring of odd-numbered years.

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.
Polymer Synthesis. Prerequisite: CHE 175 or 125 or equivalent. Offered: Spring of even-numbered years.

Physical Chemistry of Polymers. Prerequisite: CHE 215 or equivalent. Offered: Spring of odd-numbered years.

Polymer Characterization. Prerequisite: CHE 215 or equivalent. Offered: Autumn of even-numbered years.

Biochemistry III. Prerequisite: CHE 342. Offered: Spring.

Advanced Biochemistry I. In-depth exploration of the structure/function relationship of biomolecules, especially proteins. Prerequisites: CHE 210, 440 or equivalent; Biology 360 or equivalent. Offered: Autumn of even-numbered years.

Advanced Biochemistry II. Discussion and seminars in selected areas. Prerequisite: CHE 442. Offered: Winter of odd-numbered years.

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

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

Coatings Technology I. Prerequisites: CHE 175 or 125 and 215 or equivalent. Offered: Spring of odd-numbered years.

Coatings Technology Laboratory I. 2 quarter hours. Prerequisites: CHE 175 or 125, and 215, or equivalents. Laboratory fee: $70.00. Offered: Spring of odd-numbered years.

Coatings Technology II. Prerequisites: CHE 175 or 125; 215 or equivalent; and CHE 430, or permission of instructor. Offered: Autumn of odd-numbered years.

Coatings Technology Laboratory II. Two quarter hours. Prerequisite: CHE 175 or 125 and 215 or equivalent. Laboratory fee: $70.00. Offered: Autumn of odd-numbered years.

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

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

Advanced Topic in Physical Chemistry. This course may be repeated for credit if the topic is different. Prerequisite: permission of chair. Offered: by arrangement.

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

Library Research. One to four quarter hours. Students doing library research must register for this course. This course may be repeated for credit.

Research. One to four quarter hours. Students doing laboratory research must register for this course. This course may be repeated for credit. Prerequisite: Permission of advisor. Laboratory fee: $70.00. Offered every quarter.

Independent Study. Variable credit. This course may be repeated for credit. Prerequisite: permission of chair. Offered: by arrangement.
Candidacy Continuation. Non-credit. 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.
FACULTY

DONALD MARTIN, PH.D.
Associate Professor and Chair
University of Texas, Austin

LISA BARR, M.A.
Instructor
Bowling Green State University

DAVID BRENDERS, PH.D.
Associate Professor
Purdue University

EILEEN CHERRY, PH.D.
Visiting Assistant Professor
Northwestern University

TIM COLE, PH.D.
Assistant Professor
University of California, Santa Barbara

BRUCE EVENSEN, PH.D.
Professor
University of Wisconsin, Madison

KATE KANE, PH.D.
Assistant Professor
Northwestern University

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

JILL O’BRIEN, PH.D.
Associate Professor
University of Illinois, Urbana

MARY-ANGIE SALVA-RAMIREZ, M.A.
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Wayne State University

BARBARA SPEICHER, PH.D.
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Northwestern University

JACQUELINE TAYLOR, PH.D.
Professor
University of Texas, Austin

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

DEBORAH TUDOR, PH.D.
Instructor
Northwestern University

STEVE WHITSON, PH.D.
Associate Professor
University of Pittsburgh

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 nonprofit 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 international 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 (a research paper that demonstrates the applicant’s ability to synthesize and critique scholarly work.)
- Application form with personal essays (see application packet).
- Three 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.
- 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 600 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—five core courses common to both the multicultural and corporate concentrations, five courses in the student’s chosen concentration and two graduate electives. Students will complete a culminating project or thesis. Students must maintain a 3.0 average in their graduate work to remain in good standing. Students who drop below this average will be put on academic probation and expected to attain the minimum requirement within two quarters. Failure to do so will result in dismissal from the program.

Students may take one or two courses per quarter to complete the program. The program requires twelve courses as specified below.

I. FIVE 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. FIVE 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
509 Topics in Multicultural Communication
521 Language and Power
522 Rhetorical Constructions of Identity
563 Multicultural Media Representations

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. The course provides an overview of different theories of intercultural communication. The course also prepares students to conduct pure theoretical inquiry and theory-driven research into intercultural communication practices, processes, and patterns.

503 Communication in Cultures in Transition. Explores the role of communication in facilitating and inducing cultural change on a national and international scale. Examines the interaction between culture and communication and the impact of interaction on cultural transition and transformation in contemporary societies. The course takes a case study approach to one international culture (e.g., China, India, Latin American countries, Russia, Saudi Arabia) or of social issues and social movements in the United States (e.g., women's liberation, civil rights, pop cultures).

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, Thought, and Culture. This course examines the interrelationship among language, thought, and culture. Reviews and critiques theories and research of how language or the use of symbols reflects culture and shapes reality for certain cultural/ethnic groups and organizations. Explores how language influences thought and action of the collective and individuals in social, political and organizational settings.
E.T. Hall: Theory to Practice. In this course we will read major works of Edward T. Hall, review theories that have stemmed from his work, such as high context/low context cultures, and engage in theory development based on his ideas. Then students will develop a research project to test the theories they have developed.

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.

523 **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.** The central purpose of this course is to introduce students to the role communication plays in organizational life. Throughout the quarter, attention will be devoted to examining the various theoretical perspectives from which organizational communication can be viewed, and selectively surveying major content topics and current issues in the organizational communication literature.

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.** Communication and Technology explores the process through which technological and social systems co-create or invent each other. As such, this course not only examines the role that new communication technologies play in shaping our social systems and the organizations within them, but also looks at how social, cultural, economic and legal contexts influence the development and emergence of these technologies.
Business and Professional Communication. Explores presentational skills, interviewing skills, bargaining and negotiating skills, and small group communication skills. Surveys topics critical to effective managerial communication in a corporate environment.

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.

Communication in Organizational Assimilation. This class introduces students to the communicative processes by which individuals join, become a part of, and exit organizations. The course structure closely parallels Jablin's popular time-oriented assimilation stage model, but takes an explicit multicultural perspective throughout. Specifically, in addition to discussing the traditional body of work on this subject, which often ignores issues of diversity, this course examines the organizational assimilation experience for women, racial-ethnic minorities, and gays/lesbians in the United States. Revealed here are some of the subtle and not-so-subtle ways such employees can be discriminated against at different stages of the workplace assimilation process.

International Media. Examines the political economy of the global media, with attention to institutional, historical, and contemporary questions of ownership and program content, as well as representations by the U.S. commercial news media of the foreign other and the representation of Western culture and institutional life in non-Western contexts. 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.

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. This course examines both representational practices and theories that are informed by multicultural perspectives. It explores ways in which scholars and media practitioners have dealt with the epistemological problem of "difference." The course may take up topics such as race, class, age, and sexual orientation as categories of difference that have informed and continue to inform academic inquiries. The course also looks at historical and/or contemporary media texts, and analyzes them through these methods. Prerequisite: CMN 346 Culture and Media or its equivalent. The course assumes a basic knowledge of media history, theory, and criticism.
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. Four credit hours.

Candidacy Continuation. Non-credit. 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.
FACULTY
MARGARET A. OPPENHEIMER, PH.D.
Associate Professor and Chair
Northwestern University

BALA BATAVA, PH.D.
Professor
North Carolina State University

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

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

GABRIELLA BUCCI, PH.D.
Associate Professor
The Johns Hopkins University

JIN CHOI, PH.D.
Associate Professor
Iowa State University

JAMES E. CIECKA, PH.D.
Professor
Purdue University

JAMES J. DIAMOND, PH.D.
Professor Emeritus
Northwestern University

FLOYD R. DILL, PH.D.
Assistant Professor
Cornell University

THOMAS DONLEY, PH.D.
Associate Professor
University of Wisconsin

SETH EPSTEIN, PH.D.
Assistant Professor
University of Arizona

ANIMESH GHOSHAL, PH.D.
Professor
University of Michigan

WILLIAM A. HAYES, PH.D.
Professor Emeritus
Catholic University of America

ANTHONY C. KRAUTMANN, PH.D.
Professor
University of Iowa

ADOLPH E. MARK, PH.D.
Professor Emeritus
University of Illinois

MICHAEL MARSHOUN, PH.D.
Instructor
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MICHAEL S. MILLER, PH.D.
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THOMAS MONDSCHEAN, PH.D.
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LAURA OWEN, PH.D.
Associate Professor
Yale University

WILLIAM SANDER, III, PH.D.
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

ADJUNCT FACULTY
ASHOK BATAVA, M.B.A., M.S.A.
DePaul University

PETER BERNSTEIN, M.B.A.
University of Chicago

PATRICIA BORN, PH.D.
Duke University

SYLVIE BOURJAN, M.A.
University of Chicago

ELIJAH BREWER, PH.D.
Massachusetts Institute of Technology

PAULA CHECH, PH.D.
University of Arizona

POOJA CHATTERJI, PH.D.
University of Cincinnati

DOUGLAS EVANOFF, PH.D.
Southern Illinois University

DONALD HANSON, PH.D.
University of Illinois

SAM KAHAN, M.A.
Columbia University

JAMES MOSER, PH.D.
The Ohio State University

WILLIAM TESTA, PH.D.
The Ohio State University

CONSTANCE TRIMBY, M.B.A.
DePaul University
PURPOSES

The M.A. program in Economics provides students with the substantive and theoretical knowledge and analytical skills necessary to pursue careers as professional economists in public policy, government, international trade, finance, private industry, quantitative research or teaching.

PROGRAMS

MASTER OF ARTS: ECONOMICS

The M.A. program includes coursework that is both theoretical and analytical. Students learn to analyze economic data to identify and address problems that arise in a changing national and global economy, and study the broader historical and social context in which economic relationships occur and economic policies are applied.

ADMISSION REQUIREMENTS

For admission, students must have the following:

- Bachelor’s Degree.
- Two letters of recommendation from professors familiar with the student's academic work.
- A two-page statement describing the student's reasons for undertaking graduate work in Economics.
- ECO 305, Intermediate Microeconomics, and ECO 306, Intermediate Macroeconomics, as well as sufficient familiarity with differential calculus and statistics. Exceptions to these prerequisites may be made at the discretion of the chair of the M.A. program in Economics. For example, a student may be admitted conditional on completion of the required courses.
- Undergraduate grades that indicate a high probability for success in a graduate program. The GRE exam is not required, but recommended. Submission of GRE scores is strongly recommended for students graduating from non-U.S. universities.

DEGREE REQUIREMENTS

The candidate for the M.A. degree in Economics completes 12 courses (48 credit hours). The student completes 5 required core courses, then selects from among five specific “tracks,” and rounds out his or her course requirements with electives. The M.A. candidate may select either the thesis or non-thesis option.

Courses: Twelve (48 quarter hours)
Core courses: Five (20 quarter hours):
ECO 530 History of Economic Thought
ECO 505 Advanced Microeconomics
ECO 506 Advanced Macroeconomics
ECO 375 Introduction to Econometrics
ECO 380 Mathematical Economics

Curricular Tracks: Students select one of the following five tracks, and complete the courses required in the chosen track.

General Economics. Courses chosen in consultation with faculty advisor, based on the student’s academic and career interests.

International Economics. The study of economics with emphasis on international trade and the economics of international relations and global markets.
ECO 557 International Economics
ECO 558 International Macroeconomics
ECO 561 Economics of Underdeveloped Countries

Economics of Public Policy. Emphasizes the economic analysis of public and social goals and policy choices.
ECO 516 Public Economics and the Economics of Taxation
ECO 576 Advanced Econometric Methods
Two of the following:
ECO 514 Industrial Organization
ECO 515 Business and Public Policy
ECO 518 Labor Economics and Labor Relations
ECO 550 Regional and Urban Economics
ECO 798 Topics: Environmental and Natural Resource Economics

Financial Economics. Emphasizes the economic analysis of financial markets and financial institutions. For students who intend to work in the financial industry.
ECO 576 Advanced Econometric Methods
FIN 555 Financial Management*
FIN 617 Capital Markets and Corporation Finance I** (prerequisite: FIN 555)
FIN 618 Capital Markets and Corporation Finance II (prerequisite: FIN 617)
* FIN 555 may be taken for M.A. credit only if the student completes FIN 617 and FIN 618.
** It is strongly recommended that students complete ECO 505, Advanced Microeconomics, before enrolling in FIN 617.

Ph.D. Preparation. For those who intend to pursue a Ph.D. in Economics.
ECO 576 Advanced Econometric Methods

Competency in mathematics (through Linear Algebra) and probability and statistics. Additional courses should be selected in consultation with faculty advisor.

Elective Courses: The student selects additional Economics courses to complete the 12-course total requirement for the degree. Under special circumstances, courses in related disciplines outside the Department of Economics may be selected with permission of one's faculty advisor.

Thesis and non-thesis options:

Thesis Option.
Thesis Research: ECO 600 Thesis Research (8 credit hours) The student enrolls in ECO 600 in partial fulfillment of the 48 credit hours required for the degree.
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.
Comparative Examination: The oral 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 Option.
Written Comprehensive Examination: The student completes a written comprehensive examination upon completion of his or her 12 courses. The comprehensive examination includes questions from ECO 505, 506 and 375 or 530.
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, 509, 511 and 555, cannot be used to fulfill degree requirements for M.A. students in Economics.
DEPARTMENT OF ECONOMICS

COURSES
All courses carry four quarter hours of credit unless otherwise noted. All graduate courses require graduate standing to enroll.

ADVANCED UNDERGRADUATE COURSES

ECO 375 and ECO 380 or their equivalents are required of all M.A. students in Economics. For a complete listing of undergraduate courses in Economics, consult the undergraduate bulletin.

305 Intermediate Microeconomics. Continuation of the topics treated in Economics 105, especially the theory of the firm. Marginal analysis and indifference curves are the major tools that are used in a discussion of demand for products, pricing output, wages, and the distribution of output.

306 Intermediate Macroeconomics. The purpose of this course is to develop macroeconomic models that assist in understanding the myriad economic problems facing us today, both domestic and foreign, and in evaluating proposed solutions. These static and dynamic models are used to understand interactions in the macroeconomy and will serve as a tool in predicting the level of GDP, inflation, unemployment and interest rates. Models included are: traditional short-run Keynesian analysis; the New Classical market-clearing approach; and the recent work in neo-Keynesian thought.

375 Introduction to Econometrics. Techniques of estimation and testing of economic relationships. Exposure to probability theory, probability distribution, least squares estimation, hypotheses testing and correlation.

380 Mathematical Economics. The following topics are treated: sets, functions, limit derivatives, optimization, some fundamentals of linear algebra.

GRADUATE COURSES

500 Money & Financial Systems. This course examines both the role of money in the economy from a functional and macroeconomic perspective as well as the structure and function of the most important financial institutions and financial markets. Topics covered include the role of the Federal Reserve as a monetary policymaker, interest rate and exchange rate determination, the relationship between money and economic activity, and the organization and importance of money markets, capital markets, markets for derivative securities, commercial banks and other intermediaries in a well-functioning financial system. (Cannot be used to fulfill degree requirements for M.A. students in Economics.)

505 Advanced Microeconomics. An advanced course in microeconomic theory using mathematical tools. This course will present a systematic and rigorous analysis of price determination and the allocation of specific resources to particular uses.

506 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.
**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 macroeconomic 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. (Cannot be used to fulfill degree requirements for M.A. students in Economics.)

**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.)

**Applied Time Series and Forecasting** (cross-listed as MAT 512). Theory and computer implementation of the Box-Jenkins Techniques with emphasis on forecasting business and industrial activity.

**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.

**Business and Public Policy.** Critical examination of the role 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.

**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.

**Labor Economics and Labor Relations.** A study of the American labor force: measurement, characteristics and behavior under changing income, employment and technology. An examination of recent labor market developments provides the basis for a critical analysis and appraisal of contemporary wage theory. Topics include changes in the labor force, unemployment, wage determination, the minimum wage, internal labor markets, productivity, discrimination, unions and collective bargaining.

**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.

**Comparative Economic Systems.** A study of the contrasting theories of socialism and capitalism.

**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.
Economics for Decision-Making. This course provides students with an opportunity to apply microeconomic principles to managerial decision-making. These principles include those underlying the theories of consumer choice, production and cost as they relate to decisions made by firms and households. Specific topics include consumer demand analysis and estimation; elasticity; production theory; cost structure and estimation; profit maximization; and the effect of market structure on pricing, output and profit. (Cannot be used to fulfill degree requirements for M.A. students in Economics.)

International Economics. This course develops the standard analytical tools of microeconomics as applied to the international economy. Policy issues relevant to international economics are also covered. Topics include absolute and comparative advantage, factor endowments, trade and income distribution, tariffs and trade policy, regional integration, and the foreign exchange market.

International Macroeconomics. This course analyzes traditional macroeconomic issues in a framework that explicitly allows for international trade and capital flows. Topics covered include exchange rate and balance of payments determination, the impact of international trade and capital mobility on domestic monetary and fiscal policy, fixed vs. floating exchange rate systems, exchange rate overshooting, and other topics. Prerequisite: ECO 306 or its equivalent.

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.

Economics of Developing Countries. The course reviews models of economic development and some of the key issues in economic development including agricultural and rural development, population growth, the role of government, health, education, the environment, international trade, and foreign resource flows. Case studies of selected developing countries and regions are also included in the course.

Advanced Econometric Methods. The 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 multiple-stage regression techniques. Prerequisite: ECO 375.

Topics in Quantitative Economics. This course is a seminar on the applications of quantitative and mathematical economics. Exact topics will be chosen by the instructor. Prerequisites: ECO 305 and ECO 380 or equivalent.

Thesis Research. Each student writing a thesis for the Master of Arts degree must register for this course. The student will pursue his research under the direction and guidance of the graduate faculty. Eight quarter hours of credit are given upon the successful completion of the thesis. Prerequisite: permission of supervising faculty member and department chair.

Candidacy Continuation. (Non-credit.) 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.

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.

Independent Study. Available to graduate students of demonstrated capability for intensive independent work in economics. Prerequisite: permission of supervising faculty member and department chair.
DEPARTMENT OF ENGLISH

FACULTY
HELEN MARLBOROUGH, PH.D.
Associate Professor and Chair
Brown University

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

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

DARRENE 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 KLIMICK CYGANOWSKI, PH.D.
Associate Professor
University of Chicago

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

WILLIAM FAHRENBACK, PH.D.
Assistant Professor
University of Toronto

JAMES FAIRHALL, PH.D.
Associate 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

HEATHER BRODIE GRAVES, PH.D.
Associate Professor
The Ohio State University

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

JONATHAN GROSS, PH.D.
Assistant Professor and Director,
Graduate Program in English
Columbia University

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

DAVID A. JOLLIFFE, PH.D.
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

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

GERALD P. MULDERING, PH.D.
Associate Professor
The Ohio State University

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

TODD C. PARKER, PH.D.
Assistant Professor
Cornell University

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

LAVON RASCO, PH.D.
Professor Emeritus
Northwestern University

LUCY RINEHART, PH.D.
Assistant Professor
Columbia University

ERIC MURPHY SELINGER, PH.D.
Assistant Professor
University of California, Los Angeles

SHALIA 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. (For a description of the graduate program in writing offered by the Department of English, see “Writing,” pages 144-151.)

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, language and rhetoric, and writing. 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 471 Bibliography and Literary Research
ENG 472 Studies in Literary Criticism
One course in language or style chosen from among the following:
ENG 401 History of the English Language
ENG 402 History of English Prose Style
ENG 408 Stylistics
ENG 416 Structure of Modern English
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 these areas.
D) Three electives drawn from English and American period courses, Language and Rhetoric, Studies in Literature, Studies in Writing, 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 471 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 cre-
ative project. Proposals must earn the approval of an English Department graduate faculty
member, who will serve as project director. Credit is earned through ENG 501 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 474 or 480
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.

LANGUAGE AND RHETORIC

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. 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 18th Century. A survey
of developments in rhetoric from the 16th through the 18th centuries. Includes
consideration of the vernacular rhetorics of the English Renaissance and analysis
of connections between logic, rhetoric and literary criticism in the 18th cen-
tury, with attention to implications for contemporary studies of literature,
language and writing.

406 **Multicultural Rhetorics.** An introduction to written rhetoric and culture. Explores competing conceptions of culture and meanings of literacy, particularly as they relate to American literacy education.

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

409 **Topics in Language, Rhetoric and Writing.** See schedule for current offering.

416 **Structure of Modern English.** A systematic outline of modern English from both traditional and contemporary linguistic perspectives. Examines descriptive grammars, word and phrase structure, syntax and semantics, and formal issues of style and rhetoric.

426 **The Essay: History, Theory, Practice.** Explores the history of the essay as genre from the Renaissance to the present, compares and contrasts literary essays with those written in most school settings, and offers students the opportunity to write their own extended essays on personal and professional topics.

**MEDIEVAL**

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

412 **Studies in Arthurian Literature.** Geoffrey of Monmouth, Wace, Layamon and Malory.

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

419 **Topics in Medieval Literature.** See schedule for current offering.

**RENAISSANCE**

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

422 **Studies in English Renaissance Poetry.** Alternating emphasis on the English epic, the 16th-century lyric, and the 17th-century lyric.

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

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

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

429 **Topics in Renaissance Literature.** See schedule for current offering.

**RESTORATION AND 18TH CENTURY**

431 **Studies in the 18th-Century Novel.** Representative English prose fiction, including Defoe, Richardson, Fielding, Sterne and the Gothic novel.

432 **Studies in Restoration and 18th-Century Drama.** Studies in the comedy of manners, sentimental comedy, heroic drama, and bourgeois tragedy.

434 **Studies in Restoration and 18th-Century Authors.** Alternating emphasis on, for example, Dryden, Pope, Swift, Johnson or other authors.
Topics in Restoration and 18th-Century Literature. See schedule for current offerings.

NINETEENTH-CENTURY BRITISH

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

Studies in English Romantic Poetry. Alternating emphasis on major Romantic poets, including Blake, Wordsworth, Coleridge, Byron, Shelley and Keats.


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

Studies in 19th-Century British Fiction. Alternating emphasis on major novelists including Dickens, Thackeray, the Brontës, Eliot, Trollope and Hardy.

Topics in 19th-Century British Literature. See schedule for current offering.

MODERN BRITISH

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

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

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

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

AMERICAN LITERATURE

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


Studies in Modern American Poetry. Introduction to a wide range of twentieth-century American poetries, with alternating emphasis on modernists such as Frost, Eliot, Pound, Stevens, Williams, Moore, H.D., Hughes, and Rukeyser as well as more recent figures and trends.


Topics in American Literature. See schedule for current offering.

STUDIES IN LITERATURE

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

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

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.

Topics in Literature. See schedule for current offering.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>480</td>
<td><strong>Teaching Writing.</strong></td>
<td>Introduction to teaching composition at the secondary and college undergraduate levels. The course helps students develop methods of teaching composition based on modern theories of rhetoric, reading and language acquisition.</td>
</tr>
<tr>
<td>482</td>
<td><strong>Writing Center Theory and Pedagogy.</strong></td>
<td>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.)</td>
</tr>
<tr>
<td>483</td>
<td><strong>Composition Theory.</strong></td>
<td>Explores the development of contemporary theories of written composition; focuses on contexts for writing, the writing process, and reader-writer relationships.</td>
</tr>
<tr>
<td>485</td>
<td><strong>Teaching Creative Writing.</strong></td>
<td>Prepares English teachers to teach creative writing at the secondary and college undergraduate levels. Models the planning and directing of effective workshops in poetry and fiction writing.</td>
</tr>
<tr>
<td>488</td>
<td><strong>Screenwriting.</strong></td>
<td>An introduction to the craft of screenwriting. Covers principles of plot, dramatic conflict, characterization, dialogue, and screenplay form. Students develop short dramatic and documentary screenplays.</td>
</tr>
<tr>
<td>490</td>
<td><strong>Writing for Magazines.</strong></td>
<td>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.</td>
</tr>
<tr>
<td>491</td>
<td><strong>Science Writing.</strong></td>
<td>An introduction to the creative career of science writing. Students research, write, and market articles on such subjects as astronomy, genetics, health, and technology for newspapers, magazines, e-zines, and innovative journals. No prior science background required.</td>
</tr>
<tr>
<td>492</td>
<td><strong>Writing Fiction.</strong></td>
<td>A course in writing short stories. Emphasis is placed on class discussion of student writing. <em>Prerequisites: previous creative writing experience and permission of instructor.</em></td>
</tr>
<tr>
<td>493</td>
<td><strong>Writing Poetry.</strong></td>
<td>A course in writing and reading poetry. Emphasis is placed on class discussion of student writing. <em>Prerequisites: previous creative writing experience and permission of instructor.</em></td>
</tr>
<tr>
<td>494</td>
<td><strong>Writing in the Professions.</strong></td>
<td>Improves writing skills useful in semi- and nontechnical professions; emphasis on style, tone, awareness of purpose and audience; effective memo, proposal and report writing.</td>
</tr>
<tr>
<td>495</td>
<td><strong>Technical Writing.</strong></td>
<td>An advanced course in the issues, forms and strategies of technical writing, this course focuses on a variety of topics related to writing technical documentation, including document design, audience analysis, and usability testing. Students will write in several technical-writing genres, such as proposals, progress reports, final reports, manuals, and on-line documents.</td>
</tr>
<tr>
<td>496</td>
<td><strong>Editing.</strong></td>
<td>An introduction to editing principles and practices in professional and technical fields.</td>
</tr>
</tbody>
</table>
497 Writing the Literature of Fact. An advanced course in reading and writing true-life stories in the nonfiction tradition exemplified by such writers as Dickens, Agee, McPhee, and Didion. Prerequisite: ENG 490 or permission of the instructor.

RESEARCH

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

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

502 Candidacy Continuation. Non-credit. 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.
DEPARTMENT OF HISTORY

FACULTY

THOMAS CROAK, C.M., D.A., J.D.
Associate Professor and Chair
Carnegie-Mellon University

DONALD J. ABRAMOSKE, PH.D.
Professor Emeritus
University of Chicago

PETER BALDWIN, PH.D.
Assistant Professor
Brown University

ALBERT ERLBACHER, PH.D.
Professor Emeritus
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

HOWARD O. LINDSEY, PH.D.
Assistant Professor
University of Michigan

FELIX MASUD-PILOTO, PH.D.
Associate Professor
Florida State University

RICHARD J. MEISTER, PH.D.
Professor
Notre Dame University

THOMAS R. MOCKATTIS, PH.D.
Associate Professor
University of Wisconsin, Madison

BRUCE L. OTTLEY, J.D.
Adjunct Professor
University of Iowa

STEPHANIE QUINN, PH.D.
Adjunct Professor
Vanderbilt University

SUSAN RAMIREZ, PH.D.
Professor
University of Wisconsin, Madison

WARREN SCHULTZ, PH.D.
Assistant Professor
University of Chicago

KAREN SCOTT, PH.D.
Associate Professor
University of California, Berkeley

CORNELIUS SIPPEL, PH.D.
Professor Emeritus
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 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 should have the following:

- A bachelor's degree: 48 quarter hours in the social sciences. At least 36 of the hours must be in history. Remaining 12 hours may be in other fields of the social sciences.
- Two letters of recommendation.
- A two-page personal statement explaining the applicant's interest in studying history at the graduate level, their desired area of concentration, and their career goals.
- A sample of academic writing, preferably from a recent history course.

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. If the candidate is in doubt, please contact the department chair.

Note: Submitting General Graduate Record (GRE) scores is recommended but not required.

DEGREE REQUIREMENTS

Non-Thesis Option
Courses: minimum of 48 quarter hours, including:

HST 400  Issues in Historiography
HST 401  Historical Methods

In addition: ten courses at the 400 and 300 level (at least four of which must be at the 400 level). It is recommended that among the 300-level courses, non-thesis students include at least four courses distinct from their area of concentration. [Students should take HST 400 and HST 401 before other 300 and 400 courses.]

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 comprehensive examination: Two-hour written exam with a focus on evaluating the historiography of two of the following fields of History:

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

Thesis option
Courses: minimum of 48 quarter hours, including:
HST 400  Issues in Historiography
HST 401  Historical Methods
HST 499  Thesis Research (up to eight credit hours: optimal.)

Students planning to apply to Ph.D. programs after graduation are strongly encouraged to choose the thesis option.

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.) Furthermore, it is highly recommended that students take HST 400 and HST 401 before any other 300 or 400 level courses in History.

Students pursuing the thesis option will take a minimum of three courses at the 300 and 400 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 student's 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 (i.e., 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.

Written Comprehensive Examination: A two-hour written examination with a focus on evaluating the historiography of two of the following fields of history:

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

Oral Comprehensive Examination: One hour oral exam of the student's master's thesis.

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 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

300  The Cultures of Early Christianity. Late antique and early medieval intellectual history in social context.

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 14th- and 15th-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 16th-century Europe. The expanding world.

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.

330  Topics in European History.

331  The Nation and Nationalism in Europe. Examines the emergence of nations and nationalism in modern Europe.

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.

333  Victorian England. A detailed study of selected political, social, economic and cultural themes in British History in the 19th century.

334  Britain in the 20th Century. An in depth look at selected themes occurring in recent British history and Britain's changing role in Europe.

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 20th Century. The crisis of democracy and culture, the decline of European ascendancy, the growth of pan-Europeanism.
Asian and African

321 Topics in African History.
322 Topics in Asian History.
338 Political Crisis in Ancient China. This course examines the ideologies of Confucianism, Mohism, Taoism and Legalism as solutions to problems of social disorder in ancient China.
339 Westernization of East Asia. Examines the development of cultural history of westernization in China and Japan from the 16th through the 19th centuries.
340 Culture and Gender in Heian Japan. Examines gender and literature in the aristocratic culture of Heian Japan (800-1200 AD).
352 Muslim India. From the 11th to 18th centuries, states controlled by Muslims dominated the Indian sub-continent. This course will examine not only the governments established by Muslims, but also cultural as well as social interactions between Muslims and the non-Muslim majority.
353 Modern India and Pakistan. 1947 British India was divided into India, Pakistan, Sri Lanka, and Nepal. This course will describe the political, economic, cultural and social aspects of the post-colonial world with India and Pakistan as its focus.
354 British India. This course will deal with the character of Euro-American imperialism in a world historical process through an examination of the political dimensions of the British Raj.
365 The Crusades. This course addresses the Crusades to the “Holy Land” from a world perspective not only a European perspective. Included are the factors of medieval Christianity that led to the Crusades and the impact of these campaigns on Muslims.
366 The Modern Middle East and North Africa. Covers the history of this area since 1800. Included is the demise of the Ottoman Empire, the impact of European imperialism, the rise of nation-states in the area and the development of Islamic revival movements.
367 Modern Islamic Movements in Greater Iran. In cultural terms, Iran included parts of central Asia, eastern Europe and south Asia through the common language of Persian. This course will study the cultural history of these places and especially the impact of the Iranian Revolution of 1978-1979 in these areas.
391 Revolutionary China, 1800 to the Present. A study of China during the 19th and 20th 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

303 Topics in Latin American History.
305 Exploration and Conquest of the Americas, 15th-16th Centuries. A history of European expansion in the Americas, with special attention to voyages of discovery and the first encounters with native Americans.
306 Colonial Latin America: Power and the Development of a Multiracial Society. The multicultural origins of colonial rule in the Americas from the 15th to the early 19th century.
310 Inter-American Affairs. A mostly 20th-century survey of political relationships between the United States and Latin American nations, emphasizing dependency and interdependence theories.

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

312 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 evolution of Chicago from a frontier village to a major industrial, commercial, and cultural center.

342 Topics in African-American History.


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.

378 America in the 19th 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.


384 Topics in American History (cross-listed as 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 History of the U.S. Bill of Rights: The Crucible of Freedom. 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.

History of the U.S. Supreme Court: The Arbiters of Liberty. 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.

Maps in History and Cultures. Examines maps in multiple cultures and the relationship of those maps to local geographies and perceptions of place.

African-American Urban History. The Black urban experience from 1700 to the present.

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

Nuremberg to Bosnia: Historical Sources and Evidence. Designed to develop in the prelaw student analytical and adversarial 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 of 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

Issues in Historiography. Introduces historiography as the evaluation of historical arguments, with a focus on historical monographs and articles that examine one topic and propose a variety of interpretations of that topic.

Historical Method and Bibliography. Introduces graduate-level historical research methods. Includes the study of interpretative strategies as well as a research and writing project based on analysis of primary sources.

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

405 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. (Credit variable.) 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.

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

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

500 Candidacy Continuation. (Non-credit.) 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.
INTERDISCIPLINARY STUDIES

FACULTY
FASSIL DEMISSE, PH.D.
Associate Professor, Program Director
University of California, Los Angeles

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.
INTERDISCIPLINARY STUDIES

DEGREE REQUIREMENTS

Thesis
Courses: 48 quarter hours of graduate credit, including
1) SP 499 Thesis Research (four to eight 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 the 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 the 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. Stu-
dent must have written approval, before registering, of his or her thesis director.

ISP 602 Candidacy Continuation. (Non-credit.) This registration is required of all stu-
dents who are not registered for courses but who occasionally use University
facilities during completion of course requirements or research projects. $40.00
per quarter.
FACULTY
ROBERT ROTEENBERG, PH.D.
Professor, Program Director
University of Massachusetts, Amherst

CLEMENT ADIBE, PH.D.
Assistant Professor
Queen's University, Kingston, Ontario

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.
 Associate Professor, Political Science
Northwestern University

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

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

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

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

LUCY XING LU, PH.D.
Assistant Professor, Communication
University of Oregon

MICHAEL McIntyre, PH.D.
Assistant Professor, International Studies
University of Chicago

THOMAS MOCKATT, PH.D.
Associate Professor, History
University of Wisconsin, Madison

HEIDI NAST, PH.D.
Assistant Professor, International Studies
McGill University

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

SHAILA SHARMA, PH.D.
Assistant Professor, English
University of New York at Stony Brook

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 of 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 his or her 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 research around methodological stances in a variety of disciplines. At the present time, the 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 analyzes 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 given to scholarship that focuses on this human experience.
MASTER OF ARTS/MASTER OF SCIENCE: INTERNATIONAL PUBLIC SERVICE MANAGEMENT

The joint program, in International Studies and public services is intended to provide professional credentials to managers of not-for-profit public services that operate across national borders. The public services program provides the technical expertise through its Master of Science core and the International Studies provides greater theoretical control over and knowledge of the changing international political economy and global culture through its Master of Arts core. Students complete the joint degree by participating in a significant practicum exercise or by writing a thesis. Each of these options carries different advantages for the student. Choosing one or the other will depend on the student's specific career goals.

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 news groups. 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.

ADMISSION REQUIREMENTS

MASTER OF ARTS: INTERNATIONAL STUDIES

The M.A. in International Studies is intended to be a small program of 10 to 20 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 two to five 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 profi-
ciency 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 773-325-7460 to set up a pre-
admission information session either in person or by phone. A personal interview is not
required for admission.

MASTER OF ARTS/MASTER OF SCIENCE: INTERNATIONAL PUBLIC SERVICE MANAGEMENT

To be accepted into the joint MA/MS International Public Service Management program,
students must meet the admissions requirements of both the MA in International Studies
and the MS in public service management. It is especially important for admission to this joint
program that the applicant demonstrate knowledge of the international not-for-profit organi-
zations in which they are interested in working. See the general admission requirements in
both programs for further details and criteria.

DEGREE REQUIREMENTS

M.A. in International Studies

Courses: successful completion of 48 hours of credit beyond the bachelor’s degree, includ-
ing 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.

M.A./M.S. in International Public Service Management

Courses: Successful completion of 56 quarter hours of graduate credit. Each course car-
rries four credit hours unless otherwise specified. Included in this total are the following
courses:  

Core Courses: (40 credit hours)

MPS 500 Introduction to Public Service Management.
MPS 539 International Dimensions of Public Service.
MPS 542 Policy Design and Analysis.
MPS 557 Needs Assessment and Program Evaluation.
MPS 582 Research Methods in Public Service.
INT 401 Proseminar in International Studies.
INT 402 Complex Social Organization.
INT 403 Movements, Regimes and Ideologies.
INT 405 Economies in the International Context.
INT 406 Seminar in Cultural Geography.

55
Students choose one of the following options:

**Practicum Option (8 credits hours)**

- MPS 585  Practicum/Thesis Design (2 credit hours).
- MPS 595  Practicum in Administration and Policy Analysis.
- INT 592  Thesis Research II: Thesis Writing (2 credit hours).

or

**Thesis Option (8 credit hours)**


**Elective Courses (4 credit hours)**

Students are free to select one elective course according to their academic interests. The elective may be taken outside MPS or INT. Permission of the advisor must be obtained prior to registration for such courses.

**Calendar**

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. Students choose a thesis advisor and plan their second year courses as early in the program as possible. All students will choose their advisors by April 1st of the first year of the program.

International Studies is an evening program with all of the courses taught on DePaul's Lincoln Park Campus.

**Graduate Writing Assistance**

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. Incomplete courses must be completed within one term after the submission of grades for a course. Failure to do so automatically generates a failure in that course. In the six, first year, 400-level core courses, there is the further requirement that a B- (2.70) or better must be earned. If a C+ (2.69) or lower is earned, that course must be repeated. **If the student earns a lower grade in two core seminars, the student will be dismissed.** Students must maintain a cumulative average (all courses) of B- (2.70) or higher to remain in good standing and complete requirements for the MA. A student is placed on departmental probation as soon as the cumulative average falls below 2.70. If during the probationary term, the student receives another grade below B- or fails to raise the GPA above 2.70, the student will be dismissed. Students who for any reason do not register for classes before completing the thesis must register for INT 601 Candidacy Continuation. This status requires the payment of a small fee of $10. Students who fail to do so may be required to apply for re-admission to the program.

**Program Time Limitation**

The M.A./M.S. in International Public Service Management is designed to be completed within twenty-four months. Students who wish to take classes at a slower pace may do so. However, all students must take INT 401 and INT 406 together in their first term. After that they may take one course per term. These courses should be taken in a specific order. See the director of the program for the proper sequence. 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, most of which require library research, with students. 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 legitimize 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.

404  **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.

405  **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.

406  **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

Global Culture

500 **Topics in Global Cultural Analysis.** Provides students writing theses in the area of global culture with opportunities to read contemporary works in the field, including the fragmentation of identity, postcolonial historiography, and transnationalism. Students develop analytical skills that can be applied to their projects. The seminar is offered in the Spring of the first year; the course focuses on different topics under different instructors.

505 **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.

510 **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.

520 **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 trends in Latin American post-revolutionary and post-dictatorship societies will be highlighted. (Spanish faculty)

International Political Economy

502 **Topics in International Political Economy.** Provides students writing theses in the area of international political economy with opportunities to read contemporary works in the field, including growth theories, capital and labor flows, and transformation of regimes. Students develop analytical skills that can be applied to their projects. The seminar is offered in the Spring of the first year; the course focuses on different topics under different instructors.

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

512 **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.

522 **Development Strategies in Latin America.** 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.

532 **International Media.** Explores the growth in the scope and power of international media to distribute images and ideas. Topics covered include First World monopolization of media, analysis of ties between media and capital, and Third World resistance to media influence.
U.N. Peacekeeping. Explores the history of U.N. peacekeeping efforts and the effectiveness of these efforts in different conflicts. Topics vary with the interests of the students.

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 his or her research area. Requires the approval of the thesis advisor and the director of the program.

Thesis Research I: Directed Research. The workshop extends the opportunity for students to discuss their thesis research activities with faculty and to learn various techniques and strategies of effective research. Ordinarily, students register for this course in Spring term.

Thesis Research II: Thesis Writing. The workshop extends the opportunity for students to discuss their thesis writing activities with faculty and to learn various techniques and strategies of effective scholarly writing. The culmination of this course is the defense of the thesis. Ordinarily, students register for this course in Winter term.

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 readmission 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 (one per year).

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

Sociology Logic of Research Design and Evaluation (one per year); Data Analysis (one per year); Urban Cultural Areas (one per two years); Population Problems (one per two years).
FACULTY

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

MARY THERESA MIRIELLO, 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

FRIDA FURMAN, PH.D.
Associate Professor
University of Southern California

DAVID GITOMER, PH.D.
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Columbia University

DOUG HOWLAND, PH.D.
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University of Chicago

SANDRA JACKSON, PH.D.
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JEANNE LADUKE, PH.D.
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University of Oregon

RICHARD J. MEISTER, PH.D.
Professor
University of Notre Dame

JOHN E. PRICE, PH.D.
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University of Massachusetts at Amherst

KAREN SCOTT, PH.D.
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University of California, Berkeley

BARBARA SPEICHER, PH.D.
Assistant Professor
Northwestern University

NAOMI STEINBERG, PH.D.
Associate Professor
Columbia University

CHARLES R. STRAIN, PH.D.
Professor
University of Chicago

ARTHUR W. TURNER, 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

PURPOSES

The Masters of Arts in Liberal Studies (MALS) 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 STUDIES

The MALS 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."
LIBERAL STUDIES

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 MALS special topics courses. These courses are drawn from existing course offerings in other departments, but they have been redesigned particularly for MALS 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 nontraditional form, such as a community-based project or an artistic project. This nontraditional 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.

MASTER 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 MALS 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 multidisciplinary character of the program. MALS 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 MLS 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 MALS 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 multidisciplinary character of the program. MALS 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 MALS 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 445, 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 multidisciplinary character of the program. MALS 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 MALS 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 MALS core courses challenge the graduate student to sharpen communication skills. In addition, graduate writing assistance is available for interested MALS students who wish to arrange one-on-one writing workshops to enhance their writing. For more information, contact Mary Miriletto at (312) 325-7839.

Program Time Limitation
The MALS 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

MALS Colloquium. Topics vary. See schedule for current offering.

SPECIAL TOPICS COURSES

440 Feminist Theories (cross-listed as 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 as 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 as 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 as 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 as GSB 540). A study using primary sources of the basic ideas, aspirations and values which humanity strives to attain and which constitute the basis of fundamental demands on the world of business and its managers, their policies and decisions.

453 Politics, Media and Everyday Life (cross-listed as 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 as 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 as HST 342). An examination of the economic, cultural and political interactions of Europe and the Islamic World.

Writing in the Professions (cross-listed as 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 as 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 as ENG 385). Classical Mythology in drama.

Law, the State, and Freedom in America (cross-listed as 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 as WMS 394). Topics vary; see schedule for current offerings.


Scholars and Samurai (cross-listed as HST 399). Traditional Chinese and Japanese civilizations. 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 20th century. It also includes a few film adaptations of these works.

Feminist Ethics (cross-listed as PHL 660). Critiques of mainstream empirical and philosophical works and of Carol Gilligan's work on ethics will include discussions on 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 as 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 as 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 multidisciplinary 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.

Zen Mind. This course examines the philosophy, art, literature and religious practice of Zen Buddhism. It explores Zen's influence in both Japan and America.

Inequality in America (cross-listed as PSC 324). This course examines the nature and extent of inequality in American society and explores various psychological, political, social and economic theories which attempt to explain the existence of this phenomenon.
Topics in Popular Culture. Examines a specific dimension of popular culture using interdisciplinary theories and methods. Possible topics include Food in Film, The Ideology of Romance, or perhaps the popular culture of a decade like the 1950s or 1960s. Topics vary.

Special Topics and Controversies. Occasional offerings of particular contemporary relevance by visiting professors. Topics vary.

ADVANCED STUDY

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

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.

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

Candidacy Continuation. (Non-credit.) 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.
FACULTY

Jonathan Cohen, Ph.D.
Professor and Chair
Washington 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

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

Stephen Vagi, Ph.D.
Professor
University of Chicago

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

David Webb, M.S.
Assistant Professor
Rutgers University

Yuen-Fat Wong, Ph.D.
Professor
Cornell 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: Offered twice a year in the Autumn and Spring quarters.

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

Part II is based on the special area of concentration. Student should request syllabi for the comprehensive exams from the department secretary.
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 certificate 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. Prerequisites: MAT 220 or 262, and 451 or 348.
QUANTITATIVE METHODS AND OPERATIONS RESEARCH


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. Prerequisites: MAT 220 or MAT 262 and programming knowledge.

488 Operations Research II: Optimization Theory. Integer programming; nonlinear programming; dynamic programming. Prerequisite: MAT 487 or by consent of instructor.

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.


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.


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. Prerequisites: MAT 453 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. **Prerequisites:** 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  **Queuing Theory with Applications.** Discrete and continuous time Markov chain models. Queuing 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 Minitab, 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. **Prerequisites:** 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. **Prerequisites:** 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 noncooperative 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.
707 **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.

708 **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.

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

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

711 **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.

712 **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.

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

721 **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. **Prerequisites:** MAT 607 and MAT 620, Corequisite: MAT 611.

730 **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.

731 **History of Mathematics Through Problem Solving, II.** Continuation of MAT 630. **Prerequisite:** MAT 630.

740 **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.

750 **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.

751 **Probability and Statistics for Mathematics Teachers, II.** Central limit theorem, point and interval estimation of parameters, hypothesis testing, least squares and regression. Introduction to computer packages. **Prerequisite:** MAT 650.
660  **Discrete Structures for Mathematics Teachers.** Mathematical induction, modular arithmetic and number theory, graphs, matrices, fundamental algebraic structures and their morphisms.

670  **Abstract and Linear Algebra for Teachers.** Number systems, polynomial rings, fields, vector spaces, and groups. This course provides the theoretical foundation for many topics covered in high school mathematics courses. **Prerequisites:** MAT 612 and 660 or consent of program director.

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

MISCELLANEOUS

599  **Independent Study.** Offered by arrangement. Approval by department chair required.

602  **Candidacy Continuation.** Non-credit. 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.
FACULTY

SUSAN POSLUSNY, PH.D., R.N.
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University of Illinois at Chicago

KIM AMER, PH.D., R.N.
Assistant Professor
University of Illinois at Chicago

SALLY A. BALLINGER, M.S., R.N.
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DePaul University

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VERONICA E. DRANTZ, PH.D.
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Loyola University

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Visiting Assistant Professor
Rangoon Medical College, Burma

PATRICIA WAGNER, EdD., R.N.
Professor Emeritus
Northern Illinois 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

CERTIFICATE OF ADVANCED STUDY: NURSING
CASE MANAGEMENT AND MANAGED CARE

The Nursing Case Management curriculum provides advanced interdisciplinary study and practice for the baccalaureate-prepared practitioner working in the managed-care environment.

ADMISSION REQUIREMENTS

For full admission, applicants must have the following:

• Bachelor's degree

• Graduate application form with official transcript showing highest degree earned

Required Courses*: (14 credits)

NSG 425 Fiscal Management In Health Care
NSG 430 Health Policy
NSG 520 Case Management and the Managed Care Environment
NSG 521 Innovations In Health Care Delivery

*All courses may be applied toward completion of a graduate degree in Nursing.
MASTER OF SCIENCE: ADVANCED PRACTICE NURSING

Role Concentrations
- Nurse Practitioner/Clinical Nurse Specialist
- Nurse Anesthetist
- Nurse Scholar

Support Areas
- Primary Care (required for nurse practitioner/clinical nurse specialist role)
- Nursing Education
- Nursing Administration
- Case Management
- Home Health Care
- Community Health Care
- Acute & Chronic Illness

The graduate curriculum prepares the registered nurse for advanced practice. Three roles in advanced practice nursing are offered. 1) The nurse practitioner/clinical specialist role concentration merges the essential knowledge and skills of both practice roles. The program is National League for Nursing accredited and meets the 1996 American Association of Colleges of Nursing recommendations for education in Advanced Practice Nursing. 2) The nurse anesthetist role concentration is a highly specialized program of studies that prepares students for certification as a CRNA and for teaching roles in nurse anesthesia. The program is offered jointly with the Ravenswood Hospital Medical Center School of Anesthesia and is accredited by the American Association of Nurse Anesthetists. Both roles provide theory and clinical experience in expert high technology clinical nursing practice, case and clinical program management, consultation, teaching and learning, and research and evaluation. 3) The nurse scholar role concentration is a flexible program designed for the graduate student with a highly specialized area of interest that normally will be pursued through the doctoral degree. The nurse scholar role requires a significant amount of self-direction and collaboration with a nursing faculty member with expertise in the student’s area of interest.

ADMISSION REQUIREMENTS
- Bachelor’s degree in nursing from an NLN-accredited program or equivalent.
- Combined scores on the GRE of 1500 and 2.85 GPA or an acceptable combination.
- Undergraduate statistics course or equivalent.
- Physical assessment course or equivalent.
- Basic certification in CPR.
- Current licensure as an R.N. in Illinois.
- Professional liability insurance during clinical practica.
- One-year clinical experience as a registered nurse.
- Basic computer skills strongly recommended.
- Two letters of reference.

For students entering the Nurse Anesthesia track, additional requirements include:
- Organic and Inorganic Chemistry within the last 10 years.
- Minimum of one year employment in ICU.
- GPA of 3.0.
Required Courses: Nurse Scholar

A program of studies (56 credits total) will be developed by the graduate student in collaboration with a nursing faculty member. Must be approved by the department chair. A thesis is required.

Required Courses: Nurse Practitioner/Clinical Nurse Specialist/Nurse Anesthetist

Core Courses (24-26 credits)
NSG 400 Theoretical Components of Nursing
NSG 401 Nursing Research I
NSG 430 Health Policy
NSG 433 Legal-Ethical Issues in Health Care
NSG 452 Organizational & Financial Management
NSG 480 Statistical Methods for the Health Sciences
NSG 482 Epidemiology
NSG 405 Thesis Research
OR
NSG 598 Graduate Synthesis

Additional Required Courses (32-40 credits)

Nurse Practitioner/Clinical Nurse Specialist Role Courses (32 credits)
NSG 432 Theories of Health Behaviors Across the Life Span
NSG 481 Physiology for Advanced Nursing Practice
NSG 483 Advanced Assessment and Clinical Decision-Making
NSG 484 Pharmacology for Advanced Nursing Practice
NSG 488 Issues in Population-Based Nursing Practice
NSG 487 Practicum in Population-Based Nursing Practice
NSG 489 Practicum in Home Health Care
OR
NSG 490 Practicum in Community Health Care
OR
NSG 491 Practicum in Acute & Chronic Illness Care

Certificate Programs in Nursing or other departments are also available for integration into the Advanced Practice Nursing Concentration. See current department brochures for latest information.

Nurse Anesthetist Role Courses (40 credits)
NSG 500 Chemistry and Physics
NSG 501 Anatomy & Physiology I
NSG 502 Anatomy & Physiology II
NSG 503 Pathophysiology
NSG 504 Principles of Anesthesia Practice I
NSG 505 Principles of Anesthesia Practice II
NSG 506 Principles of Anesthesia Practice III
NSG 507 Pharmacology I
NSG 508 Pharmacology II
NSG 510 Anesthesia Practicum I
NSG 511 Anesthesia Practicum II
NSG 512 Anesthesia Practicum III
NSG 513 Anesthesia Practicum IV
DEPARTMENT OF NURSING

NSG 515  Anesthesia Practicum V
NSG 516  Anesthesia Practicum VI
NSG 517  Anesthesia Practicum VII

C.R.N.A.-M. S. Completion Option

Special Admission Criteria:

• Graduation within the past 10 years from a CANAP-accredited program.

OR

• Successful completion of the CANAP Self-Evaluation Examination.

• Graduation from an NLN-accredited baccalaureate program in nursing.*

• Current certification as a registered nurse anesthetist.

• Ongoing employment as a C.R.N.A.

• Satisfactory performance on the Graduate Record Exam.

• Three letters of recommendation.

• Basic Statistics course.

*Individuals with a non-nursing B. S. would be eligible to complete the requirements for a B.S.N. using the accelerated R.N.-M.S.N. program currently in place in the Department of Nursing.

Required Courses: (28 credits)
Requires completion of all Nursing core courses and requirements plus:

NSG 418  Advanced Nurse Anesthesia Practice Symposium

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. Six quarter hours. This course consists of a research colloquium (2 hours) and a practicum (4 hours). The research colloquium focuses on the use of theory-based nursing interventions in practice. Students select a unique focus for their practicum in collaboration with a faculty advisor that allows them to test frameworks, models, and theories in nursing and related disciplines. The course may be repeated. Requires faculty approval. Prerequisite: Nursing 400 or equivalent.
Thesis Research. Students conduct supervised original research terminating in a
manuscript suitable for publication or a completed thesis. The study must be
approved by the selected faculty advisor prior to registration for credit hours.
Students are encouraged to begin discussion of the research question at the
beginning of the second full year of taking graduate courses.

Extended Research. Non-credit. This course will be required for students who
do not complete their thesis during the quarter after all other course work is
completed. (Fee will be $40.00 per quarter.)

Multiculturalism in Health and Human Services. This course is designed to pro-
mote the learner's cultural sensitivity by broadening the knowledge base about
transcultural issues in health care and developing multicultural communication
skills. Implications of age, race, gender, ethnicity, subculture and social class in
health care will be explored. Students perform a cultural assessment and exam-
ine health care practices in a culture different from their own. A service learn-
ing experience is required.

Advanced Nurse Anesthesia Practice Symposium. This symposium provides
opportunity to explore current and predicted issues affecting advanced nursing
practice in nurse anesthesia. Special topics such as quality improvement, man-
agement strategies, and cost containment will be addressed by expert guest fac-
ulty. Course projects are designed to facilitate development of new professional
practice models for advanced nurse anesthesia practice.

Fiscal Management in Health Care. Fiscal management and budgetary prac-
tices in health care institutions are explored. Budget preparation, cost-benefit,
analysis, product costing, reimbursement, and analysis of financial status in
organizations is emphasized.

Health Policy. Two credit hours. Systematic analysis of health policy related to
nursing including scope, dynamics, conceptual and practical dilemmas. Empha-
sis is on major issues involved in designing, implementing and evaluating policy
decisions.

Theories of Health Behavior Across the Life Span. 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.

Legal-Ethical Issues in Health Care. Two credit hours. Analysis of selected legal
and ethical issues in health care and nursing practice. Case studies illustrating
legal issues and ethical dilemmas in nursing administration, education,
advanced nursing practice and research are explored.

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 system-
atic inquiry of principles and methods of management, sociology, economics,
political science, social psychology, and nursing theories. Knowledge from orga-
nizational science is applied to the discipline of nursing administration.
452 Organizational and Financial 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.

455 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.

458 Teaching in Health Care Systems. This course prepares the registered nurse to apply theories, principles and strategies in education. Emphasis is on education as a vehicle for enhancing the health of populations and systems from an ecological perspective.

470 Perspectives on Collaboration. A seminar course designed to explore the evolving nature and practice of collaboration in nursing and related disciplines. The interrelationship of science, status, and service is emphasized.

471 Contemporary Health Care Issues. Seminar course that explores current issues using ethical, legal and political foci to analyze these issues and relevant research as related to nursing and health care.

480 Statistical Methods for the Health Sciences. An integrated problem-solving approach is used to study statistics and measurement used in medicine, nursing and public health. Building on a basic understanding of statistics, students focus on application of statistical methods in research design, interpretation and utilization. Learning experiences emphasize use of computer technology to access, manage, describe and analyze sample data. Prerequisite: undergraduate statistics.

481 Physiology for Advanced Nursing Practice. Survey of current advances on human physiology with emphasis on the cellular and microcellular basis of health and disease. Students will engage in intensive study of human anatomy and physiology and complex pathophysiologic processes. Current research findings are reviewed for implications for health promotion, health maintenance and health restoration. Prerequisite: undergraduate Anatomy, Physiology, and Chemistry. May be taken concurrently with Advanced Pharmacology.

482 Introduction to Epidemiology. Two-four credit hours. An investigative problem-solving process is used to study the personal and ecological determinants of health and disease frequencies in diverse populations. Data are manipulated to plan, implement and evaluate health promotion and disease control programs for a variety of health care settings. Infectious and chronic disease prevention are emphasized. Students electing to take the course for four credit hours will complete a project using the epidemiologic method. Prerequisite: Advanced Health Statistics.

483 Advanced Assessment and Clinical Decision-Making. Six credit hours. Instruction focuses on the integrated assessment of individuals and families from diverse cultures. Physical assessment, mental status examination, functional assessment, and quality of life are included. The advanced level practitioner role is stressed with clinical decision-making as a central concept. Analysis and application of theory and research in assessment, diagnosis, therapeutic nursing intervention, and clinical evaluation is the basis for exploring the clinical decision-making process.
Pharmacology for Advanced Nursing Practice. Provides the advanced-practice nurse with the knowledge base necessary to manage pharmacological therapy for acute and chronically ill clients collaboratively with other members of the health care team. Direct and indirect responsibility for clinical decision-making regarding the administration, management and evaluation of drugs are emphasized. Prerequisite: Physiology for Advanced Nursing Practice or equivalent or concurrent registration, Organic and Inorganic Chemistry, and Microbiology.

Practicum in Population-Based Nursing Practice. Six credit hours. A clinical course focusing on the care of individuals and families. A community based care delivery system (case management) will be emphasized. Program development, implementation, and evaluation will be stressed with a focus on family-centered health promotion across the life span.

Issues and Concepts in Population-Based Nursing Practice. A seminar course introducing the graduate nursing student to the theory, research, and practice components of clinical specialization and case management. The advanced nursing practice role is explored in the following areas: practitioner related therapeutic nursing interventions, communication with clients and workers, consulting with peers and other disciplines, and coordinating multiple systems for continuity of care.

Practicum in Home Health Care. Six credit hours. This course focuses on the episodic care of individuals and families who experience acute illness and need home health care services. Clinical reasoning and therapeutic management of high-technology health care in the home are emphasized. The concepts of case management, client advocacy, family/caregiver education and support, advanced role application and family-centered care are integrated from core courses. The legal and ethical issues in provision of high-technology home care are addressed.

Practicum in Home Health Care. Six credit hours.

Practicum in Community Health Care. Six credit hours.

Practicum in Acute and Chronic Illness. Six credit hours.

Chemistry and Physics. Six credit hours. Survey of principles of physics and comprehensive analysis of cell physiology, organic and biochemistry with emphasis upon clinical application and integration of principles in the advanced practice of nurse anesthesia. Current research findings and their anesthetic implications will be discussed.

Anatomy & Physiology I. An intensive course designed to provide the nurse anesthetist with current knowledge of advanced anatomy and physiology of the nervous system and endocrine systems. Emphasis is placed on the structural and functional role of each system in maintaining homeostasis. Clinical implications of current research findings will be stressed.

Anatomy & Physiology II. Six credit hours. An intensive course designed to provide the nurse anesthetist with current knowledge of advanced anatomy and physiology of the cardiovascular, respiratory and renal systems. Emphasis is placed on the structural and functional role of each system in maintaining homeostasis. Clinical implications of current research findings will be stressed.
503 Pathophysiology. Six credit hours. An intensive course designed to provide the nurse anesthetist with current knowledge of diseases and disorders of the nervous, cardiovascular, respiratory and renal systems. Implications for the design and implementation of an appropriate nurse anesthesia care plan for individuals with specific system disease/disorders will be discussed in detail. Emphasis will be placed on system-specific diagnostic and therapeutic procedures that require nurse anesthesia management.

504 Principles of Anesthesia Practice I. This course is designed to introduce the student to the advanced practice of nurse anesthesia. Emphasis is placed upon preoperative patient assessment, informed consent, anesthesia equipment and technology, intra-operative patient assessment, and postoperative patient care. Ethical, legal, and professional issues that influence the advanced practice of nurse anesthesia will be addressed. Laboratory experience included.

505 Principles of Anesthesia Practice II. An intensive course designed to provide the nurse anesthetist with current knowledge of special populations, including pediatric, obstetric, and geriatric patients. Emphasis will be placed on the anatomical and physiological differences that characterize the population with a focus on specific anesthetic management. Principles and techniques of regional anesthesia and pain management will also be discussed in detail. The design and implementation of an appropriate nurse anesthesia care plan for the geriatric, obstetric, and pediatric patient who requires regional anesthesia or pain management will be stressed.

506 Principles of Anesthesia Practice III. An in-depth course with emphasis on the pathophysiology and anesthetic management of the trauma and burn patient, patients presenting for EENT surgery and peripheral-vascular surgery, and preparation and anesthetic management of patients undergoing diagnostic and therapeutic procedures outside of the operating room. Implications for the development, implementation, and evaluation of nurse anesthesia care plans will be stressed.

507 Pharmacology I. Six credit hours. This course is an in-depth introduction to anesthetic pharmacology. It covers the pharmacokinetics, pharmacodynamics, and pharmacotherapeutics of drugs used in the administration of general, local, and regional anesthesia and provides the scientific basis for the advanced practice of nurse anesthesia.

508 Pharmacology II. This course builds on the pharmacokinetics principles covered in NSG 507 and includes the pharmacodynamics, and pharmacotherapeutics of drugs used in the treatment of cardiac, vascular, respiratory, endocrine, renal, and neurological/physiological disorders. Implications of current therapy with these agents as adjunctive therapy in the advanced practice of nurse anesthesia will be stressed.

510 Anesthesia Practicum I. 0 credit hours. An introduction to the clinical practice of nurse anesthesia with emphasis on the principles introduced in NSG 500, 504, and 507. Includes administration of anesthesia for select patient populations under direct instruction and supervision of anesthesiologist or CRNA. Clinical site: Ravenswood Hospital Medical Center.

511 Anesthesia Practicum II. 0 credit hours. Expanded application and integration of basic principles applicable to NSG 510. Anesthesia Practicum I. Clinical site: Ravenswood Hospital Medical Center.
Anesthesia Practicum III. 0 credit hours. This practicum provides the student with an opportunity to apply and integrate the basic principles of nurse anesthesia practice. Emphasis is on the anesthetic comprehensive management of the adult patient presenting for elective and emergency surgery. Clinical site: Ravenswood Hospital Medical Center.

Anesthesia Practicum IV. 0 credit hours. The first of four advanced anesthesia practica that allow the senior student to develop, implement, and evaluate nurse anesthesia care plans for all patient populations undergoing a wide variety of specialty surgical and therapeutic procedures. It is designed to broaden the knowledge and skill base of the second year student. Includes seminar presentations on selected topics or issues relative to the advanced practice of nurse anesthesia. Clinical site: Ravenswood Hospital Medical Center and assigned affiliate clinical sites.

Anesthesia Practicum V. 0 credit hours. The second in a series of advanced practica that provide student with the opportunity to develop, implement, and evaluate an anesthesia care plan for all patient populations undergoing a wide variety of surgical and therapeutic procedures. Emphasis is placed on application, integration, and synthesis of knowledge, skills, and attitudes that are representative of the advanced practice of nurse anesthesia. Includes seminar presentations on selected topics or issues relative to the advanced practice of nurse anesthesia. Clinical Site: Ravenswood Hospital Medical Center or assigned affiliate clinical sites.

Anesthesia Practicum VI. 0 credit hours. The third in a series of advanced practica that provide the student with the opportunity to develop, implement, and evaluate an anesthesia care plan for all patient populations undergoing a wide variety of surgical and therapeutic procedures. Emphasis is placed on application, integration, and synthesis of the knowledge, skills, and attitudes representative of the advanced practice of nurse anesthesia. Includes seminar presentations on selected topics or issues relative to the advanced practice of nurse anesthesia. Clinical Site: Ravenswood Hospital Medical Center or assigned affiliate clinical sites.

Anesthesia Practicum VII. 0 credit hours. The final advanced practicum in which the senior student demonstrates the knowledge, skills, and attitudes necessary for entry level nurse anesthesia practice; proficiency in providing perioperative nurse anesthesia care for all patient populations; an ethical and culturally sensitive approach to patient care; analysis and synthesis of current research for application into practice; ability to perform a comprehensive self evaluation; cost containment strategies; and display of a professional attitude toward lifelong learning. Includes seminar presentations on selected topics or issues relative to the advanced practice of nurse anesthesia. Clinical site: Ravenswood Hospital Medical Center and assigned affiliate clinical sites.

Case Management and the Managed Care Environment. In this course, students engage in analysis of concepts central to an indepth understanding of the managed care environment and case management as a clinical care system. Emphasis is upon development of skill in organizational and population-based assessment and data analysis, clinical pathway development, and interdisciplinary collaboration. Students develop a data-base for a clinical project focusing on a client population from their work environment.
Innovations in Health Care Delivery. This course provides the laboratory and clinical experiences for the development of the professional nurse role as case manager and administrator. Learning activities focus on implementing contemporary data-based nursing practice models in a variety of health care settings, and the diffusion of innovation at the individual, family and organizational levels.
FACULTY
PEG BIRMINGHAM, PH.D.
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KENNETH D. ALPERN, PH.D.
Associate Professor
University of Pittsburgh
PARVIS EMAD, PH.D.
Professor Emeritus
University of Vienna
MANFRED S. FRINGS, PH.D.
Professor Emeritus
University of Cologne
JAMES W. KEATING, PH.D.
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Catholic University of America
DARYL KOEHN, PH.D.
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NIKLAS LARGIER, PH.D.
Associate Professor
University of Zurich
MARY JEANNE LARRABEE, PH.D.
Professor
University of Toronto
ROBERT LECHEMER, C.P.P.S., PH.D.
Professor Emeritus
University of Fribourg
BILL MARTIN, PH.D.
Associate Professor
University of Kansas
WILL MCNEILL, PH.D.
Assistant Professor
University of Essex
DARRELL MOORE, PH.D.
Assistant Professor
Northwestern University
THOMAS N. MUNSON, S.T.L., PH.D.
Professor Emeritus
University of Louvain
MICHAEL NAAS, PH.D.
Associate Professor
State University of New York, Stony Brook
DAVID W. PELLAUER, PH.D.
Professor
University of Chicago
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 nonvocational 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 19th- and 20th-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, minicourses, 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.

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 1.

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 eight 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 toward 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 demonstration of 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.

Time Limitation: From entrance into the M.A. program to completion of the degree, no more than six years.
DEPARTMENT OF PHILOSOPHY

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 40-55 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, students 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 intent indicating why the applicant desires to pursue graduate work in this program, including areas 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 1.

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: a 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 be comprised of 64 quarter credit hours of course work and 4 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; irrefutable differences will be adjudicated by the director of graduate studies. The graduate affairs committee will review every student's progress toward 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.

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; 4) submitted a dissertation proposal (8-10 pages in length, including critical bibliography); and 5) successfully defended the dissertation proposal during a public oral defense before the dissertation committee.

Candidacy Continuation: registration for resident or nonresident candidacy continuation is required each quarter of the regular academic year 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.

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.

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 Philosophy 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 Hölderlin. An examination of the major theoretical writings, ca. 1797-1804.
518 Schelling. An examination of the treatise on human freedom (1809).
520 Marx I. An introduction to Marx through a study of selected topics and works.
521 Marx II. 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.
540 Scheler I. An Introduction to Scheler, with emphasis on the phenomenology of value.
541 Scheler II. Selected topics and works (Resentment, etc.).
550 Heidegger I. An Introduction to Heidegger through study of a major work and one of the Marburg lectures.
551 Heidegger II. Selected topics and questions.
553 Heidegger III. Selected topics and questions.
557 Topics in Continental Philosophy.

French Philosophers
559 Foucault. An Introduction to Foucault through a study of selected topics and works.
561 Lyotard. An introduction to Lyotard through a study of selected topics and works.
565 Merleau-Ponty I. A study of The Phenomenology of Perception with consideration given to Merleau-Ponty's place in contemporary philosophy.
566 Merleau-Ponty II. A study of the themes of his social philosophy and final ontology.
570 Sartre I. A study of Being and Nothingness with attention given to Sartre's early phenomenological studies as background and to some of his literary works and criticism, such as Nausea and Saint-Genet.
571 Sartre II. The social thought of Jean-Paul Sartre. A study of A Critique of Dialectic Reason along with appropriate literary works and more recent political writings.
575 Responses to Sade. An examination of Sade's writings and responses by such thinkers as de Beauvoir, Lacan, Deleuze, Klossowski, and Blanchot.
577 Derrida I. An introduction to Derrida through a study of selected topics and works.
578 Derrida II. Selected topics and questions.
585 Ricoeur. A study of Ricoeur's philosophy and phenomenology of the will with stress on its background and its place in contemporary French phenomenology.
586 Metaphor and Poetic Language. An examination of Ricoeur's work in poetics.
587-588 Reading Levinas I, II. Discussion of Levinas with Blanchot and Derrida.
589 Philosophy, Literature, Community. Discussion of such thinkers as Bataille, Derrida, Jubes, and Nancy.
590 Trends in Contemporary French Philosophy. A look at the increasing importance of structuralism, deconstruction, philosophy of language, and hermeneutics in contemporary French thought.

ETHICS AND VALUE STUDIES
443 Medical Legal Ethics. An examination of contemporary problems in the area of medical legal ethics.
513 Theoretical Foundations of Normative Ethics I. A comparative overview of the ethical writings of Aristotle and Aquinas, with emphasis on the natural law tradition.
514 Theoretical Foundations of Normative Ethics II. A comparative overview of Kant's moral theory and Mill's moral theory.
527 Philosophy, Ethics and Economics. An examination of classical and contemporary theories from Smith and Marx to Friedman, 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 as 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.

Topics in Religious Ethics. A study of religious influences on theoretical and practical ethics.

Seminar on Social and Political Thought. A study of selected writings of key social and political thinkers.

Seminar in Feminist Ethics (cross-listed as MLS 477 and WMS 394). Examination of the care perspective as compared to the justice perspective on moral development.

Topics in Feminist Theory. Includes such themes as feminist ontologies, theories of discourse and writing, science and technology, etc.

SPECIAL TOPICS

Early American Philosophy.
Contemporary American Philosophy.
The Philosophy of Wittgenstein.
Advanced Symbolic Logic.
Special Topics in the History of Philosophy.
Social and Political Philosophy.
Seminar on American Thought.

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


Independent Study.

Candidacy Continuation. Students admitted to candidacy for the doctoral degree who have completed all course and dissertation registration requirements and who are 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, $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

ZUHAIR M. EL SAFFAR, PH.D.
Professor Emeritus
University of Wales, Great Britain

TIMOTHY C. ELSTON, PH.D.
Assistant Professor
Georgia Institute of Technology

CHRISTOPHER G. GOEDDE, PH.D.
Assistant Professor
University of California, Berkeley

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

JOHN W. MILTON, C.S.V., M.S.
Instructor
Saint Louis 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.
Associate Professor
Georgia Institute of Technology

DONALD O. VAN OSTENBURG, PH.D.
Professor Emeritus
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.

- It is strongly recommended that the student submit the results of the GRE general 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 410  Classical Mechanics I
PHY 411  Electrodynamics I
PHY 412  Quantum Mechanics I
PHY 420  Electrodynamics II
PHY 440  Classical Mechanics II
PHY 460  Quantum Mechanics II
PHY 480  Thesis Research

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.

Degree Candidacy: upon satisfactory completion of at least six courses with a minimum GPA of 2.7. 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 410  Classical Mechanics I
PHY 411  Electrodynamics I
PHY 412  Quantum Mechanics I
PHY 480  Thesis Research
PHY 490  Solid State Physics I
PHY 491  Solid State Physics II

Other courses may be substituted for the above with the approval of the departmental graduate committee.

A choice of the following:

PHY 342  Computational Physics
PHY 420  Electrodynamics II
PHY 425  Laser Physics
PHY 442  Computational Physics
PHY 454  Fourier Optics
PHY 456  Fiber Optics
PHY 478  Topics in Applied Physics

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 departmental graduate 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 I
311 Mechanics II
320 Electricity and Magnetism I
321 Electricity and Magnetism II
325 Laser Physics
340 Thermal Physics
342 Computational Physics
350 Optics
356 Fiber Optics
360 Modern Physics I
361 Modern Physics II
370 Electronics
395 Methods of Theoretical Physics

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 nonmajors 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.
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.**

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.**

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.**

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.**

Computational Physics. Contemporary Topics in physics are examined via numerical solutions. Calculations using an interactive approach and graphical representation are used extensively.

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. **Prerequisites: 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.
SEMINARS AND INDEPENDENT STUDY COURSES

478  Topics in Applied Physics. This course number is reserved for Individual study at the graduate level. Special seminars organized from time to time to accommodate the needs of groups of students in specialized subjects of topical interest.

480  Thesis Research. No less than four quarter hours; no more than eight quarter hours total credit. This course number designates research performed to gather thesis material. Up to two registrations are allowed.

701  Candidacy Continuation. Non-credit. 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. $40.00 per quarter.

GRADUATE COURSES FOR MASTER OF SCIENCE IN THE TEACHING OF PHYSICS

These courses are offered by arrangement. (Not accepting students in 1997.)

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

401  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
GEORGE F. MICHEL, PH.D.
Professor and Chair
Rutgers University
KAREN S. BUDD, PH.D.
Professor
University of Kansas
LINDA A. CAMRAS, PH.D.
Professor
University of Pennsylvania
DOUGLAS CELLAR, PH.D.
Associate Professor
University of Akron
SHELDON COTLER, PH.D.
Professor
Southern Illinois University
RALPH ERBER, PH.D.
Associate Professor
Carnegie Mellon University
JOSEPH R. FERRARI, PH.D.
Visiting Assistant Professor
Adelphi University
KATHRYN E. GRANT, PH.D.
Assistant Professor
University of Vermont
JANE A. HALPERT, PH.D.
Associate Professor
Wayne State University
GARY W. HARPER, PH.D.
Assistant Professor
Purdue University
FREDERICK H. HEILIZER, PH.D.
Associate Professor
University of Rochester
LEONARD A. JASON, PH.D.
Professor
University of Rochester
VICKI J. MAGLEY, PH.D.
Assistant Professor
University of Illinois at Champaign-Urbana
JEANNE M. McINTOSH, PH.D.
Assistant Professor
University of California, Los Angeles
DAVID NYGREN, C.M., PH.D.
Associate Professor
Boston University
SHEILA C. RIBORDY, PH.D.
Professor
University of Kansas
W. LAVOYCE ROBINSON, PH.D.
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.
Associate Professor
University of Maryland
MIDGE WILSON, PH.D.
Professor
University of North Carolina
EDWIN S. ZOLIK, PH.D.
Professor Emeritus
Catholic University of America

ADJUNCT FACULTY
CONNIE BERNT, PSY.D.
Chicago School of Professional Psychology
BETTY BURROWS, PH.D.
DePaul University
ROBERT W. CAVANAGH, PH.D.
Loyola University
GARY CHILDREY, PH.D.
Boston University
DANIEL CONTI, PH.D.
DePaul University
DELLA CORRIROSSI, A.C.S.W.
University of Illinois at Chicago
DIANE LIN, PH.D.
Loyola University
JOSEPH A. ORBAN, PH.D.
Virginia Polytechnic & State University
CATHERINE PINES, PH.D.
Emory University
WILLIAM TERRIS, PH.D.
Illinois Institute of Technology
PATRICK TOLAN, PH.D.
University of Tennessee
MIRIAM UKERITS, 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 Psychology graduate programs may be obtained by contacting 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 three semester hour (four 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 Subject Test in Psychology.
- Three letters of recommendation.
- Applicants must complete both a departmental application form and the general LAS 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 course in history and systems is also suggested. 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 1/3 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 five to six 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 31 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.
DEPARTMENT OF PSYCHOLOGY

MASTER OF ARTS: CLINICAL PSYCHOLOGY

DEGREE REQUIREMENTS

Courses: minimum of 72 quarter hours including four quarter hours of thesis credit, but not including credit for prepracticum 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 Prepracticum
- 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 must approve the practicum placement in advance.

MASTER OF ARTS: EXPERIMENTAL PSYCHOLOGY

DEGREE REQUIREMENTS

Courses: minimum of 48 quarter hours including four quarter 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
DEPARTMENT OF PSYCHOLOGY

STATISTICS AND METHODOLOGY COURSES

**Degree Candidacy:** during the Winter quarter of the second year of graduate study, each student is evaluated for acceptance as a candidate for the doctoral degree. Only those students who have given evidence of satisfactory academic performance as graduate students will be advanced. The department reserves the right to require the student to take special or oral examinations to fulfill this requirement. Students denied candidacy will be 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 four quarter 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 or **PSY 406** Physiological Processes
- **PSY 404** Learning Processes
- **PSY 430** Advanced Social Psychology
- **PSY 437** Advanced Personality or **PSY 439** Advanced Developmental Psychology

STATISTICS AND METHODOLOGY COURSES

**Four courses:**

- **PSY 410** Advanced Statistics I
- **PSY 411** Advanced Statistics II
- **PSY 418** Multivariate Statistical Analysis or
- **PSY 419** Factor Analysis and Path Modeling; and
- **PSY 420** Advanced Research Methodology

**Six 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 599** Seminar in Industrial/Organizational Psychology

Other Required Courses: Additional courses are required to attain the 72 hours, including

- PSY 597 – Thesis Research. 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, an integrated approach to cognition, emotion, personality, social and developmental psychology is emphasized. An innovative course of study can 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 Psychology
- **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 (two quarter 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 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 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

A goal of the program 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. Students may also develop their own area of specialization by combining their specialty with another experimental area in which a faculty member has expertise, or with industrial/organizational psychology or clinical psychology.

Research experience is considered an integral part of the training and will begin in the first year. Students are expected to begin directed research during their first year under the supervision of an advisor. During their second year, students are expected to plan and conduct research toward their master's thesis. Research experience during the third year might involve a continuation of the line of research initiated in the thesis project. Alternatively, students may begin to develop a new line of research in preparation for their dissertation, which is usually conducted during the third year. The program incorporates research skills within a major content area in psychology, and thereby qualifies students 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

Statistics and Methodology:

PSY 410 Advanced Statistics I
PSY 411 Advanced Statistics II
PSY 418 Multivariate Statistical Analysis
PSY 420 Advanced Research Methodology
Advanced Courses:
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
PSY 561  Advanced Psychology of Women
PSY 563  Mental Imagery

Electives:
PSY 413  Time Series
PSY 414  Nonparametric Methods
PSY 419  Factor Analysis and Path Modelling
PSY 422  Computing for the Behavioral Scientist
PSY 450  Psychological Measurement
PSY 520  Principles of Human Diversity
PSY 558  Seminar in Advanced Statistics
PSY 592  Directed Research
PSY 594  Psychological Research
CSC 578  Neural Networks I
CSC 587  Cognitive Science

Other Requirements:
PSY 588  Topics in Experimental Psychology
PSY 597  Master's Thesis Research (four hours)
PSY 599  Dissertation Research (12 hours)

Students may take Psychological Research (PSY 594) or Directed Research (PSY 592) to meet their doctoral course requirements. In addition students may earn a certificate in Women's Studies by taking three more courses beyond Advanced Psychology of Women (PSY 561). See WMS courses and certificate description under Women's Studies in the graduate bulletin.

Doctoral Candidacy Examination: designed to assess the student's knowledge of experimental psychology and the student's area of specialization. These are taken after the student has completed the thesis and before work has begun on the dissertation. The examination is given in three sections. One section covers the major area of experimental psychology; the second section consists of an examination in the student's area of specialization. The third section consists of a paper in a minor area selected by the student from the areas of learning, perception, physiological, personality, developmental, statistics, and social psychology. A coursework minor is optional.

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 nonresident 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. Research for the dissertation should normally be completed during the student's fourth year in the program.

Oral Examination: student to defend his or her dissertation and to show competence in the general field of psychology and in the area of specialization.

Time Limitations: 1) between admission to the doctoral program and admission to doctoral candidacy: not more than four years; and 2) between admission to candidacy and the final examination: not less than eight months and not more than five years.
DOCTOR OF PHILOSOPHY: INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY

DEGREE REQUIREMENTS

Courses: a minimum of 120 hours beyond the bachelor's degree, including 12 dissertation hours. In addition to those courses required for the M.A., the following courses must be completed.

Core Courses: Either a course in history and systems of psychology or passing a special exam in this area.


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. Examples of method courses include Math 454, 456, 457; Computer Science 423, 424, and 432. Examples of 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 candidacy continuation registration 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. 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.

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: PSY 240, 241, 242.
Methods in Qualitative Research (cross-listed as PSY 416). 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. Prerequisites: PSY 105 or 106 and 240 and 340.

Introduction to Psychological Measurement. Measurement in psychology; emphasis on standardization, reliability, validity; test and scale development. Prerequisites: PSY 105 or 106 and 240, 241, and 242. Materials fee $5.00.

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: PSY 105 or 106.

Psychology of the African-American Child (cross-listed as 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: PSY 105 or 106.

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.

Social Cognition and Mental Control (cross-listed as PSY 560). Theory and research dealing with the major aspects of social cognition and mental control, including social perception, stereotyping, memory and affect, as well as the self-control of thought, emotion and behavior. Prerequisite: PSY 347.

Theories of Personality. Survey of major personality theories with separate emphasis on clinically-derived and research-derived theories. Freudian psychoanalysis is especially emphasized in the clinical area. Personality research philosophy is presented separately and as part of the research-derived theories. Prerequisite: PSY 105 or 106.

Abnormal Psychology. Description of the nature, symptoms, and etiology of psychological disorders. Prerequisite: PSY 105 or 106.

Community Psychology. 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. Prerequisite: PSY 105 or 106.

Small Groups and Leadership. Study of behavior of individuals in groups and the analysis of leadership styles as a function of the type of task and group structure. Prerequisite: PSY 347 or PSY 380 or consent.

Theories of Learning and Cognition. A survey of the classical and modern theories of learning. Prerequisite: PSY 105 or 106.

History and Systems of Psychology. Historical development of psychology and its fields. Prerequisite: PSY 105 or 106 or consent.

Seminar in Cognition (cross-listed as PSY 563). Consideration of a current important topic area in cognitive psychology. Prerequisite: PSY 105 or 106.
Alcoholism, Drug Addiction and Recovery. 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. **Prerequisite:** PSY 105 or 106.

Health Psychology and Stress Management. Considers the interaction of mind and body in maintaining health and resisting disease. The contributions of exercise, lifestyle, psychological functioning and spirituality to wellness will be considered. Through experiential learning students will practice and document their experience with a wide range of stress management/exercise techniques.

Behavior Problems of Children. Factors associated with deviance in children and adolescents. Examination of personal and social consequences. Review of treatment programs for children. **Prerequisite:** PSY 105 or 106.

Psychology of Exceptional Children. Comprehensive introduction to the study of special children—those children who do not reach their fullest potential because of physical, social, cognitive or behavioral factors. **Prerequisite:** PSY 105 or 106.

Social and Emotional Development (cross-listed as PSY 555). 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. **Prerequisite:** PSY 333.

Research Methods in Social Psychology. Overview of methods and associated problems unique to conducting research with humans, both in the laboratory and the field. **Prerequisite:** PSY 347 or equivalent. Laboratory fee $5.00.

The Psychology of Judgment and Decision-Making (cross-listed as 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. **Prerequisites:** PSY 105 or 106, and 240.

Physiological Psychology. The nervous system and endocrine functions as related to behavior. **Prerequisite:** PSY 105 or 106.

Comparative Psychology (cross-listed as PSY 554). Patterns of behavior shown by various animal species. **Prerequisite:** PSY 105 or 106.

Industrial and Organizational Psychology. Application of theories and methods of psychology to the study of human behavior in business, industrial and other organizations. **Prerequisite:** PSY 105 or 106.

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.

Organizational Behavior. Theories in learning, personality, work motivation, job attitudes, and organizational culture; application to interpersonal behavior. **Prerequisite:** PSY 380 or consent.

Consumer Behavior and Advertising. Application of psychological principles and methods to advertising, marketing, product development, sales and propaganda. **Prerequisite:** PSY 380 or consent.
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.

Psychology of Alienation. Causes of individual and group alienation, and the resultant behavior. Prerequisite: PSY 105 or 106.

Advanced Topics in Psychology. Prerequisites: senior standing and consent of chair.

Field Work and Study. Supervised experience in selected off-campus settings and associated readings. Prerequisites: PSY 357, 358 and consent of chair.

Reading and Research. Prerequisites: advanced standing and consent of chair.

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.

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.

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.

Physiological Processes. The functional role of neural systems important for the processes of motivation, emotion, sleep, memory, and cognition.


Advanced Statistics I. Graphical methods for data display, analysis of variance, multiple comparisons, multifactor analysis of variance, randomized block, repeated measures, related designs, linear regression. Prerequisite: PSY 340, or one semester of undergraduate statistics.

Advanced Statistics II. Analysis of covariance, categorical data analysis, generalized linear models, distribution-free methods, computer intensive methods, principal component analysis. 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 Methods. Logic and application of distribution-free techniques and log-linear approaches to the analysis of qualitative data.

Methods in Qualitative Research (cross-listed as PSY 341). Principles and techniques or 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.
Multivariate Statistical 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.

Computing for the Behavioral Scientist. An introduction to computer programming, simulation and computer-intensive methods in data analysis. Prerequisites: PSY 404, 410, 411.


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 as 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.


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. Core issues in the Human Resource area. Topics include job analysis, job evaluation, pay equity, benefits systems, incentive programs, and personnel screening for selection.
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.

Concepts, Methods, and Ethics for Industrial/Organizational Psychology. The major concepts and techniques relevant to I/O psychology. Topics include psychometrics, regression, validity generalization, utility, legal issues, affirmative action, and ethics.

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 nonverbal 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 Psychodiagnosics. Advanced study of projective techniques and other assessment methods, with emphasis on analysis, interpretation and integration of all pertinent clinical data, and report writing.


Neuropsychological Testing. 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. Two quarter hours.

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 as 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. Non-credit.

Seminar in Experimental Psychology.

Seminar in Neuropsychology.

Seminar in Personality Research.
Seminar in Comparative Psychology (cross-listed as PSY 378).

Social and Emotional Development (cross-listed as PSY 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. Prerequisites: PSY 411 and 420.

Seminar in Industrial/Organizational Psychology. (Four quarter hours)

Social Cognition (cross-listed as 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 as MLS 478 and WMS 470). A review of research and theory on women, including sexist biases in traditional research, feminist methodology, pedagogy and therapy, violence against women, gender differences in development, relationships, sexuality, and the interplay of gender, race and sexual orientation.

Seminar in Family Therapy. Four quarter hours. A review of systems theory and the assessment and treatment of families and couples. Prerequisite: PSY 574.

Mental Imagery (cross-listed as PSY 362). 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. Prerequisite: PSY 488.

Advanced Clinical Seminar.

Seminar in Psychopathology.

Seminar in Community Psychology. Four quarter hours. Analysis of theories of community and human behaviors from the standpoint of general systems principles.

Seminar in Program Evaluation. Four quarter hours. Analysis of major research programs dealing with social and mental health problems with emphasis on epidemiological and socio-clinical research methods.

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 unless otherwise noted.

574 Prepracticum in Clinical Psychology. May be repeated three times.

577 Practicum in Clinical Assessment. Supervised experience in intake interviewing, psychological evaluation, and case conference presentation in a clinic, hospital or community agency setting.

578 Practicum in Clinical Psychology. Supervised experience in diagnostic assessment, intervention planning, psychotherapy and report writing through varied assignments to campus or community agencies.

579 Practicum in Child Clinical Procedures. Supervised practice in the diagnosis and treatment process of the problems of children and adolescents. May be repeated twice.

582 Advanced Practicum in Clinical Psychology.

583 Practicum in Community Mental Health.

584 Practicum in Special Areas in Psychology.

585 Field Work in Clinical Psychology. Four quarter hours. An applied experience which integrates skills of consultation, program development, advocacy, and program evaluation. Prerequisite: consent of instructor.

586 Practicum in Applied Industrial/Organizational Psychology. Four quarter hours. Supervised experience in the application of I/O Psychology and technical report writing.

587 Practicum in Advanced Research in Industrial/Organizational Psychology. Four quarter hours. Supervised experience in I/O research and the preparation of research results for publication.

SPECIAL STUDIES

588 Topics in Experimental Psychology. Four quarter hours. Consideration of topics of current interest to the faculty and advanced graduate students. Introduction to research methods and data analysis.

590 Thesis Seminar. Non-credit.

591 Colloquium in Industrial/Organizational Psychology. Non-credit. 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.


594 Psychological Research. One to four quarter hours. A course involving intensive readings in contemporary psychological literature. (Arranged by prior consultation with the chair.)

595 Colloquium. Required of all graduate students each quarter until graduation. Non-credit. Lectures by psychologists and members of the faculty.
Internship in Clinical Psychology. Non-credit. (Arranged with consent of director of clinical training.)

Master's Thesis Research. One to four quarter hours. Original investigation of a specific research problem. Four hours required.

Dissertation Research. One to twelve quarter hours. Twelve hours total required.

Research Methodology.

Organizational Development.

Organizational Consulting: Diagnostics.

Organizational Politics and Savvy.

Industrial/Organizational Psychology (cross-listed as PSY 380).

Needs Analysis.


Creativity and Decision Making.

Candidacy Continuation. Non-credit. Students admitted to candidacy for the doctoral degree who have completed all course and dissertation registration requirements are required to be registered each quarter of the academic year until the dissertation and final examination have been completed. Prerequisite: admission to candidacy. $40.00 per quarter.
FACULTY

J. Patrick Murphy, C.M., Ph.D.
Associate Professor, Program Director
Stanford University

Ellen J. Benjamin, Ph.D.
Assistant Professor
University of Chicago

Susan F. Bennett, Ph.D.
Associate Professor
Northwestern University

Barbara C. Berlin, M.U.P.
Lecturer
University of Michigan

Ronald J. Bordui, M.B.A., C.A.E.
Lecturer
University of Detroit

H. Woods Bowman, Ph.D.
Assistant Professor
Syracuse University

Grace Budrys, Ph.D.
Professor
University of Chicago

Dean F. Eitel, Ph.D.
Lecturer
University of Illinois at Chicago

Joyce Hollingsworth, M.A.
Lecturer
University of Chicago

Heather T. Hutchison, J.D.
Lecturer
Illinois Institute of Technology

Nancy Kaszak, J.D.
Lecturer
Northern Illinois University

John F. Kordek, MIPS
Lecturer
Johns Hopkins University

Lawrence J. Majka, M.B.A., C.P.A.
Lecturer
Golden Gate University

Jennifer Margolis, M.B.A.
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University of Chicago

Michael McIntyre, Ph.D.
Assistant Professor
University of Chicago

Heidi Nast, Ph.D.
Associate Professor
McGill University

Denise Nitterhouse, D.B.A., C.P.A.
Associate Professor
Harvard University

Zahida Noorani, M.S.W.
Lecturer
University of Minnesota

Stephanie Quinn, Ph.D.
Lecturer
Vanderbilt University

Robert Rotenberg, Ph.D.
Professor
University of Massachusetts, Amherst

Terrence J. Rynne, M.M.
Lecturer
Northwestern University

Susan M. Sanders, R.S.M., Ph.D.
Associate Professor
University of Chicago

Barbara Schaffer, M.A.
Lecturer
Washington University

Henry M. Schaffer, J.D.
Lecturer
University of California

Anna Marie Schuh, M.S.
Lecturer
DePaul University

Joseph P. Schwieterman, Ph.D.
Associate Professor
University of Chicago

John F. Setitch, M.S.
Lecturer
DePaul University

Anna 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 Policy Program:

JEFF ATKINSON, J.D.
Lecturer
DePaul University

RICHARD BENSON, C.M., PH.D.
Lecturer
Catholic University of Louvain

SAMUEL J. BRAKEL, J.D.
Lecturer
University of Chicago

HAROLD BRESSLER, J.D.
Lecturer
DePaul University

ELLEN BUDLICK, J.D.
Lecturer
Harvard University

MICHAEL CALLAHAN, J.D.
Lecturer
DePaul University

E. CHRISTOPHER CARAVETTI, J.D.
Lecturer
DePaul University

DIANE CERNIVIVIO, J.D.
Lecturer
DePaul University

JAMES DECHENE, PH.D.
Lecturer
University of Michigan

KATHERYN 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

MICHAEL S. JACOBS, J.D.
Professor
Yale University

TERRENCE F. KILEY, LL.M.
Professor
New York University

JOHN P. MINOGUE, C.M., D.MIN.
Lecturer
St. Mary's of the Lake University

THOMAS MULDOON, J.D.
Lecturer
DePaul University

MICHELLE OBERMAN, J.D.
Lecturer
University of Michigan

JOHN OLDERSWAY, LL.M.
Lecturer
DePaul University

PAUL ST. JOHN, J.D.
Lecturer
DePaul University

WILLIAM P. SCHURGIN, J.D.
Lecturer
Boston University

STEPHEN J. WEISER, LL.M.
Lecturer
DePaul 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 curricu-
Public Services

Lum 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 Policy
Nursing and Public Service Administration (see Nursing Department)

Master of Arts/Master of Science:
International Public Service Management (jointly offered with the International Studies Program).

Certificate:
Administrative Foundations in Public Service
Financial Administration for government and nonprofit professionals
Health Care Administration
Metropolitan Planning and Development

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.
• A résumé.
• 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 coursework or work experience in economics, accounting, budgeting or finance may be required to take a prerequisite course or a non-credit workshop during the first year in the program in preparation for MPS 533. Any such coursework 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 590 plus an extended writing sample in English are needed for 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 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 four credit hours unless otherwise specified. Included in this total are the following required courses:

**Core Courses** (36 quarter hours)

- MPS 500 Introduction to Public Service Management
- MPS 512 Public Service Organizations in the Public Context (two quarter hours)
- MPS 533 Economic Foundations of Public Service or **MPS 515** Financial Administration
- MPS 542 Policy Design and Analysis
- MPS 552 Principles and Practices of Supervision (two quarter hours)
- MPS 557 Need Assessment and Program Evaluation or **MPS 558** Evaluation of Organizational Effectiveness
- 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 (two quarter hours)
- MPS 594 Ethics in Administration (two quarter hours)
- MPS 595 Practicum in Administration and Policy Analysis I or **MPS 598** Thesis Research I

**Elective Courses** (16 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.

**NAPERVILLE CAMPUS ACCELERATED PROGRAM**

This master's degree program is a weekend, accelerated program offered for students who engage in administrative careers in nonprofit or government organizations. Students take two classes per quarter and complete degree requirements in two years. The program consists of a core of courses including management, methods, and policy areas. Students complete a practicum project in the second year.

**MASTER OF SCIENCE: HEALTH LAW AND POLICY**

**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 Policy 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.
• A résumé.
• 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 coursework or work experience in economics, accounting, budgeting or finance may be required to take a prerequisite course or a non-credit workshop during the first year in the program in preparation for MPS 533. Any such coursework 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 590 plus an extended writing sample in English are needed for admission.

In addition to seeking students of proven academic ability, the Health Law and Policy 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 Policy 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 Policy. 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 four quarter hours and each Law course three semester hours, unless otherwise specified.

Core Courses—Public Services (34 quarter hours)

MPS 500  Introduction to Public Service Management
MPS 533  Economic Foundations of Public Service or MPS 515 Financial Administration
MPS 542 Policy Design and Analysis
MPS 557 Need Assessment and Program Evaluation
   or MPS 558 Evaluation of Organizational Effectiveness
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 (two quarter hours)
MPS 595 Practicum in Administration and Policy Analysis I or MPS 598 Thesis Research I

Core Courses—College of Law (nine semester hours)
One course on private-sector health care:
LAW 425 Hospital Law
LAW 706 Health Policy and the Law
LAW 722 Employment Law for Health Care Providers

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

One course on malpractice (optional):
LAW 424 Health Care Reimbursement Programs
LAW 724 Medical Malpractice
LAW 732 Alternative Dispute Resolution

Elective Courses—College of Law (six semester hours)
One or 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.

MASTER OF ARTS/MASTER OF SCIENCE: INTERNATIONAL PUBLIC SERVICE MANAGEMENT

ADMISSION REQUIREMENTS
Students must meet the admission requirements of both the MA in International Studies and the MS in Public Services Management. It is especially important for admission to this joint program that the applicant demonstrate at least three of the following qualities: (1) experience with non-profits through volunteer work or previous experience; (2) a sense of commitment to activism in a specific sector of international non-profit activity; (3) extensive foreign language and foreign living experience; (4) significant management experience in the service sector—profit or non-profit; and (5) non-profit work. See the general admission requirements for each program for further details and criteria.

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 substi-
tuted 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. Students are placed on departmental probation as soon as their cumulative GPA falls below 2.70. If during the next four courses, students on probation either receive another grade below B- or fail to raise their GPA to at least 2.70, they may be dismissed for poor scholarship and prohibited from registering for further course work.

**DEGREE REQUIREMENTS**

**Courses:** successful completion of 56 quarter hours of graduate credit. Each course carries four quarter hours unless otherwise specified.

**Core Courses** (44 quarter hours)

- MPS 500  Introduction to Public Service Management
- MPS 533  Economic Foundations of Public Service or **MPS 515** Financial Administration
- MPS 539  International Dimensions of Public Service
- MPS 542  Policy Design and Analysis
- MPS 557  Needs Assessment and Program Evaluation or **MPS 558** Evaluation of Organizational Effectiveness
- MPS 582  Research Methods in Public Service
- INT 401  Proseminar in International Studies
- INT 402  Complex Social Organization
- INT 403  Movements, Regimes, and Ideologies
- INT 405  Economies in the International Context
- INT 406  Seminar in Global Geography

**Thesis Courses** (8 quarter hours)

- INT 590  Thesis Research I: Directed Research
- INT 592  Thesis Research II: Thesis Writing (Two quarter hours)

**Elective Courses** (4 quarter hours)

Students are free to elect one course according to their academic interests. This elective may be taken outside MPS or INT. The student must obtain the permission of his/her advisor prior to registration for such courses.

**CERTIFICATE PROGRAMS**

**ADMISSION REQUIREMENTS**

Application for admission to the certificate program may be made at any time during the year. Admission requirements for certificate programs are the same as for the Master of Science in Public Service Management, except that letters of recommendation are not required.

A student who lacks prior course work or work experience in economics, accounting, budgeting or finance may be required to take a prerequisite course or a non-credit workshop in preparation for MPS 533.

Certificate students desiring to take more than 12 hours must be admitted to a degree program. One to three certificate courses may be may be applied toward the M.S. degree, with permission from the program director.

**ACADEMIC PROGRESS**

Students must earn a grade of C- or better in each course that is to be counted for graduate credit. The student must maintain a cumulative grade-point average of B- (2.70) or better in order to remain in good standing and complete requirements for a certificate.
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.

CERTIFICATE REQUIREMENTS

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 IN FINANCIAL ADMINISTRATION

This program is designed for government and nonprofit administrators with financial responsibility who want to develop analytical skills and to stay current amid changing accounting rules, new government regulations and evolving financing techniques. Students cover the essentials of microeconomics and financial administration with special emphasis on budgeting and accounting principles unique to local government and the nonprofit sectors.

CERTIFICATE REQUIREMENTS

Courses: successful completion of a minimum of 12 quarter hours of graduate credit. Each course carries four quarter hours.

MPS 533 Economic Foundations of Public Services  
MPS 509 Budget Formulation and Analysis  
MPS 514 Fund Accounting for Nonprofit Organizations or MPS 515 Financial Administration or MPS 603 Team Project

CERTIFICATE IN HEALTH CARE ADMINISTRATION

This program is designed for health care professionals who want to develop analytical skills and to stay current amid changing accounting rules, new government regulations and health care management techniques. In three courses, students cover the essentials of health care administration with special emphasis on managed care principles and practices.

CERTIFICATE REQUIREMENTS

Courses: successful completion of a minimum of 12 quarter hours of graduate credit. Each course carries four quarter hours.

Required course (4 quarter hours)
MPS 537 Health Care Delivery Systems

Elective course (8 quarter hours)
Select two of the following:

MPS 506 Financing and Costing in Health Care  
MPS 560 Issues in Health Care  
MPS 570 Introduction to Health Law

CERTIFICATE IN METROPOLITAN PLANNING AND DEVELOPMENT

This is a non-degree program designed for individuals who want to develop analytical skills and stay current on issues of regional land use, transportation, and economic development. It provides students with a perspective of the institutions of municipal and metropolitan planning, issues affecting the delivery of public services, and innovative solutions to urban and suburban development problems.

This certificate is offered in conjunction with The Chaddick Institute for Metropolitan Development. The Institute offers a variety of programs regarding land use, infrastructure, and transportation in the region.
CERTIFICATE REQUIREMENTS

Courses: successful completion of a minimum of 12 quarter hours of graduate credit. Each course carries four quarter hours.

Required Course (4 quarter hours)
MPS 571 Metropolitan Planning

Elective Courses (8 quarter hours)
Select two from the following:
MPS 528 Total Quality Management in Service Organizations
MPS 529 Strategic Planning
MPS 533 Economic Foundations of Public Service
MPS 538 Political Feasibility Analysis
MPS 540 Policy Implementation in a Bureaucratic and Political Context
MPS 545 Community Organizations and Urban Development

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.

PUBLIC SERVICE MANAGEMENT

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 rethink public service organizations. Provides an introduction to managerial issues including workforce diversity, decision making and leadership. Stresses critical thinking and writing skills.

501 Corporate Communication and Culture (cross-listed as CMN 541). The central purpose of this course is to introduce students to the role communication plays in organizational life. Throughout the quarter, attention will be devoted to examining the various theoretical perspectives from which organizational communication can be viewed, and selectively surveying major content topics and current issues in the organizational communication literature. Prerequisite: Consent of the instructor.

502 Leadership. Two credit hours. Introduces concepts, tasks, and styles of leadership, including transactional and transformational leadership; explores recent research on leaders' characteristics and effectiveness. Prerequisite: MPS 500.

505 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.

506 Financing and Costing in Health Care. This course examines the major sources of financing as well as the major methods of measuring costs for inpatient, outpatient and long-term health care. It examines Medicare and Medicaid payment principles in detail and introduces cost accounting as applied to health care.

509 Budget Formulation and Analysis. Overview of resource allocation and budget preparation methods in public service agencies. Prerequisite: MPS 533.

512 Public Service Organizations in the Public Context. Two credit hours. Introduces students to the size, scope, capacity and limitations of the nonprofit and government sectors that provide public services. In addition, students will become familiar with print and electronic resources and databases that will help them further their understanding of public service organizations.
**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.**

**Financial Administration.** Overview of principles, practices and procedures of taxation, public funding and accounting.

**Human Resource Administration** (cross-listed as CMN 509 or CMN 549). 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.

**Marketing for Service Organizations.** Explores the objectives, strategies, techniques and constraints which affect the marketing of government and nonprofit services.

**Strategic Planning.** Students will learn how to apply strategic planning concepts and tools to public and non-profit organizations to help achieve “corporate” goals and objectives in meeting service delivery missions. The course focuses on analyzing the dynamic interaction of trends, market forces, stakeholders, and core competencies in developing a vision with strategies to handle organizational alternative scenarios. Examples are taken from government, social service agencies, park districts, suburban municipalities, health care organizations, and metropolitan development groups.

**Total Quality Management in Service Organizations** (cross-listed as CMN 509 or CMN 549). 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.

**Economic Foundations of Public Service.** Introduces students to financial and microeconomic issues affecting the governmental and nonprofit sectors. Explores principles of public finance. Techniques for effective fiscal planning, budgeting and financial management are discussed. Specific applications to local government and nonprofit organizations are considered.

**Health Care Delivery Systems** (cross-listed as SOC 437). Overview of the structure of the U.S. health care delivery system. Addresses the following topics: mortality and morbidity trends, distribution of personnel and facilities, health insurance, and international comparisons. Recent trends including managed care, single payer, and state exemptions from federal policy receive special emphasis.

**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 inter-
national service agencies, and international involvements of U.S. foundations
and nonprofit agencies. Features case studies and guest speakers.

Policy Implementation in a Bureaucratic and Political Context. This course dis-
cusses reasons why well-intended government programs or policies so often
go astray. It emphasizes how policies change when managers and analysts try
to implement them in a bureaucratic or political environment.

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 alterna-
tives; evaluating policy alternatives using ethical, legal, economic, organizational,
and political criteria; and anticipating problems of policy implementation.

Law Enforcement Policy Issues (cross-listed as SOC 446). Theory, application,
and impact of law enforcement policies on police, corrections and the courts.

Community Organizations and Urban Development (cross-listed as 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 as SOC 431). Overview of social systems of health
care in the United States, including the health-seeking behavior of patients, rela-
tionships among health care providers, and organizational settings in which ser-
VICES 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 con-
stituent members and organizations.

Principles and Practices of Supervision. Two quarter hours. Focuses on factors
affecting employee behavior and the nature and purposes of supervisory roles.
Deals with selecting, motivating, evaluating and terminating employees. Pre-
requisite: MPS 500.

Urban and Community Analysis (cross-listed as SOC 422). Discussion of urban
issues, including social area analysis, neighborhood change, land use, and other
selected topics.

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 implementation and its effectiveness.
Evaluation of Organizational Effectiveness. Prepares students to conduct need analyses and organizational evaluations. Students will learn how to use decision-making tools and varied approaches to assessing organizational effectiveness, important for their future responsibilities as managers of public service organizations. Prerequisite: MPS 500.

Issues in Health Care. Analyzes who promotes, provides, consumes, and pays for health care in the United States. Special attention is given to the relationships between governments, health care institutions, and community-based organizations.

Introduction to Health Law. Introduces students from nonlegal 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 as ENG 494). Improves writing skills useful in semi- and non-technical professions; emphasis on style, tone, awareness of purpose and audience.

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.

Advanced Quantitative Methods. Explores statistical tools for public service research, including the binomial distribution, multiple regression analysis, and non-parametric tests. Involves use of statistical software. Prerequisite: MPS 580 or equivalent.

Research Methods in Public Service. Introduces students to principles and methods of applied research, including the proper use of surveys, interviews, focus groups, archival data, and quasi-experimental designs. It includes a brief introduction to the Internet as a resource for research.

Practicum/Thesis Design. Two quarter hours. 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. Prerequisites: seven core courses including MPS 582; consent of the program director and instructor.

Proposal Writing. Two quarter hours. 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.

Qualitative Research Methods (cross-listed as CMN 581). Introduction to qualitative approaches to 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. Prerequisite: consent of the instructor and program director.
Volunteerism in American Society. Analysis of volunteerism in American society, including its historical development, contemporary trends, social significance and organizational implications.

Fundraising and Development for Nonprofit Organizations. Two quarter hours. Explains fundraising and development practices commonly used by nonprofit organizations. Focuses on capital campaigns, annual giving and special appeals.

Special Topics. Two quarter hours. Topics vary each term. (May be taken more than once).

Ethics in Administration. Two quarter hours. Examines ethical dimensions of issues faced by administrators in public service organizations. Case materials used.

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 585. (Binding fee)

Practicum in Administration and Policy Analysis II. Continuation course for students whose practicum projects extend significantly beyond what they can finish in MPS 595. Prerequisites: MPS 595 and consent of instructor.

Seminar in Administration. In-depth examination of selected issues in public service administration. Topics vary each term. (May be taken more than once).

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. (Binding fee.) Prerequisites: MPS 585 and consent of a full-time faculty thesis advisor.

Thesis Research II. Continuation course for students whose research projects extend significantly beyond what they can finish in MPS 598. Prerequisites: MPS 598 and consent of a full-time faculty thesis advisor.

Independent Study. Variable credit. Individually supervised learning experience, usually involving extensive library research and writing. Prerequisite: consent of program director and a faculty advisor.

Internship. Variable credit. Supervised work experience during one or more quarters, usually involving application of administrative skills in an organizational setting new to the student. Prerequisite: consent of program director or internship supervisor.

Candidacy Continuation. Non-credit. 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. $40.00 per quarter.

Team Project. Variable credit. 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. Prerequisite: consent of instructor.
HEALTH LAW AND POLICY

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). The courses listed below are each worth three semester hours (4.5 quarter hours).

Core Courses
MPS 500, 533, 542, 557, 570, 580, 582, 585, and 595. Descriptions are given on previous pages.

LAW 250 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. Prerequisite: MPS 570.

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.

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.

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.

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.

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.
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.**

LAW 722  **Employment Law for Health Care Providers.** 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.**

**ELECTIVE COURSES**

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 403  **Forensic Evidence.** This course will examine selected topics in the forensic sciences devoted to the investigation and trial of both civil and criminal cases. Primary attention will be given to the investigation and trial of criminal cases. The course topics will consist of both legal and scientific aspects of the investigative and trial processes. Legal analyses will focus primarily on issues of criminal and civil discovery and the debate over the legal requirements for an area of forensic science to be utilized at trial.

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 bioethical issues. The issues discussed in the seminar depend in large part on the interests of the class.

LAW 424 **Health Care Reimbursement Programs.** 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 732 **Alternative Dispute Resolution.**

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).
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DEENA A. WEINSTEIN, Ph.D.
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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.

One assistantship is available to graduate students, as well as internships. Additional information is available upon written request to the chair of the 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.

A written statement describing the applicant's reason for wishing to undertake graduate study in sociology is required, as are two letters of recommendation.

DEGREE REQUIREMENTS

There are three options in the Master of Arts in Sociology program:

Courses:

48 credit hours are required for the degree (12 courses)

Students entering with a non-social science background, or returning to school after a five or more year absence, or entering with conditional acceptance as based on their undergraduate performance will be required to take a prerequisite course, SOC 401 Advanced Introduction to Sociology.

All students are required to take SOC 405 Sociological Perspectives. (The course focuses on themes and theories of sociological thinkers.)

All students are required to take SOC 411 Social Research Methodology (this involves methodology, statistical analysis and proposal writing) and SOC 412 Data Analysis.

Those students desiring to complete the Thesis Option are required to take one additional course—Sociology 500 Thesis Research, while those students desiring to complete the Essay Option are required to take one additional course—Sociology 414 Theoretical Essay.

Students receiving more than two incompletes will not be allowed to register for courses until the incompletes are resolved.

Master of Arts in Sociology with Thesis

SOC 405 Sociological Perspectives
SOC 411 Social Research Methodology
SOC 412 Data Analysis
SOC 500 Thesis Research

Eight additional courses.

Thesis: The design for the thesis project may be set up in SOC 411 and SOC 412. 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 completions.

Master of Arts in Sociology with Research Project

SOC 405 Sociological Perspectives
SOC 411 Social Research Methodology
SOC 412 Data Analysis

Nine additional courses.

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 Essay
SOC 405 Sociological Perspectives
SOC 411 Social Research Methodology
SOC 412 Data Analysis
SOC 414 Theoretical Essay
Eight additional courses.

Master of Arts in Sociology with Essay
SOC 405 Sociological Perspectives.
SOC 411 Social Research Methodology. Required for students who have not already com-
ple 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, 11 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.
The 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 hear-
ing is required at the commencement of the project and an oral presentation at its completion.

Internships
Students are encouraged to serve as Interns in organizations or institutions in order to
undertake a study in conjunction with a research, administrative, or counseling position. Stu-
dents should see the internship coordinator and register for SOC 498.

COURSES
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 soci-
ological inquiry, ethical issues of research, the various methods social scientists
use, and research in applied settings.
412 Data Analysis. The implementation of a research project. Analytic techniques,
data processing and the preparation of a written research report.
Qualitative Methods. An examination of qualitative methods in sociology: data collection and analysis, field research, life histories, unobtrusive measures and visual methods employing video and film equipment are emphasized.

Theoretical Essay. This course is designed to meet the needs of students electing to complete a theoretical essay rather than a master's thesis or a data analysis paper. The course focuses on developing techniques for identifying and bringing together bodies of literature relevant to a specific topic or subject, the critical analysis of existing literature and the synthesis of that body of literature around a specific subject matter or topic.

Sociological Background

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.

Advanced Introduction to Sociology. A focused and intensive introduction to the current state of the discipline of sociology: its basic concepts, theories, methodologies and research strategies. Students completing the course are expected to be able to engage successfully in the department's graduate program.

Courses in Specialized Areas

Urban Studies

Urban Sociology. Introduction to advanced level studies in applied urban sociology: contemporary urban theory, research, and policy issues.

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.

Urban and Community Analysis (cross-listed as MPS 554). Quantitative analysis of urban issues including social-area analysis, patterns of segregation, neighborhood change, and other selected topics.

Urban Cultural Areas (cross-listed as MLS 455). 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 as 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. 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

430 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.

431 Medical Sociology (cross-listed as 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.

432 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.

433 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.

434 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.

435 The Structure of Health Care Organizations. 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.

436 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.

437 Health Care Delivery Systems (cross-listed as 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. 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. 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. 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.** Theory, application and impact of policies in criminal law on police, corrections and the courts.

447 **Institutional Reaction to Deviants.** Examines theories and research on the social organization of institutions that label and process deviants.

448 **Gangs.** The problem of street gangs in America is examined. The theories of social disorganization, anomie, multiple marginality and the underclass are reviewed. The importance of social organizational theories of deviance for the development of street gangs is emphasized.

449 **Criminal Organizations.** The problem of organized crime in American society is examined. Both traditional and emerging groups are studied. The ethnic succession and alien conspiracy theories are reviewed. The importance of social structural influences for the development of criminal organizations is emphasized.

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.

450 **Advanced Statistics I.** An introduction to sample spaces, random variables, distributions and parametric statistics, sampling, and the concept of sampling distribution.

451 **Advanced Statistics II.** 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.

461 **Sociology of Youth.** Critical analysis of literature on nondelinquent youth; focus on the social contexts within which the transition to adulthood occurs.

462 **Socialization.** A synthesis of relevant psychological and sociological perspectives relating to the individual's acquisition of patterns of behavior and culture in social groups.

463 **Social Psychology.** The influence of group life on personality development, social interaction, and social behavior.

464 **Social Inequality.** An analysis of inequalities in power, wealth and prestige with an emphasis on the concept of social class, trends in social mobility, and relationships to current social topics such as housing, welfare and political participation.
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. 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 (cross-listed as MLS 447 and WMS 460). 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 interrelationship between religion and society. Emphasis upon the sacred secular and church-sect typologies, new religious movements and religion’s contributions to societal values, beliefs and meaning systems.

The Dilemma of the Modern Age (cross-listed as 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.

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.

Work, Leisure and the Quality of Life (cross-listed as MLS 443). 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.”

Work and Leisure in the 21st Century. The latter half of the 20th century has seen great change in the meaning, form and value assigned to work and leisure in society. Many of these changes have come to be characterized as inevitable consequences of life in post-industrial society. This course: 1) speaks to identify the factors that are shaping the future of work and leisure and 2) will explore futuristic scenarios that challenge the position of “work as a central-life meaning.”
Popular Culture and the Arts (cross-listed with Sociology 386). The course explores topics in popular culture and the arts from a sociological perspective. The focus includes specific arts (film, music, photography, etc.), subcultures of artists and performers and the impact of the market on the arts and popular culture.

African-American Culture (cross-listed as CUG 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 nonacceptance relationships.

African-American Social Thought and Social Action. The course examines a unique African-American community-service tradition. This tradition embodied in a social thought perspective merges direct social action with intellectual ideas to improve conditions of America's black community. Contributions of social scientist and social activists will be used to demonstrate this perspective and to discuss sociology topics as community, race and social change.

Special Topics in Sociology. Special courses will be offered as students and faculty identify selected topics of common interest.

Internship. Students may be placed with agencies where they will have the opportunity to participate in activities such as research and counseling. Credit may vary but is subject to the limit of eight quarter hours.

Independent Study.

Thesis Research

Thesis Research. Four quarter hours, one registration. The thesis research should culminate in the acceptance of a thesis proposal.

Candidacy Continuation. Non-credit. 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.
ADVISORY COMMITTEE

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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 nondegree 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 nondegree 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 Women's Studies courses from those listed below (16 quarter hours). Upon consultation and approval from your graduate program, the certificate can be combined with other graduate programs.

MASTER'S REQUIREMENTS

A Women's Studies concentration is available through either the Master 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.

405 Women and Knowledge (cross-listed as WMS 305, MLS 468 and PHL 661). This course studies the impact of the current women's movement on our understanding of knowledge, learning and the institutions that define and provide them.

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 versus 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, etc. As a variable-topics course, the particular focus of different sections will be subject to change.

Gendered Communication (cross-listed as CMN 523). 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.

Selected Topics on Women in Literature (cross-listed as MLS 467 or 480). 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.

Advanced 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 on economics, politics and culture. Focus is on African, Asian and Latin American cultures and nondominant groups within Western societies. Topics vary each quarter.

Methods and Scholarship in Women's Studies (cross-listed as WMS 391). An exploration of the transforming effects that feminist methodologies and scholarship have had in the social sciences and humanities. This course emphasizes interdisciplinary research approaches, feminist publishing, and the interplay of research and activism, as it prepares students to write a research proposal. Prerequisite: WMS 400.

Special Topics in Women’s Studies. Topics vary. See schedule for current offerings.

Foreign Study.

Independent Study. Permission of Women's Studies Program Director required.
FACULTY
THEODORE G. ANTON, M.A., M.F.A.
Associate Professor and Program
Director, Lincoln Park
University of Iowa

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

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

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

HEATHER BRODIE GRAVES, PH.D.
Assistant Professor
The Ohio State University

ROGER GRAVES, PH.D.
Assistant Professor and Program
Director, Naperville
The Ohio State University

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

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

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

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

PETER J. VANDENBERG, PH.D.
Assistant Professor
Texas Christian University

MASTER OF ARTS IN WRITING, LINCOLN PARK

By combining work in two core areas with a major concentration appropriate to a
student's professional and creative interests, the Master of Arts in Writing program,
offers theoretical and practical approaches to the study of writing within the broad
context of a liberal arts degree.

The program seeks to meet the needs of a 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 with interests in creative writing, including prose fiction and nonfiction, poetry,
  and dramatic works.
- Students seeking a master's-level foundation for further graduate work in English, rhetoric.
  and composition, creative writing, and related fields.
- Returning students desiring an advanced degree in a liberal arts field.

PROGRAM
The Master of Arts in Writing program offers advanced course work in the following major
concentration areas: business and professional writing, literary writing, and writing theory and
pedagogy. Students apply to the program at large and, upon admission, select one of the three
concentration areas. The program offers sufficient flexibility for students to switch from one
concentration to another, to begin their studies undecided about concentration, or to fulfill
course requirements in two concentration areas.
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 25 pages) of representative nonfiction writing (for example, academic papers or work-related writing) for evaluation.

DEGREE REQUIREMENTS

I. Core Requirements. Four courses, two selected from each of the following core areas.

<table>
<thead>
<tr>
<th>Language and Style Core (choose two courses)</th>
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</tr>
</thead>
<tbody>
<tr>
<td>ENG 402 History of English Prose Style</td>
<td>ENG 408 Stylistics</td>
</tr>
<tr>
<td>ENG 416 Structure of Modern English</td>
<td>ENG 426 History of the Essay</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rhetoric and Composition Core (choose two courses)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 403 History of Rhetoric I: Classical Rhetoric</td>
<td>ENG 404 History of Rhetoric II: Rhetoric in the Renaissance and the 18th Century</td>
</tr>
<tr>
<td>ENG 405 History of Rhetoric III: Modern Rhetoric</td>
<td>ENG 483 Composition Theory</td>
</tr>
</tbody>
</table>

II. Major Concentration. Four courses in one of the following concentrations.

Business and Professional Writing

<table>
<thead>
<tr>
<th>ENG 406 Multicultural Rhetorics</th>
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</thead>
<tbody>
<tr>
<td>ENG 490 Writing for Magazines</td>
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<tr>
<td>ENG 491 Science Writing</td>
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<tr>
<td>ENG 494 Writing in the Professions</td>
</tr>
<tr>
<td>ENG 495 Technical Writing</td>
</tr>
<tr>
<td>ENG 496 Editing</td>
</tr>
<tr>
<td>ENG 409 Topics in Language, Writing, and Rhetoric (selected)</td>
</tr>
<tr>
<td>MWR 509 Internship (selected)</td>
</tr>
</tbody>
</table>

Literary Writing

<table>
<thead>
<tr>
<th>ENG 488 Screenwriting</th>
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</thead>
<tbody>
<tr>
<td>ENG 490 Writing for Magazines</td>
</tr>
<tr>
<td>ENG 491 Science Writing</td>
</tr>
<tr>
<td>ENG 492 Writing Fiction</td>
</tr>
<tr>
<td>ENG 493 Writing Poetry</td>
</tr>
<tr>
<td>ENG 496 Editing</td>
</tr>
<tr>
<td>ENG 497 Writing the Literature of Fact</td>
</tr>
<tr>
<td>ENG 409 Topics in Language, Writing, and Rhetoric (selected)</td>
</tr>
<tr>
<td>MWR 509 Internship (selected)</td>
</tr>
</tbody>
</table>
Writing Theory and Pedagogy

ENG 401  History of the English Language
ENG 406  Multicultural Rhetorics
ENG 474  Teaching Literature
ENG 480  Teaching Writing
ENG 482  Writing Center Theory and Pedagogy
ENG 409  Topics in Language, Writing, and Rhetoric (selected)
MWR 509  Internship (selected)

III. Electives. Four courses chosen from any courses in the core and concentrations not taken for core or concentration credit, plus the following: ENG literature courses numbered in the 410's, 420's, 430's, 440's, 450's, 460's, and 470's (excluding 471); MWR 500 Independent Study; MWR 501 Thesis Research; MWR 509 Internship. A maximum of four quarter hours of MWR 509 Internship may be applied to the 48 quarter hours required for the degree.

IV. 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 12 months of their admission to the program (one of these courses must come from the Language and Style Core, and one must come from the Rhetoric and Composition Core); and

2) maintain an overall grade-point average of at least 3.0 in their coursework. 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. 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 501, 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 500, 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 509, Internship, may be applied to the 48 quarter hours required for the degree.
MASTER OF ARTS IN WRITING, NAPERVILLE

PURPOSES

Composed of a carefully articulated series of courses focused on the teaching of writing, the Master of Arts in Writing offered at DePaul's Naperville Campus is intended for current and prospective teachers of English—those who want to enhance their professional standing by earning a master's degree, those previously certified in other fields who wish to change disciplines, and those who wish to obtain a background in writing appropriate for teaching at the secondary or junior-college level.

PROGRAM

The M.A. in Writing, Naperville Campus, consists of a fixed curriculum of twelve courses. Students admitted to the program each autumn proceed through the curriculum as a group and are expected to take two courses each quarter during the academic year. All courses in the program are offered in intensive sessions on alternating weekends (see "Course Scheduling," below) and are normally taught by full-time faculty in the Department of English.

The program's structure offers students several advantages. First, the fixed nature of the curriculum provides for maximum coherence. Not only are the twelve courses in the program selected for their appropriateness to the degree, but the two courses offered each quarter are deliberately paired, and faculty teaching in the program integrate their syllabi to enhance the intellectual connections between the texts and concepts presented in their two courses. Second, because students move through the program as a group, the structure maximizes opportunities for students to come to know one another, to form study groups, to collaborate on projects outside of class, and to participate in computer conferencing with one another.

AdMISSION REQUIREMENTS

Students may apply for admission throughout the year but may begin the program in the autumn quarter only. Although preference is given to current and prospective teachers of English, applicants with bachelor's degrees in any field will be considered for admission. Applicants to the program must 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 the program and its relation to his or her future plans.
- A portfolio (approximately twenty-five pages) of representative nonfiction writing (for example, academic papers or work-related writing) for evaluation.

DEGREE REQUIREMENTS

Students begin the program in either year-long cycle of courses below and must normally complete the twelve courses indicated. A student who must for urgent reasons withdraw from a course may, with approval, complete an acceptable substitute course offered on the Lincoln Park campus.

<table>
<thead>
<tr>
<th>Year</th>
<th>Autumn</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ENG 403</td>
<td>ENG 406</td>
<td>ENG 405</td>
</tr>
<tr>
<td></td>
<td>Classical Rhetoric</td>
<td>Multicultural Rhetorics</td>
<td>Modern Rhetoric</td>
</tr>
<tr>
<td></td>
<td>Teaching Writing</td>
<td>Teaching Literature</td>
<td>Composition Theory</td>
</tr>
</tbody>
</table>
Year B
Autumn  
ENG 426  The Essay: History, Theory, and Practice  
ENG 490  Writing for Magazines

Winter  
ENG 416  Structure of Modern English  
ENG 494  Writing in the Professions*  
or  
ENG 495  Technical Writing*

Spring  
ENG 485  Teaching Creative Writing  
ENG 402  History of English Prose Style*  
or  
ENG 408  Stylistics*

*Course offerings will vary.

COURSE SCHEDULING
Each course meets for an initial three-hour period on the first Saturday of the academic quarter and a final three-hour period on the last Saturday. On four alternating weekends during the rest of the quarter, course A meets on Saturday from 9:30 a.m. to 4:30 p.m. and course B meets on Sunday from 9:30 a.m. to 4:30 p.m., including breaks. To illustrate, the class schedule for autumn quarter 1997 follows.

SAMPLE COURSE SCHEDULE (BASED ON AUTUMN QUARTER 1997)

<table>
<thead>
<tr>
<th>Date</th>
<th>Course Code</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 13</td>
<td>ENG 426</td>
<td>3</td>
</tr>
<tr>
<td>September 27</td>
<td>ENG 426</td>
<td>6</td>
</tr>
<tr>
<td>September 28</td>
<td>ENG 426</td>
<td>6</td>
</tr>
<tr>
<td>October 11</td>
<td>ENG 426</td>
<td>6</td>
</tr>
<tr>
<td>October 12</td>
<td>ENG 426</td>
<td>6</td>
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<tr>
<td>October 25</td>
<td>ENG 426</td>
<td>6</td>
</tr>
<tr>
<td>October 26</td>
<td>ENG 426</td>
<td>6</td>
</tr>
<tr>
<td>November 7</td>
<td>ENG 426</td>
<td>6</td>
</tr>
<tr>
<td>November 8</td>
<td>ENG 426</td>
<td>6</td>
</tr>
<tr>
<td>November 22</td>
<td>ENG 426</td>
<td>3</td>
</tr>
</tbody>
</table>

GOOD STANDING
To achieve good standing in the program, students must maintain an overall grade-point average of at least 3.0 in their course work. Students whose cumulative grade-point average falls below 3.0 will be placed on probation and given two quarters to raise their average to the minimum 3.0 level. Failure to meet this requirement constitutes grounds for dismissal.

INTERNET ACCESS
Students must obtain an Internet e-mail account for participation in various pedagogical activities. DePaul Online is strongly recommended, but an account from a commercial provider is also acceptable.
COURSES

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

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. 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 18th Century. A survey of developments in rhetoric from the 16th through the 18th centuries. Includes consideration of the vernacular rhetorics of the English Renaissance and analysis of connections between logic, rhetoric and literary criticism in the 18th century, with attention to implications for contemporary studies of literature, language and writing.


ENG 406 Multicultural Rhetorics. An introduction to written rhetoric and culture. Explores competing conceptions of culture and meanings of literacy, particularly as they relate to American literacy education.

ENG 408 Stylistics. Theory and practice in examining features of prose style, including linguistic, rhetorical and literary perspectives on style.

ENG 409 Topics in Language, Writing, and Rhetoric. See schedule for current offering.

ENG 416 Structural of Modern English. A systematic outline of modern English from both traditional and contemporary linguistic perspectives. Examines descriptive grammars, word and phrase structure, syntax and semantics, and formal issues of style and rhetoric.

ENG 426 The Essay: History, Theory, Practice. Explores the history of the essay as genre from the Renaissance to the present, compares and contrasts literary essays with those written in most school settings, and offers students the opportunity to write their own extended essays on personal and professional topics.

ENG 474 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 480 Teaching Writing. Introduction to teaching composition at the secondary and college undergraduate levels. The course helps students develop methods of teaching composition based on modern theories of rhetoric, reading and language acquisition.
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.** Explores the development of contemporary theories of written composition; focuses on contexts for writing, the writing process, and reader-writer relationships.

ENG 485  **Teaching Creative Writing.** Prepares English teachers to teach creative writing at the secondary and college undergraduate levels. Models the planning and directing of effective workshops in poetry and fiction writing. Naperville only.

ENG 488  **Screenwriting.** An introduction to the craft of screenwriting. Covers principles of plot, dramatic conflict, characterization, dialogue, and screenplay form. Students develop short dramatic and documentary screenplays.

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 creative career of science writing. Students research, write, and market articles on such subjects as astronomy, genetics, health, and technology for newspapers, magazines, e-zines, and innovative journals. No prior science background required.

ENG 492  **Writing Fiction.** A course in writing short stories. Emphasis is placed on class discussion of student writing. **Prerequisites: 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 semitechnical 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; this course focuses on a variety of topics related to writing technical documentation, including document design, audience analysis and usability testing. Students will write in several technical-writing genres, such as proposals, progress reports, final reports, manuals and on-line documents.

ENG 496  **Editing.** An introduction to editing principles and practices in professional and technical fields.

ENG 497  **Writing the Literature of Fact.** An advanced course in reading and writing true-life stories in the nonfiction tradition exemplified by such writers as Dickens, Agee, McPhee, and Didion. **Prerequisite: ENG 490 or permission of instructor.**

MWR 500  **Independent Study.** Variable credit. **Prerequisite: written permission of the supervising faculty member and of the program director.**
MWR 501  **Thesis Research.** A maximum of four quarter hours of thesis research may be applied to the 48 quarter hours required for the M.A. in Writing. Lincoln Park only.  *Prerequisite: written permission of the supervising faculty member and of the program director.*

MWR 502  **Candidacy Continuation.** Non-credit. 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.

MWR 509  **Internship.** 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. Lincoln Park only.  *Prerequisite: written permission of the supervising faculty member and of the program director.*
SCHOOL
OF
EDUCATION
ADMINISTRATION
BARBARA A. SIZEMORE, PH.D.
Dean
GAYLE MINDES, ED.D.
Associate Dean
CHARLES DOYLE, M.A.
Assistant Dean and Certification Officer
MARIANNE C. MURPHY, J.D.
Director of Graduate Programs and Certification Officer
KELLIE O’DONOGHUE
Operations Manager
MARGARET STRZYNSKI
Budget Manager

ADVISING CENTER
MAURICE BULLETT, M.S.
Director of Student Teaching
ALVIN LUBOV, M.ED.
Director of Clinical Experiences
JESSE MOORE, M.A.
Tutoring Coordinator
LYNN BRYAN, M.ED.
Director of Education Career Services
DENISE KEITHLEY, B.A.
Senior Academic Advisor and Certification Officer
CARMEN KENT, M.ED.
Academic Advisor
MARGARET STEKETEE, B.A.
Academic Advisor

PURPOSES

FACULTY

PHILOSOPHY

ADMISSION REQUIREMENTS

PROGRAMS
Curriculum Studies
Educational Leadership
Human Development and Learning
Human Services and Counseling
Language, Literacy and Specialized Instruction
Social and Cultural Studies in Education and Human Development
Teaching and Learning

COURSES
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, Ph.D.
Dean and Professor
University of Chicago

ENORA R. BROWN, Ph.D.
Assistant Professor
University of Chicago

NELL COBB, Ed.D.
Assistant Professor
Illinois State University

MARIE ANN DONOVAN, Ed.D.
Assistant Professor
Harvard University

ANTHONY DOSEN, C.M., Ph.D.
Assistant Professor
Marquette University

SISTER THERESA DUGAN, Ph.D., SND.
Associate Professor
Kent State University

JAMES DUIGNAN, M.F.A.
Instructor
University of Illinois at Chicago

URBAN H. FLEEGE, Ph.D.
Professor Emeritus
The Catholic University of America

GERALD FOSTER, Ph.D.
Associate Professor
University of Iowa

ANN MARIE FRANK, M.S.
Lecturer
Western Illinois University

JOHN GABRIEL, Ed.D.
Assistant Professor
University of Massachusetts, Amherst

WILLIAM E. GORMAN, Ed.D.
Professor Emeritus
Northwestern University

ERIC GUTSTEIN, Ph.D.
Assistant Professor
University of Wisconsin, Madison

MARGARET M. HARRIGAN, Ed.D.
Professor
Loyola University of Chicago

STEPHEN HAYMES, Ph.D.
Assistant Professor
Miami University

SANDRA JACKSON, Ph.D.
Associate Professor
University of California, Berkeley

ANDREW T. KOPAN, Ph.D.
Professor Emeritus
University of Chicago

JEFFREY J. KUZMIC, Ph.D.
Assistant Professor
Indiana University

JOAN M. LAKEBRINK, Ph.D.
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University of Wisconsin, Madison

JOHN J. LANE, Ph.D.
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University of Wisconsin, Madison

PAULINE LIPMAN, Ph.D.
Assistant Professor
University of Wisconsin, Madison

ANGELA MILLER, Ph.D.
Assistant Professor
University of Illinois at Chicago

GAYLE MINDES Ed.D.
Professor
Loyola University of Chicago

CAROLE P. MITCHENER, Ph.D.
Associate Professor
University of Denver

BARBARA KIMES MYERS, Ph.D.
Professor
University of Illinois, Champaign-Urbana
ROXANNE F. OWENS, M.Ed.
Instructor
University of Illinois at Chicago

PETER PEREIRA, A.M.T.
Associate Professor
Harvard University

AMIRA PROWELLER, Ph.D.
Assistant Professor
State University of New York at Buffalo

AISHA RAY, M.Ed.
Instructor
University of Michigan

BARBARA R. RADNER, Ph.D.
Associate Professor
University of Chicago

VERA P. RHIMES, Ph.D.
Assistant Professor
Miami University

JOHN RURY, Ph.D.
Professor
University of Wisconsin, Madison

SR. FRANCES RYAN, L.C.S.W., Ph.D.
Professor
Loyola University of Chicago

KENNETH SARUBBI, D.P.E.
Associate Professor
Indiana University

ANITA SCANDURRA, Ph.D.
Assistant Professor
The Ohio State University

HANS A. SCHIESER, Ph.D.
Professor Emeritus
Loyola University of Chicago

DUNCAN SYLVESTER, Ph.D.
Assistant Professor
University of Wisconsin-Stout

JOHN R. TACCARINO, Ph.D.
Associate Professor
Northwestern University

RAFAELA WEPFER, Ph.D.
Professor
Illinois Institute of Technology

KATHRYN C. WIGGINS, Ph.D.
Associate Professor
Michigan State University

NANCY WILLIAMS, Ph.D.
Associate Professor
Northwestern University

COREY WOODS, Ph.D.
Assistant Professor
Kansas State University

CAROL T. WREN, Ph.D.
Associate Professor
Northwestern University

LILIANA ZECKER, Ph.D.
Assistant Professor
University of Michigan
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 at least 52 quarter hours of coursework, 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 coursework, 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 Thesis and Masters Papers 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 and Behavioral Disorders
Type 73 School Service Personnel Certificate: Guidance
Type 75 Administrative Certificate:
    General Supervisory Endorsement
    General Administrative Endorsement
    Superintendent Endorsement (pending)
Please note that state certificates include requirements beyond program requirements. For example, a test of basic skills and a test of subject-matter knowledge are required. The tests are given at four regularly scheduled administrations per year. Students are advised to confer with program faculty, the certification officers, 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.

**GRADE REQUIREMENTS**

1. To receive graduate credit for an upper-level undergraduate course a grade of B- or better must be attained.

2. A grade of D+ or D is unacceptable for graduate credit, and if earned in a required course must be repeated or substituted as directed by the program coordinator. Such grades remain on the academic record and are calculated into the cumulative GPA.

**PROBATION AND DISMISSAL**

1. Students who are accepted unconditionally into the program are subject to probation if their GPA falls below 3.0. The student remains on probation until four additional courses are taken at which time a new evaluation is done. If at that time the GPA is raised to 3.0 the probationary status will be removed. If, however, the GPA is not raised to 3.0 the student will be dismissed for poor scholarship and prohibited from registering for additional coursework.

2. A student who has been dismissed may, after a period of time, petition the dean of the School of Education for reinstatement. The petition must provide information that would demonstrate a change in the student's circumstances that would support the reasonable possibility for successful completion of the program. The dean's decision, after consultation with the faculty in the student's program, if favorable, may stipulate conditions of reinstatement.

**GRADUATION REQUIREMENTS**

1. Completion of all required coursework.

2. Completion of M.A. thesis or M.Ed. papers.

3. Cumulative GPA for coursework of 3.0. (No more than two grades of C can be accepted, and then only if there are corresponding grades of higher value to produce a GPA of 3.0.)

   All work, including M.A. thesis or M.Ed. papers and induction courses must be completed before the student may participate in the commencement exercises.

**GRADUATION WITH DISTINCTION**

1. Completion of all coursework with a cumulative GPA of 3.75 and no grade below a B-, and

2. Completion of M.A. thesis or M.Ed. papers "with distinction."

Please refer to page 260 of the Graduate Bulletin for additional university requirements and deadlines.
CURRICULUM STUDIES

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 Curriculum Studies program is designed for professional educators who desire to enhance their own professional practice in teaching, curriculum development, or the administration of a department or educational program. It aims to equip leaders in a variety of educational settings with the skills necessary to develop, evaluate, and modify curricula so that the needs of urban students will be better served.

Both the Master of Arts and the Master of Education in Curriculum Studies 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.

This program includes a set of carefully chosen electives to support a student's career goals. These courses may be individually selected in consultation with an advisor or an approved sequence which has been designed to meet identified needs. Approved career emphasis sequences are available in bilingual education, early childhood education, ESL, multicultural education, reading, and supervision. Other sequences are being designed to meet emerging needs. See the Program Advisor for additional information.

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 Studies

DEGREE REQUIREMENTS

What follows is the basic structure of the Curriculum Studies program.

COURSES: 52 quarter hours

Three Foundations courses (12 hours)
SCG 410 Introduction to Research: Purposes, Issues and Methodologies

Choose one of the following:
SCG 401 Advanced Developmental Psychology
SCG 402 Psychology of Learning
SCG 403 Human Development and Learning, Elementary OR
SCG 406 Human Development and Learning, Secondary

Choose one of the following:
SCG 408 Education and Society
SCG 601 Reflective Seminar: Sociology or Philosophy of Education

Three Curriculum Design and Evaluation courses chosen from the following (12 hours):
CS 485 Curriculum/Program Evaluation
CS 487 Introduction to Curriculum Deliberation
CS 488 Designing and Interpreting Curriculum
CS 489 Developing Critical and Creative Thinking
CS 591 Curriculum Theorizing: Multiple Lenses

One course in Supervision or Human Relations from the following (four quarter hours):
A&S 498 Principles and Practices of Supervision
A&S 590 Organizational Development

Five career emphasis courses (20 hours):

These courses should be a set of carefully chosen electives to support the student's career goals. A student may elect to take a sequence of courses approved for Curriculum Studies students or plan an individual sequence in consultation with his or her advisor. A student pursuing an individually designed career emphasis sequence must write a rationale for the sequence which, when approved, will be placed in his/her file.

One Research course selected from the following (4 hours):
CS 580 Research Seminar in Curriculum Studies (for an M.Ed. degree)
CS 582 Practicum in Curriculum Studies (for an M.Ed. degree)
CS 589 Thesis Research in Curriculum Studies (for an M.A. degree)

THESIS ORAL EXAMINATION OR PAPERS

Master of Arts: CDG 589: Thesis Research in Curriculum Studies. The master's thesis is written to fulfill the requirements of this course. Oral examination on thesis (4 quarter hours).

Master of Education: two papers in conjunction with faculty advisement (non-credit).
CS 606 Review of Literature
CS 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

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.

Administration and Supervision

Degree Requirements

COURSES: minimum of 13 courses (52 quarter hours)

Foundations (12 quarter hours)

SCG 401 Advanced Developmental Psychology
OR
SCG 402 Psychology of Learning
SCG 408 Education and Society
SCG 410 Introduction to Research: Purposes, Issues and Methodologies

Curriculum (four quarter hours)

CS 485 Curriculum/Program Evaluation
CS 487 Introduction to Curriculum Deliberation
CS 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 (8-12 quarter hours)
A&S 492  The Principalship
A&S 499  Clinical Supervision
A&S 586  Use of Microcomputers for Education
A&S 590  Organizational Development
A&S 596  Human Resource Management
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 (4 quarter hours)
   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 (non credit):
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 13 courses (52 quarter hours)
Foundations (12 hours)
SCG 401  Advanced Developmental Psychology
   OR
SCG 402  Psychology of Learning
SCG 408  Education and Society
SCG 410  Introduction to Research: Purposes, Issues and Methodologies

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:

AGS 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 (4 quarter hours).

Master of Education: two papers with faculty supervision (non-credit):

AGS 606  Review of Literature
AGS 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 (WITH TYPE 75 CERTIFICATE)**

Central to being an educational leader is working with people of diverse ages, cultures and backgrounds, whether it be as a classroom teacher, school principal, curriculum specialist, district-level coordinator or administrator in an education related organization. The Human Development Learning (HDL) master's degree program, with the Type 75 Illinois Certificate, prepares educational leaders whose specialization lies in their enhanced knowledge and skills in working productively with diverse populations of people. Offered in conjunction with the Chicago Institute for Psychoanalysis, this master's degree highlights an interdisciplinary approach to educational leadership and the building of learning communities.

**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, before taking the Type 75 exam.
- Two letters of recommendation from professors or supervisors.
- One official transcript from each college or university attended.
- Interview with program advisor.
- Evidence of adequate background for the program.

**DEGREE REQUIREMENTS**

**COURSES:** minimum of 13 courses (52 quarter hours)

Human Development and Learning Core Courses (7 courses):

SC 408  Education and Society
SC 410  Introduction to Research: Purposes, Issues and Methodologies
CS 487  Introduction to Curriculum Deliberation
HDL 501  Investigations in Human Development and Learning
HDL 510  Personality Development and Difference
HDL 540  Subjectivity and Learning
HDL 560  Dynamics of Groups and Organizations
Education Certificate Options (6 courses):
Students select an option according to which school role they choose to exercise the core principles and concepts. The role options and 6 course requirements are as follows:

Option A: General Administrative Certificate (Type 75): Principalship
A&S 491 Administrative Theory and Behavior
A&S 494 School Finance
A&S 495 School Law
A&S 496 Home, School and Community Relations
A&S 498 Principles and Practices of Supervision
A&S 593 Practicum in Educational Leadership
OR
A&S 594 Internship in Educational Leadership

Option B: General Supervisory Certificate (Type 75): Curriculum Specialist
CS 485 Curriculum/Program Evaluation
CS 488 Designing and Interpreting Curriculum
CS 591 Curriculum Theorizing: Multiple Lenses
A&S 491 Administrative Theory and Behavior
A&S 496 Home, School and Community Relations
A&S 498 Principles and Practices of Supervision
AND
150 documented hours of field experience in Administration and Supervision

Illinois Administrative Certificate (Type 75):
Students holding valid Illinois teaching certificates with two years successful teaching experience will be eligible for the Illinois Administrative Certificate upon completion of the program and having passed either of the two state Administrative Certificate Exams (Option A General Administrative or Option B General Supervisory).

Thesis and Oral Examination or Papers
Master of Arts (an additional course)
HDL 599 Thesis Seminar in Human Development and Learning (in place of HDL 501)
The master’s thesis is written to fulfill the requirements of this course. An oral examination on the thesis is required. Four quarter hours.
Master of Education: Two papers (non-credit courses)
HDL 606 Literature Review
HDL 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, working in early intervention as a child support specialist or family support specialist with young children and families, teaching, pastoral and parish ministry, working in community agencies, counseling in community colleges, human resource personnel work, career development, general hospital service counseling, institutional-care settings, counseling with the aging, marriage and family counseling private practice.

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 disci-
plines 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, and 3) effective communication skills, and actualizing human potential through group and individual counseling approaches.

ADMISSION REQUIREMENTS
- A bachelor's degree conferred by an accredited institution.
- GPA of 2.75 on a 4.0 scale.
- One year of successful teaching or full-time work experience (after bachelor's degree, outside the home).
- Two letters of recommendation from professors or supervisors.
- One official transcript from each college or university attended.
- Interview with program advisor.

DEGREE PROGRAMS

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 Specialist in Early Intervention

Human Services Management Concentration
The following major sequence in Human Service and Management concentration is
recommended:

Degree Requirements
COURSES: Master of Arts: minimum of 12 courses (48 quarter hours) plus Internship/Research
Project I and II (4 quarter hours each). Thesis required. An oral examination on the thesis is
required.

Master of Education: minimum of 12 courses (48 quarter hours) plus Internship I and II.
Review of Literature Paper and Integrative Paper required.

SCG 401 Advanced Developmental Psychology
SCG 410 Introduction to Research: Purposes, Issues and Methodologies
HSC 452 Seminar in Human Services Organization
OR
HSC 453 Historical and Diverse Social Frameworks in Human Services
HSC 454 Human Services and Counseling for Career Development
HSC 458 Facilitating Human Services through the Group Process
HSC 464 Consulting in Human Services
HSC 467 Counseling Theory and Psychopathology
HSC 468 Current Issues in Human Services and Counseling
HSC 501 Counseling Skills for Effective Human Interaction
A&S 498 Principles and Practices of Supervision
A&S 590 Organizational Development
A&S 596 Human Resource Management

Prerequisites: 9 complete courses including HSC 467, HSC 501, HSC 458 plus required per-
mission.

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)
Electives for Licenture (Choose four courses in consultation with an advisor):

- **HSC 404** Child Growth and Development
- **HSC 405** Life Span: Adolescents through the Aging Years
- **HSC 409** Child, Family and Multicultural Community
- **HSC 451** Legal and Ethical Issues in Human Services
- **HSC 456** Counseling the College Bound Student
- **HSC 461** Use of Tests in Appraisal and Development
- **HSC 465** Principles and Practices of Higher Education Personnel
- **HSC 466** Assessment and Treatment of Chemical Dependency
- **HSC 556** Family and Marriage Counseling
- **HSC 559** Thesis Research in Human Services and Counseling

Master of Education papers with faculty supervision:

- **HSC 606** Review of Literature
- **HSC 607** Integrative Paper

### School Guidance Concentration

Illinois School Service Personnel Certification Requirements:

The State of Illinois requires a 60 quarter hour master's degree in Human Services and Counseling: Guidance concentration. Students holding valid teaching certificates and two years of full-time teaching in schools 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.

Persons having earned a Master's degree in Counseling within the last ten years and seeking an Illinois School Service Personnel Certification (Type 73) will be evaluated for guidance endorsement on an individual basis.

The following major sequence in School Guidance Concentration is recommended. See an advisor to determine course order.

### Degree Requirements

**COURSES:** Master of Arts: minimum of 13 courses plus Internship/Research Project I and II (60 quarter hours). Thesis required. An oral examination is required on the thesis.

Master of Education: minimum of 13 courses plus Internship I and II. Review of Literature Paper and Integrative Paper required (60 quarter hours).

- **SCG 401** Advanced Developmental Psychology
- **SCG 408** Education and Society
- **SCG 410** Introduction to Research: Purposes, Issues and Methodologies
- **HSC 452** Seminar in Human Services Organization
  OR
- **HSC 453** Historical and Diverse Social Framework in Human Services
- **HSC 456** Counseling the College-Bound Student
- **HSC 458** Facilitating Human Services through the Group Process
- **HSC 459** Clinical Studies in Human Services and Counseling
- **HSC 461** Use of Tests in Appraisal and Development
- **HSC 463** Techniques of Human Services and Counseling in Elementary and Junior High School
- **HSC 467** Counseling Theory and Psychopathology
- **HSC 468** Current Issues in Human Services and Counseling
- **HSC 501** Counseling Skills for Effective Human Interaction
- **HSC 556** Family and Marriage Counseling

Electives for Licensure: (Choose three courses in consultation with an advisor)

- **HSC 404** Child Growth and Development: The Early Years
- **HSC 405** Life Span: Adolescents Through the Aging Years
HSC 409  Child, Family and Multicultural Community
HSC 440  Family and Child Assessment Techniques
HSC 451  Legal and Ethical Issues in Human Services
HSC 454  Human Services and Counseling for Career Development
HSC 464  Consulting in Human Services

Higher Education, Agencies and Family Concerns Concentration:
This sequence does not lead to licensure or certification.

Degree Requirements
COURSES: Master of Arts: minimum of 12 courses (48 quarter hours) plus Internship/Research Project I and II. Thesis required. An oral examination on the thesis is required.

Master of Education: minimum of 12 courses (48 quarter hours) plus Internship I and II.

Review of Literature Paper and Integrative Paper required.

SCG 401  Advanced Developmental Psychology
SCG 410  Introduction to Research: Purposes, Issues and Methodologies
HSC 451  Legal and Ethical Issues in Human Services
HSC 452  Seminar in Human Services Organization
OR

HSC 454  Human Services and Counseling for Career Development
HSC 458  Facilitating Human Services through the Group Process
HSC 459  Clinical Studies in Human Services and Counseling
HSC 461  Use of Tests in Appraisal and Development
HSC 467  Counseling Theory and Psychopathology
HSC 468  Issues in Human Services and Counseling
HSC 501  Counseling Skills for Effective Human Interaction
HSC 556  Family and Marriage Counseling

Electives: (A minimum of two of the following courses chosen in consultation with your advisor)
HSC 405  Life Span: Adolescents through the Aging Years
HSC 406  Characteristics of High-Risk Young Child
HSC 408  Early Intervention Strategies and Relationships
HSC 409  Child, Family and Multicultural Community
HSC 416  Administration/Supervision of HSC Programs: Early Interventions
HSC 440  Family and Child Assessment Techniques
HSC 453  Human Information Systems
HSC 456  Counseling the College-Bound Student
HSC 464  Consulting in Human Services
HSC 465  Principles and Practices of Higher Education Personnel
HSC 466  Assessment and Treatment of Chemical Dependency
HSC 459  Thesis Research in Human Services and Counseling

Prerequisite: 9 completed courses including HSC 458, HSC 467, HSC 501, HSC 459 plus required permission:
HSC 553  Internship I in Human Services and Counseling (150 clock hours; action-oriented research);
HSC 554  Internship II in Human Services and Counseling I (150 clock hours; action-oriented research)

Master of Education papers with faculty supervision:
HSC 606  Review of Literature
HSC 607  Integrative Paper
Family and Early Intervention At-Risk-Child Specialist

This Master's degree leads to Certification as Child Support Specialist and Family Support Specialist in Early Intervention in the State of Illinois. This sequence prepares Human Service professionals for work with young children and their families. Emphasis will be on early intervention, birth through three years old, and on 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.
- One year of successful teaching or full-time work experience.
- Two letters of recommendation from professors or supervisors.
- One official transcript from each college or university attended.
- Interview with program advisor.

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
HSC 407  History and Philosophy of Early Intervention Programs
HSC 408  Early Intervention Strategies and Relationships
HSC 410  Administration/Supervision of HSC Programs

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 458  Facilitating Human Services through the Group Process
HSC 459  Clinical Studies in Human Services
HSC 452  Seminar in Human Services Organization
  OR
HSC 453  Historical and Diverse Social Frameworks in Human Services
HSC 464  Consulting in Human Services

V. Research

SCG 410  Introduction to Research: Purposes, Issues and Methodology
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
Prerequisites: (13 courses must be completed including HSC 458, HSC 467, and HSC 459 plus required permission).

**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)

**Licensure Requirements:**
Licensure Requirements: (For student information only.)
Licensure for Professional Counselor, in the State of Illinois, requires graduation from a 72 quarter hour master’s program (by 1998-99). After the master’s degree in Human Services and Counseling is completed, students will be eligible to proceed towards licensure as a professional counselor.

For a Licensed Professional Counselor, the following major sequence in Family Concerns and Higher Education concentration is recommended:*

**Degree Requirements**

**COURSES:** Master of Arts: minimum of 16 courses plus Internship/Research Project I and II. Thesis required. An oral examination on the thesis is required (72 quarter hours).

Master of Education: minimum of 16 courses plus Internship I and II (72 quarter hours).

Review of Literature Paper and Integrative Paper required.

**SCG 401** Advanced Developmental Psychology

**SCG 410** Introduction to Research: Purposes, Issues and Methodologies

**HSC 451** Legal and Ethical Issues in Human Services

**HSC 452** Seminar in Human Services Organization

OR

**HSC 453** Historical and Diverse Social Frameworks in Human Services

**HSC 454** Human Services and Counseling for Career Development

**HSC 458** Facilitating Human Services through the Group Process

**HSC 459** Clinical Studies in Human Services and Counseling

**HSC 461** Use of Tests in Appraisal and Development

**HSC 467** Counseling Theory and Psychopathology

**HSC 468** Current Issues in Human Services and Counseling

**HSC 501** Counseling Skills for Effective Human Interaction

**HSC 556** Family and Marriage Counseling

Electives: (A minimum of four courses chosen in consultation with your advisor)

**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

**HSC 408** Early Intervention Strategies and Relationships

**HSC 409** Child, Family and Multicultural Community

**HSC 416** Administration/Supervision of HSC Programs: Early Interventions

**HSC 440** Family and Child Assessment Techniques

**HSC 456** Counseling the College-Bound Student

**HSC 464** Consulting in Human Services

**HSC 465** Principles and Practices of Higher Education Personnel

**HSC 466** Assessment and Treatment of Chemical Dependency

**HSC 559** Thesis Research in Human Services and Counseling

**HSC 553** Internship in Human Services and Counseling I (150 clock hours; action-oriented research; prerequisite: 14 completed courses plus required permission)
HSC 554  Internship in Human Services and Counseling II (150 clock hours; action-oriented research)

- Please see an advisor to determine course order.

LANGUAGE, LITERACY AND SPECIALIZED INSTRUCTION

READING AND LEARNING DISABILITIES CONCENTRATION

Combining the disciplines of Special Education (Learning Disabilities) and Reading Education (Development 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, coursework proceeds to develop for the graduate student, assessment techniques and diagnostic strategies that produce appropriate remedial programming. Coursework focuses on a theoretical understanding of reading and learning disabilities in individuals of all ages, and practical courses provide experiences in the assessment, diagnosis and remediation of children and adolescents with reading and other learning disabilities. Coursework culminates in the completion of a thesis and an oral defense before a committee of three faculty members (Master of Arts) or the completion of two papers, Review of Literature and Integrative Paper (Master of Education).

A Type 10 Certification in Learning Disabilities is available to students who have a regular State of Illinois Certificate and who have completed program requirements.

SOCIAL/EMOTION DISORDERS CONCENTRATION

The Social/Emotional Disorders Program prepares graduate student to assume educational roles in the field of social/emotional disorders. It provides a thirteen course sequence, requiring 52 quarter hours, leading to either a Master of Arts or a Master of Education degree. Students must hold a regular Illinois teaching certificate prior to applying for certification in Social/Emotional Disorders.

The program prepares students with the knowledge, skills, and attitudes necessary to function successfully in a variety of careers, both in schools and in professional roles in the private sector that support the work of schools. Many specialists currently provide services to social/emotionally disordered individuals in private schools, hospitals, clinics, and in private practice, and graduates from this program are well prepared to fulfill these roles. However, the focus here will be on roles that social/emotional disorder specialists fill in public school.

READING AND LEARNING LAB

Operated in conjunction with this degree program in Reading and Learning Disabilities, the Reading and Learning Lab provides diagnostic and remedial services for children and adolescents with specific reading and learning disabilities. Graduate students who are enrolled in advanced courses provide assessment, diagnostic and remedial services to children and adolescents 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.
- Evidence of one year of successful teaching.
- Two letters of recommendation from professors or supervisors.
- One official transcript from each college or university 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, SOCIAL/EMOTIONAL DISORDERS

Certifications, Endorsements, and Approvals
Type 10 Certification: Learning Disabilities, Social/Emotional Disorders

Additional Endorsements and Approvals
Supervisory Endorsement
Reading Specialist Approval
Behavioral Disorders Approval
Bilingual Education Approval
English as a Second Language Approval

Specializations
Bilingual/Multicultural Learning Disabilities
Bilingual/Social/Emotional Disorders

Certification Requirements
In order to earn a Type 10-Learning Disabilities Certificate or Social/Emotional Disorders 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. or Social/Emotional Disorders. (See program advisor for additional requirements)

See the certification officer or faculty advisor for information concerning the Supervisory Endorsement, Reading Specialist Approval, Behavior Disorders Approval, Bilingual Approval, ESL Approval, and Bilingual Special Education Approval.

READING AND LEARNING DISABILITIES

Degree requirements

COURSES: Minimum of 13 courses (52 quarter hours)

SCG 401 Advanced Developmental Psychology
OR
SCG 402 Psychology of Learning
SCG 408 Education and Society
SCG 410 Introduction to Research; Purposes, Issues and Methodologies
LSI 441 The Psychology of Reading
LSI 442 Characteristics of the Exceptional Learner
LSI 443 Psychological Tests and Methods in Diagnosis
LSI 444 Characteristics and diagnosis of Reading and Learning Disabilities
LSI 445 Remediation of Reading and Learning Disabilities
LSI 451 Characteristics and Diagnosis of Behavior Disordered Children and Adolescents
LSI 542 Testing and Diagnosis of Reading and Learning Disabilities: Practicum I
LSI 543 Diagnosis and Remediation of Learning Disabilities: Practicum II
LSI 544 Diagnosis and Remediation of Reading Disabilities: Practicum III
Master of Education: one elective course in place of RSL 549

Thesis and Oral Examination or Papers
Master of Arts:
LSI 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.

**LSI 606**  Review of Literature
**LSI 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 program. See faculty advisor.

**Bilingual (Spanish) Multicultural Learning Disabilities, Social/Emotional Disorders**

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.

**Admission Requirements**

In addition to those requirements stated at the beginning of this section the following are necessary:

- Proficiency in English and a language other than English
- Teaching Certificate from the State of Illinois

**Specialization Requirements**

**COURSES:** Five courses (20 quarter hours)

**LSI 404**  Child Rearing Across Cultures
**LSI 406**  Psychology and Education of the Bilingual Child
**LSI 407**  Nondiscriminatory Tests
**LSI 425**  Teaching Reading in First and Second Language
**LSI 466**  First and Second Language Acquisition
**CS 524**  Teaching English as a Second Language

**Bilingual/ESL Approval/Endorsement Requirements**

Courses are offered in the Bilingual/ESL sequence that leads to an Illinois State Board of Education approval/endorsement in Bilingual Education or English as a Second Language. Students must have or be in a program leading to their first teaching certificate in order to meet ISBE endorsement requirements. Proficiency or fluency is not required for the ESL endorsement. Seven courses are required to receive both Bilingual and ESL endorsements.
SOCIAL/EMOTIONAL DISORDERS

Degree Requirements
COURSES:  52 quarter hours
CUG 408  Education and Society
          OR
CUG 601  Reflective Seminar: Philosophy of Education
          Reflective Seminar: Sociology of Education

Specialty Studies
LSI 442  Characteristics of the Exceptional Learner
LSI 443  Psychological Tests and Methods in Diagnosis
LSI 451  Characteristics and Diagnosis of Children and Adolescents with Social/Emotional Disorders
LSI 452  Remediation of Children and Adolescents with Social/Emotional Disorders
HSC 458  Group Process
HSC 464  Consulting in Human Services
HSC 467  Counseling Theory and Psychopathology
PSY 454  Behavior Modification
LSI 549  Special Education Elective (M.Ed. students only)

Guided Practice
LSI 550  Assessment and Instruction in Social/Emotional Disorders Practicum I
LSI 551  Assessment and Instruction in Social/Emotional Disorders Practicum II
Research
CUG 400  Educational Research Design and Statistics
LSI 549  M.A. Thesis Research in Specialized Instruction
          OR
LSI 606/607  M.Ed. Two papers to be completed with faculty supervision demonstrating research skills and mastery of a subfield of the discipline
          Review of Literature
          Integrative Paper

SOCIAL AND CULTURAL STUDIES IN EDUCATION AND HUMAN DEVELOPMENT

The Social and Cultural Studies in Education and Human Development (SCSEH) Program is committed to social justice and to an inter/postdisciplinary approach to the critical study of education and human development. The program’s basic premise is that education is a social and cultural process which shapes the ways in which individuals, in the context of their lived-realities, make sense of themselves and others within systems of power and privilege. Education is regarded as a significant political force in creating, maintaining, and challenging assumptions of neutrality, hierarchies of race, ethnicity, gender, class, and sexual differences.

The SCSEH Program examines educational institutions, practices, policies, and human development across the life span, addressing the question of identity and its historical formation in relation to education. The program considers the dynamic between the individual and society and explores the relationships between interpsychic, interpersonal, biological and sociocultural processes as they unfold in multiple educative contexts. The study of these processes is informed by ethics, values, and a critical examination of assumptions regarding what is normative. The philosophical question of human development, what it means to be human, is explored as a process within institutional hierarchies of power and privilege: families, communities, education institutions, media and popular culture, political movements, governments, and international geographies.
The program also examines the interplay between the practices and policies which structure educative processes at the micro-level of institutions and the systemic reproduction of difference and inequality within society. The program considers public policies and institutional practices such as testing, measurement, tracking and labeling, curriculum development, funding and community involvement.

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 secondary certification in the following areas: computer science, English, history, social science, mathematics, modern languages (French, German, or 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 with assistance from the director of clinical experiences. 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 additional certifications to combine with elementary or secondary certification, please speak to an academic advisor for additional information. These options add additional time to the master's program.

REQUIREMENTS FOR STUDENT TEACHING

All students in the School of Education must meet the following requirements before applying for student teaching:

• Admission to the School of Education.
• Completion of the Professional Education requirements.
• Completion of the General Education requirements. If one or two general education courses are missing and are not directly related to the teaching area a student may still apply for student teaching.
• Completion of all education courses with a grade of B or better.
• Completion of the required clinical experiences (995 hours).
• Cumulative GPA of 3.0 or better. Secondary departments may set higher GPAs and/or other specific requirements for students in that major.
• Evidence of communication (oral and written) and mathematical skills at a level satisfactory for teaching.

TEST REQUIREMENTS

The State of Illinois requires that a candidate for certification pass a test of basic skills and a test of content area knowledge. Although these tests may be taken after graduation students are encouraged to take the basic skills test upon their entry to the program and the content area test in their final year.
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 letters of recommendation from professors or supervisors.
- Two official transcripts from each college or university attended.
- Statement of purpose.
- Interview with program advisor upon request.
- 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 (eight quarter hours)

TGL 409 Professional Practice in Elementary Schools
SCG 403 Human Development and Learning: Elementary

Practicum Courses (20 quarter hours)

TGL 412 Emerging Reading and Language Arts
TGL 413 Reading and Language Arts in the Middle School
TGL 415 Teaching and Learning Elementary School Science
TGL 416 Teaching and Learning Elementary School Mathematics
TGL 418 Learning Through the Arts

Special Education (four quarter hours)

LSI 446 Psychology and Education of the Exceptional Child

Foundations of Education (eight quarter hours)

SCG 410 Introduction to Research: Purposes, Issues and Methodologies

Choose one of the following:

SCG 408 Education and Society
SCG 601 Reflective Seminar: Sociology of Education OR Philosophy of Education

Student Teaching (eight quarter hours)

TGL 585 Elementary Student Teaching and Seminar

Induction Year (eight quarter hours)

TGL 610 Induction into the Teaching Profession: Elementary

Choose one of the following:

TGL 612 Teaching as Research
TGL 613 Negotiating Curriculum in the Classroom

Thesis and Oral Examination or Papers

Master of Arts:
TGL 589  Thesis Research in Teaching and Learning

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

TGL 606  Review of Literature

TGL 607  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 (eight quarter hours)

TGL 405  Professional Practice in Secondary Schools

SCG 406  Human Development and Learning: Secondary

Practicum Courses (eight quarter hours)

Teaching in Content Field

TGL 525  Reading, Writing and Communicating Across the Curriculum

or

TGL 414  Literacy in the Secondary School (English majors only)

Content Courses (12 quarter hours)

These courses are chosen by the student in conjunction with a faculty advisor.

Special Education (four quarter hours)

LSI 446  Psychology and Education of the Exceptional Child

Foundations of Education (eight quarter hours)

SCG 410  Introduction to Research: Purposes, Issues and Methodologies

Choose one of the following:

SCG 408  Education and Society

SCG 601  Reflective Seminar: Sociology of Education

Student Teaching (eight quarter hours)

TGL 590  Secondary Student Teaching and Seminar

Induction Year (eight quarter hours)

TGL 611  Induction into the Teaching Profession

Choose one of the following:

TGL 612  Teaching as Research

TGL 613  Negotiating Curriculum in the Classroom

Thesis and Oral Examination or Papers

Master of Arts:

TGL 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

TGL 606  Review of Literature

TGL 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.
MIDDLE SCHOOL ENDORSEMENT

According to State of Illinois certification guidelines, both Elementary and Secondary education students who wish to teach in a departmentalized middle school setting (grades 5-8) must meet three criteria:

1. You must complete at least 18 semester hours in a content area that is taught in middle grades. All secondary education majors have at least one content area based on their secondary education requirements. Most elementary education majors will have at least one content area based on their concentration requirements. Please discuss possible areas with your academic advisor.

2. You must complete at least 3 semester hours in middle school methodology. All students have met this requirement through the DePaul education courses. No additional course work is needed to meet this requirement.

3. You must complete a course in middle school philosophy and/or psychology. This course, SCG 439, Philosophy & Psychology of Middle Level Education, is an additional course in your program. If you choose to add SCG 439 to your program, it is strongly recommended that you complete it prior to student teaching.

For the majority of students, the addition of SCG 439 to your program will allow you to receive a middle school endorsement. If you do not choose to take SCG 439, Elementary education majors will be eligible to teach in K to 4 only. Secondary education majors will be eligible to teach in grades 9 to 12 only.

We strongly recommend that you speak with your advisor about possible endorsement areas at your initial advising appointment.

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 master's 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 (773-325-7000 x1688). Program begins annually in June. Clinical Model application deadline: February 24 of that year.

COURSES

SOCIAL AND CULTURAL STUDIES IN EDUCATION AND HUMAN DEVELOPMENT (SCG)

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

SCG 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.

SCG 403  Human Development and Learning: Elementary. This course will focus on the
developmental processes of school-age children, Kindergarten through middle
school, by beginning with the study of the young child’s social, emotional, cog-
nitive, and physical growth and change. The theoretical and observational study
of child development will be framed by an examination of culture, gender, and
socio-economic factors as they inform assumptions about normative processes.
The relationship between development and learning in a social context will be
examined with particular attention to children’s developing concepts in math, sci-
ence, and language arts. Attention will also be given to the role of teachers and
schools and other institutions in fostering the healthy development and learn-
ing of young people.

SCG 406  Human Development and Learning: Secondary. This course focuses on the mul-
tiple factors that contribute to the period of adolescence, bridging childhood and
adulthood. Particular attention is given to the intrapsychic, interpersonal, bio-
logical, and socio-cultural processes that are mediated by the meanings that
youth give to their identity vis a vis race, class, and gender formations within the
broader society. Students will engage in interdisciplinary study of theories to
examine the implications for teaching and learning processes and the role of edu-
cational institutions in fostering the healthy development of youth in society.
Forms of inquiry will include students’ examination of their own lives and
assumptions, critique of theory, and observations of young people in a variety of
contexts.

SCG 405  History and Philosophy of Bilingual Education.

SCG 407  Nondiscriminatory 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.)

SCG 408  Education and the Social Order. A study of social forces that impinge upon the
educational enterprise and analysis of the relationship to major social problems
in urban education with emphasis on their social, economic, political, histori-
cal and philosophical dimensions.

SCG 410  Introduction to Research: Purposes, Issues and Methodologies (formerly CUG 400).
This course will examine the basic questions, issues and theoretical frame-
works central to the purpose, conceptualization, conduct, writing, reading and
the use of educational research as a means for informing educational theory,
practice and policy. Students will be exposed to the multiple frameworks which
inform education research, the various methodologies employed in collecting
and analyzing data and will examine the advantages, limitations and values
implicit in conducting an evaluating research.
SCG 439 **Philosophy and Psychology of Middle Level Education.** Exploration of the physical, intellectual, social, emotional and moral world of early adolescence. Philosophy and history of middle level education applied in critical examination of current practices. The vehicles of personal experience, literature, media and observations are used to comprehend the social, cultural, and psychological impact of adolescence on effective middle level educational practice.

SCG 450 **Dynamics of African-American Culture** (cross-listed as 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.

SCG 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.

SCG 527 **Comparative Education.** Studies of school systems outside the United States, their methods, curriculum and achievements.

SCG 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.

SCG 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?"

SCG 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 theories work."
EARLY CHILDHOOD EDUCATION (ECE)

ECE 304 History and Philosophy of Early Childhood Education. Historical, sociological, philosophical and psychological foundations of early childhood education are explored. Review of key theories and research informs the development of early childhood education goals, practices, ethics, program models. Personal reflections are applied to the field experience and course readings.

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 STUDIES (CSG)

CS 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.

CS 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.

CS 413 Foundations of Mathematics: Geometry. This course is an introduction to geometry which will engage students in the construction, description, and analysis of geometric objects. Students will start by building three dimensional objects which will then be used to generate questions and hypotheses. These will lead to more abstract concepts in two as well as in three dimensions. Topic will include: properties of polygons and polyhedra; nets and projections; congruence and similarity; the Pythagorean theorem; perimeter, area, and volume. Emphasis throughout will be on informal reasoning and reflection on learning.

CS 414 Foundations of Mathematics: The Real Numbers. This course will use a variety of materials to develop the fundamental concepts underlying the system of real numbers and its subsystems (whole numbers, integers, rational and irrational numbers). It will also explore a variety of number patterns and selected topics in number theory. Emphasis throughout will be placed on the way in which embodiments of mathematical concepts can be used to facilitate learning.

CS 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.
CS 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 hands-on experience will be provided, and classroom applications (especially for students in grades 3 through 8) will be discussed. No previous computer experience is required.

CS 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.

CS 425  **Workshop for In-Service Teachers.** Topics of particular interest and concern to educators will be presented in a high-involvement seminar format.

CS 450  **Using Technology in Middle School Mathematics.** This course is an introduction to the uses of technology—especially computers, calculators, and software—as tools for investigating significant mathematical ideas. The emphasis will be on mathematical discovery and invention in order to enhance students' mathematical intuition and understanding of fundamental mathematical concepts: geometry will be the primary area of investigation, although some topics in number theory and algebra will be included. In addition to engaging in mathematical inquiry, this course will discuss how technology can support the reform of mathematics teaching and will develop a framework for evaluating mathematics software.

CS 451  **Teaching, Learning and Assessing Middle School Mathematics I.** This course will examine, in an interconnected way, the following themes: 1) how children learn mathematics with conceptual understanding; 2) how to teach mathematics so that children learn with understanding; 3) how to assess children's mathematical knowledge to inform instruction and determine their growth; and 4) the nature and content of innovative curriculum projects designed to teach mathematics for conceptual understanding. Exemplary curriculum materials will be used throughout.

CS 452  **Teaching, Learning and Assessing Middle School Mathematics II.** A continuation of CS 451.

CS 457  **Examining, Learning, and Teaching: Mathematics.** In this seminar, participants construct meaningful connections between personally becoming a learner of mathematics (who can solve problems, reason mathematically, communicate findings and thinking, and make connections) and learning to teach mathematics so that diverse groups of students can develop the same kinds of skills. Through the interplay of analyzing narratives about their own classroom experiences and literature or research about others' experiences, participants will examine the impact of developmental and interpersonal experiences on learning and teaching mathematics.
CS 458  Restructuring Mathematics Education in Schools. This seminar will move teachers beyond their own classrooms and help them to become advocates for reform of mathematics education at the elementary and middle school levels. It will ask them to develop compelling arguments for reform in mathematics education in their schools and position them as persuaders who can negotiate their way around a building. It will involve readings and discussion on school restructuring in general as well as mathematics education in particular. After collecting necessary survival data, identifying support systems, and analyzing existing conditions and power relationships within a particular school, each participant will be expected to develop a comprehensive plan for restructuring mathematics education which confronts these realities. To the extent possible, students, colleagues, parents, and community members should all have input and, where appropriate, sign off on the plan.

CS 460  Learning in a Technology-Supported Classroom. This course will acquaint students with the theory and practice of using technology in classrooms. Students will examine current theories about instructional technology and become familiar with the literature in the field. Throughout the course, students will use e-mail, list serves, discussion groups, and the World Wide Web to learn about technology and how to integrate it into curriculum. They will become familiar with software appropriate for their areas of interest and will learn to evaluate this software for a variety of instructional purposes. Emphasis throughout will be on why and how technology can be used to enhance the learning process.

CS 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.

CS 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.

CS 484  Multimedia Materials Production. This course will analyze the role of multimedia materials in instruction. It will explore a variety of media (film, slides, audio, video, computer software, and the Internet). Students will be expected to produce sample materials for critique and analysis.

CS 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.
CS 486  **Practicum: Conducting Curriculum/Program Evaluation.** Two quarter hours. 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. **Prerequisite: CDG 485.**

CS 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.**

CS 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.**

CS 489  **Developing 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.

CS 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 second-language speakers. It will provide students with the opportunity to apply second-language methodologies in field experience with second-language learners which is an integral part of the course.

CS 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.

CS 580  **Research Seminar in Curriculum Studies.** 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.
CS 582 Practicum in Curriculum Studies. 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.

CS 587 Participant Research in Schools: Mathematics Education. This course will help teachers conduct research in their own school community, thus helping to improve the mathematics teaching and learning in the school. It will focus on doing action/participant research by bringing together the knowledge bases of multicultural education, teaching for diversity, and mathematics education. Each student will be asked to design, develop, conduct and analyze a (potentially collaborative) action research project in his or her own classroom or school and share the analysis of this project with the seminar group. This project, or an extension of it, may subsequently become the student's Master's paper or thesis.

CS 588 Independent Study in Curriculum Studies. Prerequisite: permission of the instructor.

CS 589 Thesis Research in Curriculum Studies. 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 410 and approved thesis proposal.

CS 591 Curriculum Theorizing: Multiple Lenses. This course examines diverse curriculum discourses, historical as well as contemporary, within a broader context of issues related to education and schooling. It is designed to engage students critically in the study of curricular frameworks, their assumptions, values, and implications for education, schooling, teaching and learning. Major topics include: frameworks for defining and conceptualizing curriculum and curricular visions; social, political, and historical contexts of curriculum construction; issues of gender, race, class, and the media; and the curriculum as socially constructed and historically contextualized discourse(s) about what is and what should be taught. Particular content areas will be used as examples.

CS 600 Registered Student in Good Standing. Non-credit. 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. $40.00 per quarter.

CS 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. (See the student handbook for additional information about completing Master's papers.)

CS 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. (See the student handbook for additional information about completing Master's papers.)
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 Use of Microcomputers for Education. 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.

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 intern is cooperatively assigned to an organization under the immediate supervision of organizational personnel. The experiences provided are designed to enrich the student's theoretical background with practical opportunities of participating in (1) overall contact with personnel and with the major functions and problems of certain critical administrative and/or supervisory activities, and (2) a detailed study and analysis of a particular administrative and/or supervisory function or activity. 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, audio-visual 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 Human Resource Management. 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 410 and approved thesis proposal.

A&S 600 Registered in Good Standing. Non-credit. 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. $40.00 per quarter.
A&G 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 databases. 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&G 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 theories work."

**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**

HDL 500  **Integrative Seminar.** Non-credit. 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 that the participants begin to explore how school experience is formed and shaped.

HDL 501  **Investigations in Human Development and Learning.** Each student's own place of work constitutes the primary context of these investigation studies. Through such means as personal observation and examined experience, each student will complete a project which examines the interaction between human development and cultural contexts, with implications for learning and being an educational leader.

HDL 502  **Independent Study in Human Development and Learning.** Prerequisite: permission of the instructor.

HDL 510  **Personality Development and Difference.** This class examines the course of personality development from infancy through the ages, drawing upon contemporary psychoanalytic formulations, developmental research findings, and cultural studies, as lenses through which to view behavior and understand meaning. For education, the course emphasizes facilitating the emergence of a sense of self that is vital and effective, and flexible in interpreting experiences of self and difference in the world.

HDL 520  **Life Course Personality Development.** This class examines the course of personality development from infancy through older adulthood, 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 530  **The Learning Process: Psychological and Neurological Issues.** The major forms of learning difficulties encountered among children are addressed, including those resulting from social, emotional, neurological or cognitive factors. Implications for educational planning is emphasized.
HDL 540  **Subjectivity and Learning.** This course focuses on understanding the subjective aspects of experience and the impact on learning. Issues related to emotional, social and behavioral functioning will be addressed as they relate to cognition, curriculum, climate, and relationships. Psychoanalytic theories and techniques will provide a foundation for this process. Implications for the child, family, teacher and principal 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 Groups and Organizations.** This course examines the psychosocial dynamics of behavior in groups and the impact on the development of organizations. Principles of children and adult groups within diverse contexts are examined with implications for learning and leading. Attention is also given to the development of skills associated with understanding group processes within educational contexts, complete with the influence of individuals on group processes, and the influence of group membership on individual behavior.

HDL 599  **Thesis Research in Human Development 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 410 and thesis proposal approved.

HDL 600  **Registered Student in Good Standing.** Non-credit. 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. $40.00 fee per quarter.

HDL 601  **Practicum in Human Development and Learning.** This practicum provides opportunities for students to experience the range of issues related to human development and learning in a different context. **Prerequisite:** permission of the instructor.

HDL 606  **Review of Literature.** Non-credit. This paper will give students the opportunity to develop and demonstrate written competence in a subfield of their discipline and to enhance life-long learning. Specifically, they will broaden their knowledge base and inform themselves about a topics, issue, theory, etc., reviewing and synthesizing existing literature. To do so, students will need a variety of bibliographic skills including searching data bases.

HDL 607  **Integrative Paper.** Non-credit. Students will observe and/or participate in the reciprocal interaction of theory and practice, by investigating actual practice in the field as it related to theory. This might take the form of investigating how a particular theory is applied in the field, developing a practical applications of a theory or conversely, developing/refining a theory based on investigations made in the field.
HUMANS 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 toward aging as well as the identification of developmental needs with adolescents and adults. Emphasis is placed on attitudes of 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 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. Central 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.

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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, in the IFSP planning process.

HSC 410  Administration/Supervision of HSC Programs. 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 stressed, 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. (This course is taught on site at Maryville, working directly with children.)

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 services 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  *Historical and Diverse Social Frameworks in Human Services and Counseling.* 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 for occupational information are described. Computer guidance programs designed for career exploration will be studied. Also, the study of vocational behavior in relation to career patterns with special attention to the analysis of empirical data and theories pertaining to vocational choice will be considered.

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 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 467 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 classroom 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 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 467.

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 467 Counseling and Psychopathology. The purpose of this course is to review counseling theories from affective, non-directive approaches to cognitive and behavioral approaches. The humanistic and existential frameworks in counseling will be reviewed. Techniques and process derived from these various counseling frameworks will be used in classroom laboratory experiences with the use of follow-up videotaping assignments. Models of normalcy as well as knowledge and use of the DSM IV and review of psychopathology, highlighting neurotic personality disorders will be considered. In counseling children, play and art therapy processes will be applied.

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 501  **Counseling Skills for Effective Human Interaction.** This course examines oral communication skills as a dynamic in human relations. Through videotapes, role-playing and a variety of activities and experiences, students will explore ways to improve their own communication and counseling skills using the lvey intentional interviewing approach. Feedback is given to the students, both in laboratory classroom exercises and in viewing videotape sessions. Skills emphasized include perception, verbal and nonverbal language, accurate and empathetic listening skills, focusing, thematizations, confrontation, conflict resolution and a process of directionality for change.

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 Master of Arts degree. The thesis/research project is approved jointly by the internship supervisor and clinical experiences director. Ongoing 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 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.** Prerequisite: permission of instructor.

HSC 559  **Thesis Research in Human Services and Counseling.** A student writing a thesis registers for this course for four quarter hours of credit. Where the thesis research and the writing of the thesis itself are prolonged beyond the usual time, the program advisor may require the student to register for additional credit. **Prerequisites:** CUG 410 and approved thesis proposal.

HSC 600  **Registered Student in Good Standing.** Non-credit. 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. $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 theories work.”

LANGUAGE, LITERACY AND SPECIALIZED INSTRUCTION (LLS)

LSI 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, communication and personality development. Conceptual issues and theoretical orientations in cross-cultural psychology will be addressed.

LSI 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.

LSI 407 Nondiscriminatory Assessment. Administration and interpretation of diagnostic assessment using a pluralistic model to make assessment procedures more responsive to cultural pluralism. Uses a case study approach.

LSI 425 Teaching Reading in First and Second Language. Analysis of reading problems of bilingual children and youth. 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 secondary languages will be emphasized.

LSI 441 The Psychology of Reading. Introduces students to current information concerning theoretical models and methods of reading as well as the role of the neuropsychological, psychological and educational factors that influence both normal and abnormal reading development.

LSI 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.

LSI 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)
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LSI 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. **Prerequisite: RGL 443.** Lab fee: $5.00.

LSI 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. **Prerequisite: RGL 444.** Lab fee: $5.00.

LSI 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.

LSI 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.

LSI 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.

LSI 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.

LSI 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.

LSI 466 First and Second Language Acquisition. Study of language theories as they relate to first and second language acquisition in children and youth; explore the application of these theories in educational and social settings; and identify effective practices for use in language, cognitive and social development.

**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.
LSI 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: RSL 445 and prior permission of instructor.

LSI 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: RSL 445 and prior permission of instructor.

LSI 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: RSL 445 and prior permission of instructor.

LSI 544 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. Prerequisites: RSL 445 and prior permission of instructor.

LSI 545 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.

LSI 547 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 reading, and reading related skills to learning disabled in the regular classroom.

LSI 548 Independent Study in Reading and Other Learning Disabilities. Prerequisite: written permission of the instructor.

LSI 549 Thesis Research in Reading and Learning Disabilities. A Master of Arts candidate conducts original research, writes a thesis, and presents an oral defense before a committee of faculty members. Prerequisites: CUG 410 and approved thesis proposal.

LSI 595 Student Teaching and Seminar in Reading and Learning Disabilities. Eight 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. Prerequisite: open only to students who have applied and been accepted into student teaching. See program advisor.

LSI 600 Registered Student in Good Standing. Non-credit. 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. $40.00 per quarter.
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?”

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 theories work.”

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.

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.

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.

Children’s Literature. 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.

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.

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)

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. In addition to this class, daytime clinical hours as scheduled by the instructor are required as part of this course.
TSL 409  **Professional Practice in Elementary Schools.** 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.

TSL 412  **Emerging Reading and Language Arts.** This course focuses on the instruction, assessment of and subsequent instruction related to emergent literacy development. Individual student strengths and needs will be addressed through theories and practices related to both code instruction and meaning-oriented approaches to literacy. Optional field experiences will provide students with opportunities to analyze theories, as well as to observe and practice strategies, and to make informed instructional decisions. Their role of the home in fostering literacy development is stressed, along with ways to build home-school literacy connections.

TSL 413  **Reading/Language Arts in the Middle Grades.** This course extends Emerging Reading and Language Arts to facilitate increased independence in students as strategic readers and competent writers. It focuses on the further development of reading comprehension and writing abilities in the intermediate grades and middle school. Emphasis will be placed on using narrative and expository text and mixed genres related to content-area instruction.

TSL 414  **Literacy in the Secondary School.** This course is designed to acquaint students with the literacy strategies that are essential at the secondary level. There will be an emphasis on the interrelationship of all aspects of language, oral and written, that results in literacy as an epistemic engagement— a meaning-making tool in the construction of knowledge. The course will discuss specific aspects of literacy processes in general but will focus on developmental reading skills within the context of the varied cultural and ethnolinguistic characteristic of urban secondary classrooms. Students will become acquainted with a wide range of literacy-teaching strategies, including reading comprehension, literature-group discussion, research, and study strategies, to be applied across a variety of learning situations and text types.

TSL 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.

TSL 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 418  **Learning Through the Arts.** This course focuses on the arts (drawing from visual arts, music, drama and dance) as an integral component of teaching and learning in the elementary school curriculum. Students will 1) be exposed to a diverse body of artistic forms, functions and disciplines to develop a critical, aesthetic and visual working vocabulary; 2) acquire an understanding and skill in helping children identify and use various mediums to explore thoughts and reveal impressions of their experiences; and 3) design, construct and implement creative, interdisciplinary activities that places a value on the arts through the languages of discipline-based art education and multi-intelligences. 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  **Teaching 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 teaching science. 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. **Prerequisite:** T & L 405 or equivalent.

T&L 436  **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 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 453  **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 525  **Reading, Writing and Communicating Across the Curriculum.** This course analyzes the relationships among reading, writing, speaking and listening. It encourages middle level and high school teachers in all disciplines to take these interrelationships into account and to plan curricula that include current teaching strategies to enable students to become better readers, writers and thinkers in their various content-areas. This course will also concentrate on group process and its role in effective teaching within and across content-areas. Language use, learning and teaching are considered from a multicultural perspective.

T&L 585  **Elementary Student Teaching and Seminar.** Eight quarter hours. 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 410 and approved thesis proposal.**

T&L 590  **Secondary Student Teaching and Seminar.** Eight quarter hours. 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.

T&L 600  **Registered Student in Good Standing.** Non-credit. 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. $40.00 per quarter.
T&L 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?

T&L 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 theories work.”

T&L 610 **Induction into the Teaching Profession: Elementary.** This course is designed to assist first-year elementary teachers 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:** Completion of student teaching or practicing teacher.

T&L 611 **Induction into the Teaching Profession: Secondary.** This course is designed to assist first-year secondary teachers 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:** Completion of student teaching or practicing teacher.

T&L 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. 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.
T&L 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 to, 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.**

**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 four 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 comparative education—with an emphasis upon early childhood, elementary, and secondary levels. Through a comparative study of educational public policy, we 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 as 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.

**INTERNATIONAL STUDIES**

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. International issues relating to the world of education will be treated in the following courses.

LSE 460  **International Studies in Education.** This variable-topics course will focus upon educational issues in a particular country or region outside of the United States. Through comparative study, a number of issues will be addressed: aims and purposes of education and schooling; economic, political, social and cultural contexts of educational policies; similarities and differences in organization and structure of educational systems; relationships between home, community and educational institutions; education, development and issues of social change.

LSE 461  **International Studies in Teaching and Learning.** This variable-topics course will focus upon aspects of curriculum, teaching and learning in a particular country or region outside of the United States. It requires work in the chosen country or region under the guidance of teachers familiar with its educational practices. The course will examine how curriculum is organized, developed and implemented in classrooms and schools with concentration on particular subjects or levels. From a comparative perspective, particular attention will be paid to the values and assumptions underlying curriculum and teaching.

LSE 462  **International Field Experiences in Education.** Through clinical experience outside of the United States, students will observe, participate in and reflect upon teaching and learning in cultural settings that differ from their own. This field experience abroad provides an opportunity to develop an understanding of what it means to be educated in the context of another society or culture. The intent of this experience is to add a more global perspective to one’s own professional knowledge and practice. Variable credit, ranging from 2-8 quarter hours can be earned, dependent upon the nature and duration of this field experience.

**DOCTOR OF EDUCATION**

The primary — though perhaps not the only — audience for this Ed.D. program consists of educational professionals who wish to improve the quality of their work in their current roles or to prepare themselves for new roles. This Ed.D. program is uniquely designed to link theory with practice and is not based on traditional assumptions about the relationships of theory with practice or on conventional notions about the status of practitioners and theorists. To be a practitioner is to make decisions about what to do and to take action; but professional practitioners — in education as in other areas — make reasonable decisions and act responsibly and ethically in the light of theoretical and professional knowledge.

- Professional educators are leaders as well as managers; they are not limited to making decisions according to rule or “by the book.” They must use discretion and judgment as they seek to find the most defensible course of action in specific, complicated, and perhaps idiosyncratic circumstances. These situations are not merely instances of abstract concepts.

- Although decisions are made in the light of theoretical knowledge, theoretical knowledge cannot be applied to practice in the same way as principles are applied to cases. No single
theory is able to encompass the complexities of all aspects of learning or schooling. Professional educators understand the principles and terms which characterize and limit a variety of theories and can select amongst them in order to better understand the situations in which they are involved.

- Decisions also are made in the light of professional knowledge, learned on the job as well as from more formal sources. Professional educators can articulate the informal, often tacit knowledge which they develop from practice so that it engages with and modifies the more formal theories learned from other sources.
- Professional educators not only make decisions, they act upon them responsibly. They examine the value commitments implicit in their actions; they question the appropriateness of the ends which they seek; they connect their educational contexts to broader social contexts; and they assess the effects of their actions on the achievements, dispositions, and propensities of students, colleagues and community members.

ADMISSION

1. Requirements for Admission
   All applicants must provide evidence that they:
   - possess a Master's Degree from an accredited institution;
   - have experience in an educational role;
   - have demonstrated leadership or leadership potential;
   - are willing and able to make the necessary commitment of time to the program;
   - are likely to be successful in a challenging doctoral program; and
   - welcome the opportunity to interact with university faculty, peers, and colleagues in a search for effective answers to troubling problems in education.

2. Admissions Process
   The admissions process must reflect and enact the principles and values of the program regarding engagement, reflection, the exercise of agency, working for change, and a commitment to professional development and learning. To do this, it will include the following components.
   - A required orientation session prior to submitting an application. This session covers the philosophical framework of the program, its values, and its expectations. It includes other activities which would help potential applicants to make an informed decision about whether or not to apply.
   - A written piece (approximately 3 pages), in the form of a personal statement, in which the applicant discusses why he or she is interested in further study and articulates an issue or problem of interest or concern.
   - Dialogue with two or three faculty of the Ed.D. program — a conversation which will provide an opportunity for candidates to become familiar with the program and the faculty, as well as an opportunity for faculty to get to know prospective candidates. Applicants living outside of the Chicago area will engage in an appropriate, reciprocal substitute for this dialogue (and for the orientation described above).
   - Three letters of recommendation: one personal, from someone outside of the immediate workplace; and two additional letters from colleagues, administrators, or supervisors.
   - All transcripts of undergraduate and graduate work to ascertain the nature of previous educational experiences, course work, and areas of specialization.
3. Selection
Students will be selected from the pool of qualified applicants by an Admissions Committee.

**COURSE DESCRIPTIONS**

**Doctoral Core Courses**

**SCG 701 Ethics and Education.** The study of values, morality and justice pose formidable challenges for education and educators. This course will critically deconstruct the normalization of ethical inquiry and ethical decisions, examining the influences of cultural domination on the creation, development, and persistence of particular ethical discourse and practice. Different themes — such as, prayer in schools, violence, discipline, sexuality education, school governance, privatization, grades, testing and tracking, equality of opportunity, parents, teachers, and students — will be posed as problems or cases to be addressed and resolved through ethical deliberation and critical self-reflection. The course will ground its study in the daily activities of schools in order to show that practical assumptions and practices are grounded in a multiplicity of dynamics of culture. The course will highlight how ethics as a cultural construct need not violate our attempts or aspirations to forge broader agreement regarding ethical and moral decisions in ways that engender a healthy public life in our schools and communities.

**A&S 801 Leadership Practices for Urban Administrators.** This course examines existing administrative practices and analyzes their effects upon urban populations. In particular, it will consider the role of conflict, including its creative as well as its destructive potential, in inclusive decision making processes. A blend of experiential and theoretical approaches will be used to examine the urban leadership role in the restructuring of schools. This course will provide the necessary skills for school administrators to engage in curriculum assessment and development, site research, staff development, mentoring, and organizational change in the context of a multicultural educational environment through consensus generated by community building.

**CS 751 Curriculum for Human and Community Development.** This course examines theories and practices aimed at: (a) fostering personal integrity and meaningful learning in each individual; (b) promoting productive communications and relations between diverse individuals and communities; (c) constructing environments that are responsive to human needs at the individual, dyadic, group, and systemic levels; and (d) transforming social contexts in ways that promote a greater sense of equity and justice. Topics covered include: the influence of culture, context and experience on interaction patterns; interactions between human and community development; organizational climate; and communication processes such as community building, conflict resolution, and negotiation. Students will engage in self-reflection, story telling, narrative interpretation, and an analysis of instructional and communication processes aimed at promoting individual and community development within and across social organizations. Curriculum programs — such as those developed from the ideas of James Comer, Seymour Sarason, or John Goodlad — will be studied as case examples of the impact that fostering development and communication can have on building a learning community.
SCG 711 The Social Foundations of Multiculturalism. The purpose of this course is to explore and compare various positions within contemporary debates over multiculturalism and to analyze the implications these positions have for developing an understanding of schooling and education as linked to democratic public life. As a way to analyze the consequences and orientations of various multicultural perspectives, and specifically their pedagogical and socio-political intentions with respect to developing a public culture, the course will focus on the concept of “culture” as both an ideology, characterized by a specific set of assumptions and ideas, and as a practice that organizes the formation and relationship between oneself, others and the wider society. The course will examine how various multicultural positions construct racial differences: that is, how, through their particular interpretation of culture, they define the concept of race and its articulation with ethnicity, language, gender, sexuality, class, and nationality. In addition, the course will also analyze the pedagogical and socio-political consequences of different definitions of culture and how their representations of racial difference mediate complex relations of power with respect to the wider society.

SCG 721 Human Development and the Educational Process. This course will examine the process of human development and learning through the ages by critically examining cross-cultural research and developmental theories designed to describe and interpret the physical, social, emotional, intellectual, and psychological processes involved. Emphasis will be placed on the range of individual, familial, environmental, and cultural factors that may enhance or inhibit human growth and development, and on the critical role that human relationships play in the lifelong interactive processes of learning and growth. Considerable attention will be paid to the historical role of power, culture, class, gender and capability in defining and interpreting certain behaviors as indicators of normative development. These normative indicators will be critiqued with regard to underlying cultural assumptions and values, their function in fostering and maintaining current social, educational and political relations, and their contribution to the current crises in urban education and the development of children and youth. Class participants will examine their perspective on human development and learning and explore the socio-cultural and historical bases which contribute to their underlying values and assumptions. Through multifaceted inquiry utilizing self-reflection, case studies, theoretical analyses, and child assessment and observation, participants will consider the implications for their work as educational leaders in approaching current challenges with students, parents, community, and teachers and in creating schools that will foster societal change to support the healthy development of children and youth.

CS 761 Assessing School Curriculum. This course develops a framework for assessing the content, characteristics, and outcomes of the curriculum in a school. The framework will include the collection, organization and analysis of both quantitative and qualitative measures of effective instruction. Particular attention will be given to local, state, and national standards for content, teaching and outcomes. Attention will also be given to the qualities of the lived experiences of students in school and thus to the unintended as well as intended outcomes of schooling. Each student will be expected to begin assessing the curriculum in his or her school and to outline a proposal for a more complete assessment of the school's curriculum.
Research Courses in the Doctoral Core

All students are required to take the first seminar. Thereafter, they elect a two quarter sequence in either quantitative research or qualitative research.

SCG 725 Seminar: Frameworks of Inquiry in Educational Research. This course offers doctoral students a general introduction to theory and practice in educational research. First, it is designed to help students develop an understanding of the assumptions that underlie multiple approaches to knowledge construction and the conduct of inquiry in education. Students will explore theoretical and methodological issues and will develop skills necessary for critical analysis of multiple educational frameworks. Emphasis will be placed on the structural organization of the dissertation proposal.

SCG 735 Advanced Quantitative Research Design and Statistics I and II. Eight quarter hours. This course is designed to provide doctoral level students with theoretical and practical preparation in quantitative research design: instrumentation; data collection; statistical analysis; ethics and politics of the conduct of research; and development of analytical skills for critiquing research. Students will conduct a pilot study on an issue of interest using a quantitative research design. Each student will be required to generate a dissertation proposal and to defend the proposal before a class of peers.

OR

SCG 745 Advanced Qualitative Research Design I and II. Eight quarter hours. This course is designed to provide doctoral level students with theoretical and practical preparation in qualitative methods of research in education. Students will be introduced to a range of approaches to qualitative inquiry that include: Historical; Philosophical; Ethnographic (realist; critical); Action Research; Feminist. Students will receive instruction in qualitative research design; data collection and analysis; relevant issues (reliability, validity, generalizability, subjectivity); ethics and politics of the conduct of research, critical analytical skills for review and critique of qualitative research. Students will conduct a pilot study on an issue of interest using a qualitative research design. Each student will be required to generate a dissertation proposal and to defend the proposal before a class of peers.

Concentration Courses — Administration and Supervision

A&S 803 School Programs, Plant and Human Resources. The development of school programs, based on current research and school laws and regulations, will be explored. The focus will be on the core curriculum, Education and Secondary Education Act (ESEA), State Chapter I, Bilingual and Special Education mandates and opportunities as well as on other discretionary school programs. Responsibilities in relation to plant operation and management, staffing formulas for all staff, developing job descriptions, recruitment, and staff selection and evaluation are included.

A&S 813 Assessment and Accountability. Students will focus on defining responsibilities and selecting those processes and instruments, qualitative as well as quantitative, which best assess staff performance and provide direction for elevating student achievement.
A&S 823  **Community and Consensus Building for School Improvement.** Students will examine inclusive models for consensus building among school/community members that engage membership in processes and decision making through data collection, self-analysis, mission/vision development, goal setting and program planning, implementation and evaluation that leads to school and community improvement. Attention will be given to establishing linkages with local, municipal, state, and federal resources, business and industrial resources, community services, and other community resources.

A&S 833  **Decision Making & Problem Solving: Effective Practices for Schools.** Students will examine stages and models of decision making and their appropriate use in an educational context that lead to effective problem solving through collaboration, group dialogue and negotiations, mediation, and other intervention strategies for resolving diverse needs and conflicts. Students will work collaboratively to develop processes and strategies that can be used to resolve conflicts and reduce tensions, through group processes and communication techniques for improving the quality of decision making and professional relationships with school staff, central office administrators and school board members.

A&S 843  **The Politics of Schooling.** Education problem solving, decision making and renewal processes in relation to the impact of the following will be studied: students, parents, community members, staffs, unions, book publishers, the business establishment, testing services, schools of education, school boards, and professional associations. Serious attention will be given to the means by which support for change is developed with special emphasis on collaborative dialogue and teamwork, informed by the use of the theory and technology of applied behavioral science, including action research.

A&S 853  **Current Trends in Budgeting, Finance and School Law.** Financial decisions undergird instructional programs and administrative decision making. Relating these to available money and funding, setting priorities and maximizing the impact on student achievement will be studied. The duties and liabilities of school administrators as determined by federal rules and regulations, state school codes, the policies of boards of education, and case law will be examined.

**Concentration Courses — Curriculum Studies**

CS 754  **Curriculum Theorizing: Multiple Lenses.** This course examines diverse curriculum discourses, historical as well as contemporary, within a broader context of issues related to education and schooling. It is designed to engage students critically in the study of curricular frameworks, their assumptions, values, and implications for education, schooling, teaching and learning. Major topics include: frameworks for defining and conceptualizing curriculum and curricular visions; social, political, and historical contexts of curriculum construction; issues of gender, race, class ableness, and the media; the curriculum as socially constructed, and historically contextualized discourse(s) about what is and what should be taught. Particular content areas will be used as examples.
**CS 764 Ideology, Culture, and Society: Youth Development.** This course examines the ideological significance of "youth" in societies characterized by structural inequalities of power based on class, race, ethnic capability, sexual and/or gender relations of domination and subordination. Texts from a range of academic disciplines — psychology, sociology, cultural studies, social work — will be studied to show the influence these texts have had in shaping discourse about youth and youth development. The concept of "youth" will be looked at as a system of statements that produce arguments about young people and that, through these arguments, represent young people as deviant, deficient, perverted or resistant. These metaphors for dealing with crisis in society will be critically analyzed. The course will aim at critical self reflection; students will be challenged to examine their own assumptions about youth.

**CS 774 Engaging in Curriculum Deliberation.** This course engages students in 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, exemplified, and contrasted with other descriptions of curriculum development. The importance and role of alternative conceptions of learners, of situations, and of knowledge structures within disciplines will be emphasized. After engaging in simulated deliberations, each student will be asked to examine the intellectual commitments underlying this approach to curriculum change, to reconsider his or her role as a curriculum leader in a school or other educational setting, and to develop realistic plans for engaging a particular school community in collaborative curriculum deliberation.

**CS 784 Curriculum and Program Design.** This course studies principles underlying the design of effective, coherent, and comprehensive instructional programs. Topics include: the design and organization of core courses of study and related curricular components; the associated staff development program; and alignment with local, state, and national mandates. Particular attention will be given to planning for diversity, including differences in learning styles, special needs, culture, and language.

**CS 794 Special Topics in Curriculum.** In order to assure that the program remains flexible, responsive to the needs of students, and inclusive of the areas of interest of both faculty and students, this variable topics course will provide an opportunity for critical examination of compelling topical issues related to education. Topics could include: issues in educational reform; special education; controversies in curricular discourse; current issues such as the education of homeless children; or legal and constitutional issues in education and schooling. The course will be conducted in a seminar format.
Dissertation Research

SCG 739  Disciplined Inquiry Seminar I and II. In contrast to the doctoral core courses — which address inquiry processes and relationships between theory and practice within a field — these seminars address practical problems in the complex, interrelated and dynamic manner in which they present themselves. The connections between areas of study and the way these connections inform, or are informed by, practice are addressed in an interconnected and developmental manner. The learners’ inquiries will be the agenda, with appropriate literature infused in a timely manner as needs to expand thinking are recognized. Problems addressed will arise from three areas of students' experience: 1) the everyday experiences they bring with them to the seminar; 2) the queries they experience when relating course work and practice; and 3) the more direct inquiries associated with conducting research. (Not attached to specific areas of study in the program or to clinical hours.)


CS 859  Independent Dissertation Research: Curriculum Studies.
ADMINISTRATION

Donald E. Casey, Ed.D.
Dean

Edward Kocher, Ph.D.
Associate Dean

Robert Krueger, Mus.M., M.B.A.
Director of Operations

John Wallace, M.M., Mus. M.
Business Manager

Ross Beacraft, Mus. B.
Coordinator of Admission

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

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John Marshall Law School

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Director of Wind Organizations
Northwestern University

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Program, Clarinet
Northwestern University

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Musicanship Studies
Columbia University

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Stanford University

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Northwestern University

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University of Illinois

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Roosevelt University

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Percussion Program

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Mundelein College

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Indiana University

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University of Northern Colorado

MARK MAXWELL, Mus. M.
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Southern Methodist University

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University of Iowa

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Curtis Institute

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DePaul University

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Lecturer, Trombone

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Washington University

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Northwestern University

BRAD WILLIAMS
Lecturer, Jazz History

JOHN BRUCE YEH, Mus. B.
Lecturer, Clarinet
Juilliard School

MARK ZINGER
Professor, Violin
Odessa State Conservatory

PROGRAMS OF STUDY

The School of Music offers programs leading to the Master of Music degree in the fields of applied music (performance), composition, music education and jazz studies. A minimum of 44 quarter hours of graduate credit is required for the Master of Music degree. This total is divided between the core studies (required of all master of music students), and the specialization requirements which relate uniquely to the area of specialization. (Specialization requirements listed under Course Requirements, page 218.)

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 page 219.

NON-DEGREE SEEKING STUDENTS
Students who do not intend to work for a master's 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 bachelor's 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 the coordinator of graduate studies, be admitted as a student-at-large.

INTERNATIONAL STUDENTS
All foreign students and any student who has been educated outside of the 50 United States should request general admission information and applications from the International advisor. Application deadlines for students with foreign education are: Autumn quarter, June 1; Winter quarter, October 1; Spring quarter, January 1; Summer quarter, April 1. To be admitted, all students must meet academic requirements and demonstrate a proficiency in English. Those who request student visas also must show evidence of adequate financial support (scholarships are not available to these students). A formal letter of admission and/or form 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 nonrefundable 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 eight 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)

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music history (MUS 428,429, 430)</td>
<td>12</td>
</tr>
<tr>
<td>Music research (MUS 400, 401)</td>
<td>4</td>
</tr>
<tr>
<td>Analysis (COM 304 or 305)</td>
<td>4</td>
</tr>
<tr>
<td>(Composition majors: COM 305 required)</td>
<td>20</td>
</tr>
</tbody>
</table>

Following are the specific course requirements for each of the degree programs:

**PIANO PERFORMANCE**

<table>
<thead>
<tr>
<th>Core studies</th>
<th>20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied piano</td>
<td>12</td>
</tr>
<tr>
<td>Chamber music</td>
<td>3</td>
</tr>
<tr>
<td>Piano pedagogy</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>44</td>
</tr>
</tbody>
</table>

**BRASS PERFORMANCE**

<table>
<thead>
<tr>
<th>Core studies</th>
<th>20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied brass</td>
<td>12</td>
</tr>
<tr>
<td>Concert band, symphony orchestra or wind ensemble</td>
<td>3</td>
</tr>
<tr>
<td>Chamber music</td>
<td>3</td>
</tr>
<tr>
<td>Brass concepts</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>44</td>
</tr>
</tbody>
</table>
### VOICE PERFORMANCE

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>core studies</td>
<td>20</td>
</tr>
<tr>
<td>applied voice</td>
<td>12</td>
</tr>
<tr>
<td>university chorus or</td>
<td></td>
</tr>
<tr>
<td>chamber choir</td>
<td>3</td>
</tr>
<tr>
<td>vocal pedagogy</td>
<td>3</td>
</tr>
<tr>
<td>electives</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>44</strong></td>
</tr>
</tbody>
</table>

### WOODWIND PERFORMANCE

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>core studies</td>
<td>20</td>
</tr>
<tr>
<td>applied woodwind</td>
<td>12</td>
</tr>
<tr>
<td>concert band, symphony orchestra or wind</td>
<td></td>
</tr>
<tr>
<td>ensemble</td>
<td>3</td>
</tr>
<tr>
<td>chamber music</td>
<td>3</td>
</tr>
<tr>
<td>WW orch repertoire</td>
<td>3</td>
</tr>
<tr>
<td>electives</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>44</strong></td>
</tr>
</tbody>
</table>

### STRING PERFORMANCE

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>core studies</td>
<td>20</td>
</tr>
<tr>
<td>applied strings</td>
<td>12</td>
</tr>
<tr>
<td>symphony orchestra</td>
<td>3</td>
</tr>
<tr>
<td>chamber music</td>
<td>3</td>
</tr>
<tr>
<td>electives</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
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</tbody>
</table>

### COMPOSITION

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>core studies</td>
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</tr>
<tr>
<td>composition</td>
<td>12</td>
</tr>
<tr>
<td>problems, proceed., &amp; techn.</td>
<td></td>
</tr>
<tr>
<td>in performance of new music</td>
<td>4</td>
</tr>
<tr>
<td>20th-century music topics</td>
<td>4</td>
</tr>
<tr>
<td>electives</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>44</strong></td>
</tr>
</tbody>
</table>

### MUSIC EDUCATION

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>core studies</td>
<td>20</td>
</tr>
<tr>
<td>seminars in music education</td>
<td>12</td>
</tr>
<tr>
<td>electives</td>
<td>12</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>44</strong></td>
</tr>
</tbody>
</table>

### PERCUSSION PERFORMANCE

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>core studies</td>
<td>20</td>
</tr>
<tr>
<td>applied percussion</td>
<td>12</td>
</tr>
<tr>
<td>concert band, symphony orchestra or wind</td>
<td></td>
</tr>
<tr>
<td>ensemble</td>
<td>3</td>
</tr>
<tr>
<td>percussion pedagogy</td>
<td>3</td>
</tr>
<tr>
<td>electives</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>44</strong></td>
</tr>
</tbody>
</table>

### JAZZ STUDIES

#### COMPOSITION TRACK

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>core studies</td>
<td>20</td>
</tr>
<tr>
<td>advanced jazz composition</td>
<td>8</td>
</tr>
<tr>
<td>jazz analysis</td>
<td>4</td>
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<td>jazz pedagogy</td>
<td>2</td>
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<td>jazz ensemble</td>
<td>3</td>
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<tr>
<td>jazz studies electives</td>
<td>7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>44</strong></td>
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</tbody>
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#### PERFORMANCE TRACK

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>core studies</td>
<td>20</td>
</tr>
<tr>
<td>applied study (jazz)</td>
<td>12</td>
</tr>
<tr>
<td>jazz ensemble</td>
<td>3</td>
</tr>
<tr>
<td>jazz pedagogy</td>
<td>2</td>
</tr>
<tr>
<td>jazz chamber ensemble</td>
<td>3</td>
</tr>
<tr>
<td>jazz studies electives</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>44</strong></td>
</tr>
</tbody>
</table>

### 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.
- Voice applicants must demonstrate competence in Italian, French and German diction by audition and written IPA exam.
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. Two quarter hours 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. Three quarter hours. Study and analysis of fundamentals of vocal training, evidenced in various teaching approaches—scientific, mechanistic, empirical.

APM 350, 351, 352  Interpretation of Vocal Literature. Two quarter hours 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, 355  Techniques of the Music Stage. Two quarter hours each. Study, coaching and rehearsal of music drama and opera.

APM 377, 378, 379  Guitar History and Literature I, II, III. Two quarter hours each. Analytical and historical survey of the literature for plucked instruments from the 16th through the 20th centuries.

APM 372  Orchestral Repertoire for Brass. Three quarter hours. Study of standard orchestral repertoire.

APM 442  Accompanying Class. Two quarter hours. Role of pianist as accompanist.


APM 428  Woodwind Orchestral Repertoire. Three quarter hours.

APM 446  Percussion Pedagogy. Three quarter hours.

APM 451  Piano Pedagogy. Three quarter hours.

APM 453  Advanced Techniques of the Music Stage. Two quarter hours.

APM 471  Brass Concepts. Three quarter hours.

APM 486  String Pedagogy. Two quarter hours.

APM 487  Advanced Vocal Diction. Two quarter hours. Advanced study in Italian, French and German diction and translation.
APM 496 Voice Pedagogy. Two quarter hours. Course is designed to enhance APM 336. The materials and advanced projects will be assigned at the discretion of the instructor.

APM 497 Seminar. Two quarter hours. 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. Two quarter hours. An introduction to conducting; rudiments of baton technique, instrumentation and score reading.

MUS 301 Conducting II. Two quarter hours. 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. Two quarter hours 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. Two quarter hours. 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. Two quarter hours each. Advanced techniques with emphasis on performance at the keyboard. Prerequisites: MUS 314, 315, 316.

MUS 327, 328, 329 Jazz Arranging I, II, III. Three quarter hours 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. Two quarter hours. 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. Three quarter hours. 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. Two quarter hours 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. Two quarter hours each. Advanced techniques of improvisation, utilizing transcriptions, patterns and more involved chord construction.

MUS 377 Women and Music. Four quarter hours. A survey exploring the roles of women musicians in their societies.

MUS 380 Piano Literature. Two quarter hours. A history of piano literature from the baroque and 18th century; emphasis on the development of musical style with particular reference to significant compositions, performances and recordings.

MUS 381 History of Opera I. Two quarter hours. 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.** Four quarter hours. 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.** Two quarter hours. 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.** Two quarter hours. 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.** Two quarter hours. Research in specific areas of interest, culminating in the writing of a major paper.

MUS 428, 429, 430  **History of Music, I, II, III.** Four quarter hours 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.** Four quarter hours. Composition of works for jazz chamber groups and big bands.

MUS 441  **Jazz Analysis and Applications.** Four quarter hours. Studies of major jazz composers in transcription. Application of styles in compositional projects.

MUS 442  **Advanced Jazz Composition II.** Four quarter hours. Advanced topics in jazz composition. Composing for jazz chamber groups and big bands.

COMPOSITION—COM

COM 300  **Orchestration I.** Four quarter hours. 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 1998-99.

COM 301  **16th-Century Counterpoint.** Four quarter hours. Species counterpoint; melodic, formal and “harmonic” practices in Renaissance polyphony; free compositional in the style; analysis and in-class performance of Renaissance music and original student compositions. Not offered 1997-98.

COM 302  **18th-Century Counterpoint.** Four quarter hours. Contrapuntal techniques of Bach and Handel; analysis, composition and in-class performance of solo, and ensemble works in the style. Not offered 1998-99.

COM 303  **20th-Century Counterpoint.** Four quarter hours. Exploration of new contrapuntal techniques; analysis of selected compositions from the 20th-century, including works of Ives, Schonberg, Webern, Bartok, Hindemith and other as well as music of very recent times. Not offered 1996-97.

COM 304  **Analytical Techniques.** Four quarter hours. 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.** Four quarter hours. Use of various analytical techniques for detailed studies of selected compositions from several periods of music. **Pre-requisite:** COM 304 or equivalent.
COM 306  **Introduction to Electronic Music.** Four quarter hours. 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.** Three quarter hours. Exploration of 20th-century compositional techniques; course activities may include analytical assignments as well as creative projects.

COM 308  **Composition II.** Three quarter hours. Continuation of COM 307.

COM 309  **Composition III.** Three quarter hours. Continuation of COM 308. **Prerequisite:** COM 308.

COM 310  **Composition IV.** Four quarter hours. 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.** Four quarter hours. Continuation of COM 310. Continued work on senior project. **Prerequisite:** COM 310 or equivalent.

COM 312  **Composition VI.** Four quarter hours. Completion of senior project. **Prerequisite:** COM 311 or equivalent.

COM 320  **Orchestration II.** A survey of 20th-century orchestral practices.

COM 441, 442, 443  **Composition I, II, III.** Four quarter hours 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.** Four quarter hours. 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  **20th-Century Music Topics.** Four quarter hours. (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.** Two quarter hours.

MED 301  **Junior High Instrumental Methods & Lab.** Two quarter hours.

MED 302  **Secondary Instrumental Methods & Lab.** Two quarter hours.

MED 303  **Elementary Vocal-General Methods & Lab.** Two quarter hours.

MED 304  **Junior High Vocal Methods & Lab.** Two quarter hours.

MED 305  **Secondary Vocal Methods & Lab.** Two quarter hours. 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. Two quarter hours. 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. Two quarter hours. Basic marching techniques and movements, selection and use of music, design and charting of shows.

MED 313, 314  Choral Literature I, II. Two quarter hours 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. Two quarter hours. 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. Four quarter hours. Concentrated study of a selected area of music education. Topics are announced each fall.

MED 386  Orff Workshop (Level I). Three quarter hours. Introduction of Orff-Schulwerk through the process of integrating rhythm and movement, speech and song, rhythm instruments, Orff instruments, and soprano recorder for creative music-making 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). Three quarter hours. 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). Three quarter hours. Advanced course leading to certification 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. Four quarter hours each. The courses are designed 1) to develop a 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; and 5) to study contemporary issues in music education that can have significant impact on classroom teaching.

MUSIC ENSEMBLE—MEN

MEN 401  Wind Symphony. One quarter hour. Study and rehearsal of basic and new band repertoire in preparation for concerts presented regularly each year.

MEN 421  University Chorus. One quarter hour. Rehearsals and performance of larger works of the choral repertoire.

MEN 422  Concert Choir. One quarter hour. Rehearsals and performances of choral music.

MEN 431  Orchestra. One quarter hour. Study and rehearsal of basic and new orchestral repertoire.
MEN 437  Wind Ensemble. One quarter hour. A select organization; rehearsal and performance of literature for ensembles of eight to 40 players, with special emphasis on original literature for winds, from all periods.

MEN 441  Chamber Music. One quarter hour. 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. One quarter hour. A choral ensemble of selected voices.

MEN 481  Jazz Ensemble. One quarter hour. 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. One quarter hour. 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.

MEN 491  Contemporary Ensemble. One quarter hour. Rehearsal and performance of a broad spectrum of contemporary music.

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.
FOUNDED AS THE GOODMAN SCHOOL OF DRAMA IN 1925

The Theatre School is a member of the League of Chicago Theatres, Illinois Arts Alliance, ASSITE/J/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

LARA GOETSCHE, B.S.
Public Relations Director

DENISE WINKOWSKI
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 72nd anniversary in 1997, we began our 19th 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 72 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 MFA Programs are designed for the student who has had considerable experience at the undergraduate level, the student seeking additional training as a consequence of prior professional work, or the student whose life experience and professional potential meet the qualifications for advanced training.

The goals of the training are accomplished by an intense and eclectic process that combines classroom work with a variety of production experiences that:

- Help the student find a way of working that is effective and unique to his or her talent.
- Aid the student in integrating his or her individual work into the collaborative demands of production experiences.
- Equip the student with the skills and released imagination necessary for the highly competitive theatre professions.

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 Merle 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 Merle Reskin Theatre. The theatre is also used by several not-for-profit arts organizations in Chicago and an occasional feature film company, exposing Theatre School students to a broader view of the entertainment industry. The DePaul Merle 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.

For the past several seasons the school has been doing a number of its black box experimental workshops and thesis productions in off-Loop theatres so as to connect the work and the students more directly to the theatres themselves and their audience base.
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/Touchstone Theatre Company, Ivanhoe 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 burgeoning 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 Celeste Holm, Florence Henderson, Dorothy Loudon, Shelley Winters and Jean Stapleton; Broadway stars Donna McKechnie, Rip Torn and Andre De Shields; Chicago's nationally known Steppenwolf Ensemble including John Malkovich and Gary Sinise; actor/author Orson Bean; Academy Award-winning actor Gene Hackman; Chicago theatre critics Richard Christiansen and Glenna Syse; comedians Shelley Berman and Avery Schrieber; 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); the late Geraldine Page; actors Jonathan Pryce, Lawrence Fishburne, Brian Dennehy, Peter Falk, John Mahoney, and the late 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 Carliou and Zoe Caldwell. Guest workshops have been given by Oscar winning actress Fay Dunaway, 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 master's class for professional actors. Playwright Max Bush presented his new plays AALUMAURA: THE VOYAGE OF THE DRAGON FLY and 13 BELLS OF BOGLEWOOD as playwright-in-residence with Chicago Playworks. Academy Award-winning film director and producer Peter 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

**ANTHONY ALVAREZ, B.A.**  
Movement  
Columbia University

**DAVID L. AVCOLE, M.F.A.**  
Acting  
Southern Methodist University

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THE THEATRE SCHOOL

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 BROZYNSKI, B.F.A.
Drawing
School of the Art Institute of Chicago

LINDA BUCHANAN, M.F.A.
Scenic Design
Northwestern University

BILL BURNETT, M.F.A.
Voice and Speech
Ohio University

STEVEN CARELLI, M.F.A.
Drawing
Northwestern University

NAN CIBULA-JENKINS, M.F.A.
Costume Design
Yale University

LOU CONTEY, M.F.A.
Directing
The Theatre School, DePaul

DEAN CORRIN, M.F.A.
Playwriting
Ohio University

JOHN CULBERT, M.F.A.
Lighting Design
New York University

MELANIE DYKSTRA, B.A.
Director of Development
Calvin College

PATRICE EGGLESTON, M.F.A.
Movement
Southern Methodist University

MARK ELLIOTT, M.F.A.
Musical Theatre
San Diego State University

MALCOLM EVEN, B.A.
Stage Management
Amherst College

NICOLE FALLIE
Transportation

LARA GOETSCHE, B.S.
Public Relations Director
Northwestern University

ANASTASIA GONZALES
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

BANITA HARRIS
Transportation

PETER HOBERT, B.F.A.
Acting
THE THEATRE SCHOOL, DePaul

SONIA IBARRA, B.A.
Group Sales Representative
CLARK COLLEGE

DONALD W. ILKO, PH.D.
Acting
Case Western Reserve University

BELLA ITKIN, PH.D.
Acting
Case Western Reserve University

JOHN JENKINS, B.A.
Movement
Pittsburgh State University

TRUDIE KESSLER, M.F.A.
Voice and Speech
University of California, Irvine

BRIDGER KIRKPATRICK, B.F.A.
Assistant Theatre Manager
The Theatre School, DePaul
THE THEATRE SCHOOL

SUSAN LEIGH, M.F.A.
Voice and Speech
Temple University

MICHAEL MAGGIO, M.A.
Directing
University of Arizona

ELYSE MANTERFIELD, B.F.A.
Production Coordinator
The Theatre School, DePaul

DAWN G. MCKESEY
Assistant to the Costume Shop Manager

JANET C. MESSMER, M.A.
Costumier
University of Illinois, Urbana

MELISSA MELTZER, J.D.
Director of Admissions
Chicago-Kent College of Law

KIMOSHA MURPHY, B.A.
Movement
Southern Illinois University

RIC MURPHY, M.A.
Acting
University of Washington

JOSEPH NIEMINISKI, B.F.A.
Scene Design
Goodman School of Drama

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
Goodman School of Drama

RICHARD PETTENGILL, M.A.
History/Criticism
University of Chicago

GERARD PRENDERGAST, B.F.A.
Camera Technique
The Goodman School of Drama

NICHOLAS SANDYS PULLIN, M.A.
Stage Combat
Cambridge University

GERALD REYNOLDS
Carpenter

LESLEY RILEY
Movement

KEVIN ROBERTS, B.A.
Box Office Manager
University of North Florida

TODD ROSENTHAL, M.F.A.
Rendering
Yale University

MICHAEL ROURKE, M.F.A.
Lighting Design
University of Virginia

LESLEY SHOOK, M.A.
Theatre Manager
University of Illinois at Chicago

RACHEL SLAVICK, M.F.A.
Acting
The Theatre School, DePaul

WAYNE W. SMITH, B.F.A.
Property Master
University of Illinois, Urbana

CHRISTINE SOLGER, M.F.A.
Lighting Design
Northern Illinois University

JEFFREY STEVENS, Ph.D.
Theatre History
Ohio State University

MARY VIERLING, B.A.
Assistant to Director of Development
University of Minnesota

JEFFREY WEBB, B.F.A.
Theatre Technical Director
Merle Reskin Theatre
Southern Methodist University

DENISE WINKOWSKI
Office Assistant

FRANK WUKITSCH, M.F.A.
Technical Director
Goodman School of Drama

NAN ZABRISKIE, M.F.A.
Make-up
University of Minnesota
THE THEATRE SCHOOL

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. Specialization requirements are listed under major field requirements on page 234.

ADMISSION
The first charter of DePaul University included a statement on nondiscrimination and the policy has been enforced vigorously for over 90 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.

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 Shakespeare. 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. Please contact The Theatre School’s admissions office for the titles of plays for analysis this year.

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, calling or e-mailing the director of admissions, The Theatre School, 2135 N. Kenmore Avenue, Chicago, Illinois 60614 (773) 325-7999. Outside Illinois, you may call toll free: 1-800-4DEPAUL, extension 7999. E-mail is: mmelitzer@wpost.depaul.edu. 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 admissions office. There is a $10.00 audition fee and a $25.00 application fee. The student will be informed of his/her acceptance status in March.

Applicants are accepted for the Autumn 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 Autumn 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 Autumn 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 242 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 the student's 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**

1. **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: 562, 563
- Stage Combat: 580
- New Play Workshop: 418 or 419

**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
- Rehearsal and Performance: 761, 762, 763
II. MFA IN DIRECTING

FIRST YEAR
Directing I: 581, 582, 583
Survey: Art, Architecture, Fashion and Furniture: 381, 382, 383
Acting I: 511, 512, 513
Rehearsal and Performance: 561, 562, 563
Dramaturgy: 334, 335, 336

SECOND YEAR
Directing II: 681, 682, 683
Theatrical Collaboration: 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
New Play Workshop: 418, 419

III. MFA IN SCENE DESIGN

FIRST YEAR
Scene Design III: 441, 442, 443
Rendering I or II: (Level by Advisement)
Survey: Art, Architecture, Fashion and Furniture: 381, 382, 383
Theatre Elective or Independent Study: 599, 599, 599
Production Practice I: 571, 572, 573

SECOND YEAR
Theatrical Collaboration: 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)
Survey: Art, Architecture, Fashion and Furniture: 381, 382, 383
Theatre Elective or Independent Study: 599, 599, 599
Production Practice I: 571, 572, 573
SECOND YEAR
Theatrical Collaboration: 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
Theatrical Collaboration: 641, 642, 643
Drawing II: 284, 285, 286
Graduate Seminar: 601, 602, 603
Design/Tech Elective
Production Practice: 671, 672, 673

THIRD YEAR
Independent Study (Lighting IV): 599
Rendering II: 484, 485, 486
Design/Tech Elective
Thesis Project: 741, 742, 743
Production Practice/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 an Autumn, Winter, Spring sequence.

284, 285, 286 Drawing II. Two quarter hours. Advanced drawing, including figure drawing, for design and technical students.

334, 335, 336 Dramaturgy. The course develops the skills necessary to begin work as a production dramaturg through a consideration of practical and theoretical issues. When possible, work is geared toward dramaturgical service to actual productions, both at The Theatre School and at theatres in the Chicago area. (4 quarter hours.)

367, 368, 369 Stage Management. One quarter hour. 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.
381, 382, 383 Survey: Art, Architecture, Fashion and Furniture. Four quarter hours. 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.

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 setups, under controlled lighting, and from a clipping file of research which they compile.

414, 415, 416 Audition. Two quarter hours. 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.

418, 419 New Play Workshop. A specialized workshop which brings together playwrights, actors, and directors to introduce the techniques and procedures of developing and rehearsing new plays. The work of the class focusses on the transformation of text into action. Emphasis is placed on the development of a positive collaborative process in which writers, actors, and directors contribute their individual expertise in shaping a work-in-progress.

441, 442, 443 Scene Design III. Three quarter hours. 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.

444, 445, 446 Costume Design III. Three quarter hours. 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.

447, 448, 449 Lighting Design III. Three quarter hours. 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.

484, 485, 486 Rendering II. Two quarter hours. 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.

511, 512, 513 Graduate Acting I. Four quarter hours. 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.

521, 522 Movement I. Two quarter hours. Introduction to physical and self-awareness via the technics of yoga. This class also meets two extra hours a week with a different instructor to work specifically on strengthening and flexibility.
**523 Movement I.** Two quarter hours. 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.

**531, 532, 533 Voice and Speech I.** Two quarter hours. Fundamental work consists of alignment, relaxation and breathing, the development of free voice flow, resonance and focus.

**541, 542, 543 Principles of Design.** Four quarter hours. 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.

**561, 562, 563 Rehearsal and Performance I.** Five quarter hours. 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.

**571, 572, 573 Production Practice I.** Six quarter hours. 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.

**580 Stage Combat.** One quarter hour. Students learn the fundamentals of hand-to-hand combat and weaponry with a focus on developing skills safely and effectively for the stage.

**581, 582, 583 Directing I.** Three quarter hours. The course covers the director's preproduction 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.

**601, 602, 603 Graduate Seminar.** Three quarter hours. 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.

**611, 612, 613 Graduate Acting II.** Five quarter hours. This class in Period Acting provides the student with basic skills to perform Shakespeare, Restoration, 18th-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.

**617, 618, 619 Technique.** One quarter hour. 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.

**621, 622 Movement II.** Two quarter hours. 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.
623  Movement II. Two quarter hours. 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.

631, 632, 633  Voice and Speech II. Two quarter hours. 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.

641, 642, 643  Theatrical Collaboration. Three quarter hours. 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.

661, 662, 663  Rehearsal and Performance II. Five quarter hours. See 561, 562, 563.

671, 672, 673  Production Practice II. Six quarter hours. See 571, 572, 573.

681, 682, 683  Directing II. Three quarter hours. A laboratory in which student-directed scenes are presented for discussion and criticism. Each directing student directs up to six scenes during the year.

711, 712, 713  Graduate Acting III. Three quarter hours. 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.

721, 722  Movement III. Two quarter hours. Movement with music. The work is focused on the use of music to create and/or support beat changes, tactics and spatial dynamics. It is designed for ensemble work.

722  Movement III. Two quarter hours. Students may elect to do an independent study in movement, either by repeating a class or introducing a project and working under faculty supervision.

723  Movement III. Two quarter hours. African Dance. Introduces the student to the movement of the West African culture. Combines the use of vocal, physical and choreographic skills.

731, 732, 733  Voice and Speech III. Two quarter hours. 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.

741, 742, 743  Thesis Project in Design. Nine quarter hours. The production of the MFA thesis, consisting of portfolio and manuscript, under the supervision of the advisor and the head of graduate studies.

761, 762, 763  Rehearsal and Performance III. Five quarter hours. See 561, 562, 563.

771, 772, 773  Production Practice III. Six quarter hours. See 571, 572, 573.

781, 782, 783  Thesis Project in Directing. Nine quarter hours. Produced on The Theatre School's Merle Reskin stage or other professional venue, 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.
School for New Learning
ADMINISTRATION

Susanne Dumbleton, Ph.D
Dean

David Shallenberger, Ph.D
Associate Dean

Russell R. Rogers, Ph.D.
Director, Graduate Program

Michael Skelley, Ph.D.
Director, Undergraduate Program-Loop

John Willets, Ph.D.
Director, Suburban Programs

Mary Jane Dix, M.P.S.
Assistant Dean, Administration and Student Services

Douglas Murphy, M.A.
Assistant Dean, Information and Advancement

Jennifer Prey
Budget Coordinator

Muhammed Ather, M.S.
Technology Analyst

Kenn Skorupa, M.A.
Advising Coordinator

Dean Bell, Ph.D.
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 eight 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 programs which are discipline-based and/or lead to a major in a specific field, the School for New 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 critical 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 personal 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 performance, 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:

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<td>- Valuing Human Differences</td>
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<td>- Assessment Session III</td>
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<td>- Focus Area Mastery Statements</td>
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<td>- Focus Area Mastery Statements</td>
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I. LEARNING PLAN RESEARCH & DEVELOPMENT (6 credit hours)

The first component of the program is the Learning Plan Research & Development Colloquium (700). 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, 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 Learning Plan Research & Development above) incorporating at least sixteen learning activities which address the following seven aspects of professional competence:

THE PROFESSIONAL COMPETENCE CRITERIA

- Knowledge of the main theories appropriate to the Focus Area (711-13).
- Ability to engage in modes of research appropriate to the Focus Area (721-23).
- Ability to demonstrate expertise in the specialized skills of the Focus Area (731-33).
- Facility with the communication modes that practitioners use within the Focus Area (741-43).
- Knowledge of organizational and interpersonal dynamics within which professionals in the Focus Area define their roles and fulfill their responsibilities (751-53).
- Ability to interpret issues and problems of the Focus Area within larger temporal, social or international contexts (761-63).
- Ability to analyze issues of ethics appropriate to the Focus Area (771-73).

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 (12 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 critical, synthetic and creative thinking.
- Facility in applying moral reasoning to issues of values and ethics.
- Facility in various modes of team effectiveness.
- 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 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:

725 Applying Research Methods (second quarter; six weeks; two quarter 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.

735 Understanding Personal and Organizational Change (third quarter; six weeks; two quarter 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).
Improving Team Effectiveness (fourth quarter; six weeks; two quarter hours). This colloquium provides students with an opportunity to develop the Liberal Learning Skills through improving team effectiveness. Key concepts and models are explored regarding characteristics and dynamics of effectively functioning teams including patterns of group interaction, trust, openness, influence, conflict and decision-making. Strategies for both resolving (or minimizing) barriers to effective group effort and improving team functioning are addressed.

Valuing Human Differences (fifth quarter; six weeks; two quarter 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 a rationale for valuing human differences in their own lives.

Engaging Ethical Reasoning (sixth quarter; six weeks; two quarter 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.

Exercising Effective Leadership (seventh quarter; six weeks; two quarter 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 & INTEGRATION SESSIONS (2 credit hours)
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 (9 credit hours)

The Master Work is an original, independently 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 (780; three quarter hours) and final product (781; six quarter hours).

VI. THE GRADUATION REVIEW (1 credit hour)

The Graduation Review (790) 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 Criteria, 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.
DEPAUL FACULTY

MARISA ALICEA, Ph.D.
Associate Professor
Northwestern University

MIRIAM BEN-YOSEPH, Ph.D.
Assistant Professor
Northwestern University

MORRIS FIDLER, Ph.D.
Associate Professor
University of Minnesota

RENEE GILBERT-LEWIN, M.A.
Assistant Professor
Cornell University

EDWARD HARRIS, Ed.D.
Associate Professor
University of Massachusetts, Amherst

MECHTHILD HART, Ph.D.
Associate Professor
Indiana University

JEAN KNOLL, Ph.D.
Senior Fellow
University of Chicago

CATHERINE MARIENAU, Ph.D.
Associate Professor
University of Minnesota

RUSSELL R. ROGERS, Ph.D.
Associate Professor, Program Director
Michigan State University

WARREN SCHEIDEMAN, M.A.
Senior Academic Advisor
DePaul University

DAVID SHALLENBERGER, Ph.D.
Associate Professor, Associate Dean
The Fielding Institute
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. Individual advising appointments are available at the O'Hare, Oak Brook and South Campuses. Reservations are required for orientation sessions and individual advising appointments and may be made by calling the M.A. inquiry line at 312/362-8448.

Upon receipt and review of completed admission materials, applicants participate in a personal interview with a member of the Graduate Admission 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,
- 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 Graduate Coordinator of the School for New Learning (312-362-8448).
HANDBOOK
FOR
GRADUATE STUDIES
THE UNIVERSITY

CAMPUS

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 **Naperville Campus** is located at 150 West Warrenville Road, Naperville, Illinois (at I-88 and Naperville Road). 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 **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 School of Computer Science, Telecommunications and Information Systems, the College of Liberal Arts and Sciences, the School of Education and the School for New Learning offer courses at a number of these sites.

UNIVERSITY LIBRARIES

The University Libraries provide resources and services to students, faculty, and staff through six different units: The Lincoln Park Library, the Loop Campus Library, the Naperville Campus Library, the O'Hare Campus Library, and the South Campus Library. The delivery of information and materials is increasingly linked to computer and networking technologies. Electronic access to periodical articles, indexes, and other information resources in the social sciences, business, law, humanities, and sciences is readily available in all libraries.

Access to materials in all the DePaul Libraries is provided through ILLINET Online, the Libraries' online catalog and circulation systems. The combined collection of the DePaul University Libraries includes over 700,000 volumes, 300,000 microform volumes, 9,000 current serial subscriptions, and a diverse microcomputer software and audiovisual collection.

ILLINET Online also allows users to identify books from over 45 other colleges and universities in Illinois, including the University of Illinois. Current DePaul students may choose to borrow directly from these institutions in person or request an interlibrary loan. Holdings information for an additional 800 public, private, and academic libraries in Illinois can also be displayed. Materials from these and other libraries across the United States can be located and obtained through interlibrary loan.

Information, brochures, and bibliographies are available at all six locations and through the library link from DePaul's World Wide Web site: http://www.depaul.edu.

The **John T. Richardson Library** at Lincoln Park supports programs in the College of Liberal Arts and Sciences, the School of Education, the School of Music, and the Theatre School. Collection 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 houses materials documenting the growth and development of DePaul.

The **Loop Campus Library** primarily focuses on materials to support the programs of the College of Commerce and the School of Computer Science, Telecommunications and Information Systems, but also has a core collection of reference materials in other areas. Areas of strength in the collections are accounting and finance. A Career Information Center provides
resources on career choice, job search techniques, and company information. A collection of corporate annual reports from Fortune 500 companies is maintained.

The College of Law Library has an extensive collection of Anglo-American legal materials which provides both basic and advanced resources needed to support the law school curriculum. The law collection includes United States federal and state court reports, codes, constitutions, and statutes; materials on health law, tax law and international human rights law; and legal periodicals. Designated an official depository for government publications, the Law Library provides a selective collection of federal documents.

The Naperville, O'Hare and South Campus Libraries offer an innovative approach to library service by providing access to information using computers and telecommunications. The Library's networked electronic information resources include access to ILLINET Online, and also provide access to periodical articles, business reports, indexes, an encyclopedia and other reference sources. The O'Hare and South Campus libraries have small, select print reference collections; the Naperville Campus Library has a more significant collection of print materials including journals and books. Books and other journal articles needed by students and faculty are delivered by a daily intra-university shuttle service.

**ACADEMIC COMPUTING FACILITIES**

Information Services (IS) provides facilities and resources to support instruction and research at DePaul University. DePaul's campus-wide network connects the Microcenters, computer classrooms and faculty offices on its five campuses to computing resources.

<table>
<thead>
<tr>
<th>LOOP CAMPUS</th>
<th>LINCOLN PARK CAMPUS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Computer Science &amp; Telecommunication Center 400</strong></td>
<td><strong>Schmitt Academic Center 235</strong></td>
</tr>
<tr>
<td>243 South Wabash Avenue</td>
<td>2320 North Kenmore Avenue</td>
</tr>
<tr>
<td>(312) 362-8336</td>
<td>(773) 325-7000, x1097</td>
</tr>
<tr>
<td>60 Windows workstations</td>
<td>115 Windows workstations</td>
</tr>
<tr>
<td><strong>Lewis Center 1420</strong></td>
<td>23 Macintosh workstations</td>
</tr>
<tr>
<td>25 East Jackson Street</td>
<td><strong>Byrne Hall 358</strong></td>
</tr>
<tr>
<td>(312) 362-8593</td>
<td>2219 North Kenmore Avenue</td>
</tr>
<tr>
<td>50 Windows workstations</td>
<td>(773) 325-7000, x1088</td>
</tr>
<tr>
<td>12 Macintosh workstations</td>
<td>20 Windows workstations</td>
</tr>
<tr>
<td><strong>Computer Classrooms</strong></td>
<td><strong>McGaw Hall 145</strong></td>
</tr>
<tr>
<td>Lewis Center 13th floor</td>
<td>802 West Belden Avenue</td>
</tr>
<tr>
<td>25 East Jackson Street</td>
<td>(773) 325-7000, x1096</td>
</tr>
<tr>
<td>(312) 362-8177</td>
<td>25 Windows workstations</td>
</tr>
<tr>
<td>3 Classrooms, 100 Windows workstations</td>
<td><strong>O'HARE CAMPUS</strong></td>
</tr>
<tr>
<td><strong>SOUTH CAMPUS</strong></td>
<td>3166 South River Road, Room 207</td>
</tr>
<tr>
<td>16333 South Kilbourn, Room 5004</td>
<td>Des Plaines, IL</td>
</tr>
<tr>
<td>Oak Forest, IL</td>
<td>(312) 362-7608</td>
</tr>
<tr>
<td>(708) 633-9093</td>
<td>50 Windows workstations</td>
</tr>
<tr>
<td>14 Windows workstations</td>
<td><strong>NAPERVILLE CAMPUS</strong></td>
</tr>
<tr>
<td></td>
<td>150 West Warrenville Road</td>
</tr>
<tr>
<td></td>
<td>Naperville, IL</td>
</tr>
<tr>
<td></td>
<td>(312) 362-6481</td>
</tr>
<tr>
<td></td>
<td>30 Windows workstations</td>
</tr>
</tbody>
</table>

**CUSTOMER TECHNOLOGY SERVICES**

<table>
<thead>
<tr>
<th>Lewis Center 1504</th>
<th>Schmitt Academic Center</th>
</tr>
</thead>
<tbody>
<tr>
<td>25 East Jackson Boulevard</td>
<td>2320 North Kenmore Avenue</td>
</tr>
<tr>
<td>(312) 362-8765</td>
<td>(312) 362-8765</td>
</tr>
</tbody>
</table>
These resources consist of three Sun SparcServers (Unix) and approximately 20 Novell Netware servers. The Microcenters offer Windows and Macintosh workstations, high-speed line printing and laser printing. They also offer access to the Internet through a variety of client applications. The computer classrooms have a computer for each student, and accommodate classes of 27 to 36 students. There are approximately 600 workstations in the Microcenters and computer classrooms throughout DePaul. Dial-In access is also available, including v.34 SLIP-based modem pools for students with DePaul Online accounts.

Students, faculty and staff have access to a variety of applications in the Microcenters, and these are used extensively throughout the DePaul curriculum. IS also offers seminars and workshops on various topics. Brochures listing the workshops and hours of operation are available at all of the sites listed.

STUDENT AND CAREER DEVELOPMENT

The University has two office locations 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 Student and Career Development professionals are committed to helping students and alumni 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. 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 database allows candidate information to be matched to an employer's job specifications. Rapid turnaround time has dramatically improved the consideration given candidates referred from DePaul.

RESIDENCE LIFE

The University does not currently have housing for graduate students. The Residence Life Office, however, 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 at 2332 N. Clifton Ave, (773/325-7196). Office hours are Monday through Friday, 9:00 a.m. to 5:00 p.m.

ACCREDITATION

DEPAUL UNIVERSITY IS ACCREDITED BY
AACSQ - THE INTERNATIONAL ASSOCIATION FOR MANAGEMENT EDUCATION
THE AMERICAN CHEMICAL SOCIETY
THE AMERICAN PSYCHOLOGICAL ASSOCIATION
THE ASSOCIATION OF AMERICAN LAW SCHOOLS
THE COMMISSION OF INSTITUTES OF HIGHER EDUCATION OF THE NORTH CENTRAL ASSOCIATION OF COLLEGES AND SCHOOLS
THE NATIONAL ASSOCIATION OF SCHOOLS OF MUSIC
THE NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION
THE NATIONAL LEAGUE OF NURSING
DEPAUL IS ON THE APPROVED LIST OF
The American Bar Association
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 American Colleges and Universities
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 of Educational Opportunity Associations
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 Beta Delta

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
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Senior Executive for University Mission

SUSAN H. WALLACE
Controller of the University
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. Certain student information, known as "Directory Information," may be disclosed by the institution to outside parties, unless the student has specifically requested that this information not be released. DePaul University considers the following to be Directory Information: name, address, telephone number, college of enrollment, class, major field of study, dates of attendance, degrees and awards received, the most recent educational agency or institution attended by the student, and participation in officially recognized activities and sports. Students who do not want Directory Information released should make a written request to the Office of the Registrar to withhold this information.

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.
GRADES

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.
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 the dean of the respective graduate division, would provide information that would demonstrate a change in the student’s circumstances to an extent that would support successful completion of the student’s degree program. The dean’s decision, based upon the merits of the petition and the recommendation of the faculty of the student’s department, may, if favorable, stipulate conditions of reinstatement.

PLAGIARISM

Plagiarism is a major form of academic dishonesty involving the presentation of the work of another as one’s own. Plagiarism includes but is not limited to the following:

The direct copying of any source such as written and verbal material, computer files, audio disks, video programs or musical scores, whether published or unpublished, in whole or in part, without proper acknowledgement that it is someone else’s.

Copying of any source in whole or in part with only minor changes in wording or syntax even with acknowledgement.

Submitting as one’s own work a report, examination paper, computer file, lab report or other assignment which has been prepared by someone else. This includes research papers purchased from any other person or agency.

The paraphrasing of another’s work or ideas without proper acknowledgement.
Plagiarism, like other forms of academic dishonesty, is always a serious matter. If an instructor finds that a student has plagiarized, the appropriate penalty is at the instructor's discretion. Actions taken by the instructor do not preclude the college or the University taking further punitive action including dismissal from the University.

For further information about the University's policies on academic integrity please consult the Student Handbook.

**REGISTRATION PROCEDURES**
Students enrolled at any time 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 readmitted 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. Contact your graduate office for specifics.

**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 where applicable.

**COMMENCEMENT**
Graduation ceremonies are held in June of each year. If you cancel or are ineligible to graduate, you must reapply 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. Contact your graduate office for specifics.
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 1997-98 are applicable only to graduate students.

GRADUATE STUDENT TUITION, FOR THE 1997-1998 ACADEMIC YEAR

<table>
<thead>
<tr>
<th>Liberal Arts and Sciences, Education</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>100-200 series, per hour</td>
<td>$275.00</td>
</tr>
<tr>
<td>300-700 series, per hour</td>
<td>$306.00</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Computer Science, Telecommunications and Information Systems</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>100-200 series, per hour</td>
<td>$275.00</td>
</tr>
<tr>
<td>300-600 series, per hour</td>
<td>$359.00</td>
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</table>

<table>
<thead>
<tr>
<th>Music</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-200 series, per hour</td>
</tr>
<tr>
<td>300-700 series, per hour</td>
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</tbody>
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<table>
<thead>
<tr>
<th>School for New Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>All courses, per hour</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Theatre</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate 1-11 credit hours, per hour for current students</td>
</tr>
<tr>
<td>Graduate 12+ credit hour package, annual for current students</td>
</tr>
<tr>
<td>Graduate 12+ credit hour package, annual for new students</td>
</tr>
</tbody>
</table>

GENERAL FEES

Fees are not refundable

| Graduate Application Fee                                              | $25.00  |
|------------------------------------------------------------------------|
| Graduate Application Fee for Psychology                                | $40.00  |
| Readmission Fee                                                        | $5.00   |
| Registration Fee                                                       | $10.00  |
| Delinquency Fee                                                        | $100.00 |

<table>
<thead>
<tr>
<th>Deferred Examination Fee</th>
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</thead>
<tbody>
<tr>
<td>On Designated Dates</td>
</tr>
<tr>
<td>At Times Not Designated</td>
</tr>
<tr>
<td>Doctoral Dissertation Fee</td>
</tr>
<tr>
<td>School for New Learning Proficiency Examination</td>
</tr>
<tr>
<td>Thesis Binding (Per Copy)</td>
</tr>
<tr>
<td>Each Transcript of Credit Fee</td>
</tr>
<tr>
<td>Each Returned Check Fee</td>
</tr>
</tbody>
</table>

* 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.

COMPUTER FEES

Students enrolling in courses that require computer resources may be assessed one or more computing fees. Revenues from these fees support the maintenance and upgrade of academic computing systems and facilities. Courses requiring these fees are noted in the class schedule. For some courses, instructors may require computer fees that are not shown in the schedule. These fees will be billed to the student's tuition account, as appropriate.
**Student Internet Fee.** DePaul students can purchase Internet access accounts for a non-refundable charge of $25.00 per term or $90.00 per year. Only active DePaul students are eligible to participate in this service. Faculty may require students to have Internet access for their courses. Students can sign up for Internet access through Academic Technology Development, 126 Richardson Library and 1300 Lewis Center. The Internet fee will be billed directly to the student's tuition account.

**Student Computing Fee.** Student enrolled in courses requiring student accounts on the UNIX or IBM system will be assessed a $25.00 fee per course.

**PC Classroom Fee.** Students enrolled in courses that meet for five or more sessions in one of the PC classrooms will be assessed a $25.00 fee per course.

**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 97-98 academic year are:

- **Friday, September 5, 1997—Fall Quarter**
- **Friday, December 12, 1997—Winter Quarter**
- **Friday, March 20, 1998—Spring Quarter**
- **Friday, June 12, 1998—Summer I**
- **Friday, July 17, 1998—Summer II**

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) 362-6628 any time during business hours to determine the amount you are required to pay.

Payment must be received in the Payment Center or one of its depositories by the payment dates as indicated. Students may pay by check, money order or credit card (Visa, Master Card, Discover or College Card). Payments may be made to the Payment Center 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 until the debt is cleared. Any requests appealing assessment of delinquency fees must be submitted in writing to the Student Accounts department.

**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 should contact Accounts Receivable 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 Accounts department.
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 of 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:

- Until ten business days after the beginning of the term ................................................100%
- After that date ....................................................................................................................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

Students receiving financial aid in excess of direct University costs may receive a refund of a valid credit balance. Refund processing begins after financial aid has been applied to students' University accounts, which is never earlier than ten days prior to the beginning of a term. Students who anticipate having a credit balance on their account (due to excess financial aid) may indicate how they wish to receive their funds by completing a "Refund Preference Form," which is available at both the Student Accounts and Financial Aid offices. Excess financial aid refunds are generated automatically by one of three means: by direct deposit, check by mail, or check pick-up. Direct deposit refunds are the most secure and are therefore recommended by the University.

Students not receiving financial aid who have an account credit balance have the option of leaving the credit balance on the account to be applied toward future term expenses, or applying for a refund of the credit balance. Students who wish to apply for a refund should contact the Cashier's Office, either in person or by phone. Refunds will be made by check, and will be mailed to the student at the mailing address on file with the University.

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

Several types of financial aid are available to graduate students through programs administered by the University graduate school departments. These include DePaul University graduate assistantships as well as special awards funded by foundations and corporations.

In addition, the DePaul Office of Financial Aid administers a variety of loan programs for which graduate students are eligible to apply.

LOANS

DIRECT LOAN PROGRAM. Federal Direct Loans are a new way for students to borrow money from the federal government to pay for university expenses. Under this program, the U.S. Department of Education makes loans, through schools, directly to students.

There are two types of Direct Loans—subsidized and unsubsidized. Eligibility for subsidized Direct Loans is based on financial need. Repayment is deferred until six months 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. Eligibility for unsubsidized Direct Loans is not based on financial need. You may borrow the cost of education minus all other financial aid you receive, up to the Direct Loan maximum. However, the interest must be either paid by you while you are enrolled, or be accrued and capitalized to the principal. Repayment of the principal is deferred until after you graduate or cease to be enrolled at least half-time.

The interest rate on the Direct Loan is variable and presently is 7.66 percent. It is adjusted annually on July 1. However, the interest rate cannot exceed 8.25 percent. In addition, there is an origination fee of 4 percent charged to the borrower and deducted from the loan proceeds before disbursement.

GRADUATE STUDENTS

Subsidized Direct Loan Maximum $8,500
Total Direct Loan Maximum $18,500

Graduate students may borrow the subsidized Direct Loan up to the maximum indicated above, and may supplement this amount with the unsubsidized Direct Loan. The total combined subsidized and unsubsidized Direct Loan may not exceed $18,500.

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 charges, 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 August to April with payments due the 15th of each month. The student may pay by check, money order, credit card (VISA, Master Card or Discover) or Electronic Funds Transfer.

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 July 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 Students Accounts Department and the Financial Aid Office.

Any questions regarding DePUPP should be directed to the Accounts Receivable Office (312) 362-8379, or you may write to: Accounts Receivable Office, DePaul University, 1 E. Jackson Blvd., Chicago, IL 60604.

The DePaul Payment Plan for Employer Reimbursement is a payment option for students who receive tuition reimbursement from their employers. It is administered through the Student Accounts office of Student Financial Services. The payment plan is designed to view coverage by an employer tuition reimbursement program as pending payment. Since employer reimbursement is generally issued at the end of a term, this payment plan allows the students covered by such an employer reimbursement plan to receive an extended payment due date for their tuition charges. Regardless of when the employer reimburses the student, the tuition due dates are not negotiable. Bills and grades will be issued to the students only and not to the employers. It is the responsibility of the student to provide their employers with copies of any documents their employer may require.

Eligibility Requirements. Students must submit the application and related fee by the application deadline. If there is a doubtful account history, past due balance, or insufficient employer documentation, the student will not be accepted into the program. If at any time the student falls delinquent in payment, the payment plan privilege is no longer available.

Eligible Courses. To be eligible to participate in this program, students must be enrolled in the traditional quarterly courses which are 10 weeks in duration (5-week Summer courses). Special seminars, extended courses, workshops, courses which require prepayment, audits and zero credit courses are not covered in this program.

Financial Aid. Students cannot apply for this program if they have also applied for financial aid. This program is designed to assist students who do not receive financial aid. There are no exceptions to this policy.

Payment. Regardless of when the employer reimburses the student, it is the student’s responsibility to pay the balance in full on or before the tuition due date. Students who experience this delay from their employers typically pay tuition using a credit card. Students are responsible for paying their tuition accounts in full by the date whether they have completed the work for their courses whether or not they have received reimbursement from their employer. Tuition due dates are not negotiable and delinquent fees will apply to students who do not meet the tuition due date deadlines. Failure to meet the application agreement will jeopardize future participation in the program and may prevent future enrollment.

How to apply. Applications are available in the Student Financial Services Offices of Student Accounts and Student Aid, the college offices and suburban campuses. Submit the completed application and fee to the Payment Center by the required deadline. You will be notified only if your application has been denied. Do not return the application and fee to the college—this will delay processing and acceptance into the program.
FEES/APPLICATIONS

<table>
<thead>
<tr>
<th>Term</th>
<th>Fee</th>
<th>Application Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall, Winter and Spring terms</td>
<td>$100.00</td>
<td>One time application for 3 quarters</td>
</tr>
<tr>
<td>Fall term only</td>
<td>40.00</td>
<td>Quarterly application</td>
</tr>
<tr>
<td>Winter term only</td>
<td>40.00</td>
<td>Quarterly application</td>
</tr>
<tr>
<td>Spring term only</td>
<td>40.00</td>
<td>Quarterly application</td>
</tr>
<tr>
<td>Summer Session I term</td>
<td>40.00</td>
<td>Quarterly application</td>
</tr>
<tr>
<td>Summer Session II term</td>
<td>40.00</td>
<td>Quarterly application</td>
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All fees are non-refundable.

<table>
<thead>
<tr>
<th>Term</th>
<th>Application Deadline Date</th>
<th>Extended Payment Due Date</th>
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</thead>
<tbody>
<tr>
<td>Fall, Winter, Spring (one time application)</td>
<td>Friday, August 29, 1997</td>
<td>January 16, 1998</td>
</tr>
<tr>
<td>Fall quarter</td>
<td>Friday, August 29, 1997</td>
<td>April 17, 1998</td>
</tr>
<tr>
<td>Winter quarter</td>
<td>Friday, December 5, 1997</td>
<td>July 10, 1998</td>
</tr>
<tr>
<td>Spring quarter</td>
<td>Friday, March 13, 1998</td>
<td>September 11, 1998</td>
</tr>
<tr>
<td>Summer Session I</td>
<td>Friday, June 5, 1998</td>
<td>October 9, 1998</td>
</tr>
<tr>
<td>Summer Session II</td>
<td>Friday, July 10, 1998</td>
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If mailing the applications, remember to include the fee. The University does not accept responsibility for delays in the U.S. Postal System.

For information about the Payment Plan for Employer Reimbursement, call Accounts Receivable at 312/362-8379.

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 several long term loan programs available, including the TERI PEP Loan and the Nellie Mae Grad EXCEL Loan.

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 Student Employment Office at the Loop or Lincoln Park campuses to see if you are eligible.

HOW TO APPLY

For more information about financial aid programs, contact DePaul University's Office of Financial Aid, 1 E. Jackson Blvd., Chicago, IL 60604. Telephone (312) 362-8091.

ASSISTANTSHIPS, AND FOUNDATION AWARDS

The following programs are administered by individual departments and programs. Application should be made to the chair 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). Students may also 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 chair of the Nursing Department.
AUTUMN QUARTER

SEPTEMBER 1  Monday. Labor Day.
SEPTEMBER 5  Friday. Autumn tuition payment date.
SEPTEMBER 10  Wednesday. Autumn quarter evening classes begin.
OCTOBER 9-16  Thursday-Thursday. Mid-term week (optional).
OCTOBER 31  Friday. Last day to withdraw from classes.
NOVEMBER 18  Tuesday. Last day of Autumn quarter evening classes.
NOVEMBER 19-25  Wednesday-Tuesday. Final Examinations for Autumn quarter evening classes.
NOVEMBER 26  Wednesday. End of Autumn quarter.
NOVEMBER 26-29  Wednesday evening-Sunday. Thanksgiving holiday.
DECEMBER 12  Friday. Winter tuition payment date.

WINTER QUARTER

JANUARY 3  Saturday. Winter quarter Saturday classes begin.
JANUARY 5  Monday. Winter quarter evening classes begin.
JANUARY 31-FEBRUARY 6  Saturday-Friday. Mid-term week (optional).
FEBRUARY 20  Friday. Last day to withdraw from classes.
MARCH 13  Friday. Last day of Winter quarter evening classes.
MARCH 14-20  Saturday-Friday. Final Examinations for Winter quarter classes.
MARCH 20  Friday. End of Winter quarter. Spring tuition payment date.

SPRING QUARTER

MARCH 28  Saturday. Spring quarter Saturday classes begin.
MARCH 31  Monday. Spring quarter classes begin.
APRIL 10-12  Friday-Sunday. Easter holiday—no classes.
APRIL 27-MAY 1  Monday-Friday. Mid-term week (optional).
MAY 15  Friday. Last day to withdraw from class.
JUNE 5  Friday. Last day of Spring quarter classes.
JUNE 6-12  Saturday-Friday. Final Examinations for Spring quarter classes.
JUNE 12  Friday. Spring quarter ends. Summer I tuition payment date.
JUNE 13-14  Saturday-Sunday. Commencement.

SUMMER SESSIONS

JUNE 15  Monday. First Summer Session begins.
JULY 3-4  Friday-Saturday. Independence Day. Holiday—No classes.
JULY 16  Thursday. First Summer Session ends.
JULY 17  Friday. Summer II tuition payment date.
JULY 20  Monday. Second Summer Session begins.
AUGUST 20  Thursday. Second Summer Session ends.
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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.