COLLEGE OF LIBERAL ARTS AND SCIENCES

SCHOOL OF EDUCATION

SCHOOL OF MUSIC

SCHOOL FOR NEW LEARNING

THE THEATRE SCHOOL
FOUNDED AS THE GOODMAN SCHOOL OF DRAMA IN 1925

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Editor: Gwyn Friend
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ADMINISTRATION
MICHAEL L. MEZEN, PH.D.
Dean
CHARLES SUCHAR, PH.D.
Associate Dean of Graduate Studies
CAROL GOODMAN-JACKSON
Operations Manager
RANDALL HONOLD
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 M.A. or M.S. degrees and certificates 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 course work, by participation in seminars, or by research performed off campus.

To reflect the diversity of graduate study for the Ph.D. degree at stages other than the residency stage, doctoral candidates are full-time students who are registered for 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 typewritten, 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.
- Submission to the LA & S graduate office of all required supporting credentials.
- Unconditional approval by the department or program director of the applicant's proposed course of graduate study.

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
- Submission to the LA & S graduate office of all required supporting credentials.
- Conditional approval by the department or program director of the applicant's proposed course of graduate study, and
- 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.
- Submission to the LA & S office of all required supporting credentials.
- Approval by the Coordinator of Graduate Student Services.
- 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 Ave., 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.
TRANSFER CREDIT

A limited number of graduate credits earned at other institutions may be considered for transfer to a DePaul graduate program. Contact your graduate office for specifics.

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

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

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 years have elapsed since you have been in attendance, you must file a readmission form with the LAS Office. (If more than four years have elapsed since you have been in attendance, you must file a new application.) The form must be submitted at least two weeks prior to the day of registration for the term in which you expect to resume your studies. There is a $5.00 service fee for processing a readmission form.

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 LAS Office.
DEPARTMENT OF BIOLOGICAL SCIENCES

FACULTY
Leigh A. Maginniss, Ph.D.
Professor and Chair
University of Hawaii
Sidney L. Beck, Ph.D.
Professor Emeritus
Brown University
Donn K. Branstrator, Ph.D.
Assistant Professor
University of Michigan
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
Phillip E. Funk, Ph.D.
Assistant Professor
 Loyola University, Chicago
Robert A. Griesbach, Ph.D.
Professor Emeritus
University of Chicago
Danute S. Juras, Ph.D.
Professor Emeritus
Marquette University
Elizabeth LeClair, Ph.D.
Assistant Professor
University of Chicago
James F. Masken, Ph.D.
Adjunct Professor
Colorado State University
Dolores J. McWhinnie, Ph.D.
Professor Emeritus
Marquette University
Dennis A. Meritt, Ph.D.
Adjunct Associate Professor
University of Illinois at Chicago
Mary A. Murray, Ph.D.
Professor Emeritus
University of Chicago
Daniel G. Oldfield, Ph.D.
Professor Emeritus
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 (THESIS)
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: 52 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 16 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. Note: Students are expected to have at least two courses in each of the three core areas of study.

CORE AREAS OF STUDY
Ecology, Evolution and Population Biology (BIO 416, BIO 417, BIO 433)
Genetics, Cell and Molecular Biology (BIO 425, BIO 433, BIO 450, BIO 460, BIO 461, BIO 468, BIO 471)
Physiology and Neurobiology (BIO 409, BIO 439, BIO 440, BIO 441, BIO 452, BIO 486, BIO 488)
**DEPARTMENT OF BIOLOGICAL SCIENCES**

**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.

**MASTER OF ARTS: BIOLOGICAL SCIENCES (NON-THESIS)**

A program of study leading to the Master of Arts 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.

This program is not intended for those students pursuing technical and/or laboratory research-related careers, or planning to continue study towards the Ph.D. degree.

**ADMISSION REQUIREMENTS**

Admission requirements are the same as described for the Master of Science program.

**DEGREE REQUIREMENTS**

**Courses:** 50 quarter hours of graduate credit, including the graduate core courses BIO 495 Introduction to Graduate Study and BIO 491 Master of Arts Seminar, and eleven additional courses from the three core areas described in the Master of Science program. Specifically, MA students will complete a minimum of three courses from each of the following core areas: Ecology, Evolution and Population Biology; Genetics, Cell and Molecular Biology; and Physiology and Neurobiology.

**Advancement to Candidacy:** based upon 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 of course work.

**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: SCG 406, 410, and 408 or 601; LSI 446; T&L 405, 439, 525, and 590 (student teaching). These courses lead to a high secondary teaching certificate; SCG 439 is needed for a middle school (grades 6-8) endorsement.

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. Winter quarter only.

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, I-Neurobiology. 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. Lab fee $40.00.


425 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.

433 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.

439 Cellular Neurobiology. A study of the cellular and molecular mechanisms of the nervous system.

440 Systems Neurobiology. A study of the structures and functions of neural pathways and systems. Lecture-Laboratory. Lab fee $40.00

441 Topics in Neurobiology. A seminar course examining current topics in neurobiology. Original readings will include both current review and classic articles in the field of neuroscience. Prerequisite: Bio 439 or 440.

450 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.

452 Advanced Comparative Physiology. Comparative and environmental approach to the function and mechanisms of vertebrate organ systems. Selected topics in comparative physiology will be addressed using a lecture/discussion/seminar format.
460  **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.

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

468  **Developmental Toxicology.** The toxic effects of drugs and chemicals on the developing mammalian organism, including the human. Laboratory project in experimental induction of birth-defects. Lecture-laboratory. Lab fee $40.00.

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

486  **Introduction to Endocrinology.** Study of hypothalamic-hypophyseal pathways of hormonal regulation in animals. Lecture only

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

490  **Special Topics.** Two or four quarter hours. Occasional courses offered at the graduate level. See schedule for current offerings. **Prerequisite:** graduate standing in Biology.

491  **Master of Arts Seminar.** (Four quarter hours.) A seminar course dealing with current readings in the biological sciences. Students will evaluate and interpret these readings both orally and in writing. **Prerequisite:** Second year standing in the Master of Arts program.

495  **Introduction to Graduate Study.** (Two quarter hours.) Provides an overview of the faculty, facilities, and procedures necessary for successful graduate work, including discussion of various research and teaching methods, standard laboratory practices, instrument and equipment use, and available equipment and research resources. Required of all graduate students. Autumn quarter only.

**RESEARCH**

496  **Research.** 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.

498  **Research for Master's Thesis.** 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.

500  **Seminar.** Non-credit. Presentation, throughout the academic year, of their research by practicing scientists from a variety of institutions.

501  **Seminar Continuation.** Non-credit. Presentation, throughout the academic year, of their research by practicing scientists from a variety of institutions.

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 fee.
FACULTY
WENDY S. WOLBACH, PH.D.
Associate Professor and Chair
University of Chicago
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 Emeritus
Wayne State University
KATHLEEN HELM-BYCHOWKI, PH.D.
Assistant Professor
University of California, Berkeley
GREGORY B. KARAS, PH.D.
Associate Professor
Technion University
SARA STECK MELFORD, PH.D.
Associate Professor
Northwestern University
EDWIN F. MEYER, PH.D.
Professor Emeritus
Northwestern University
THOMAS J. MURPHY, PH.D.
Professor
Iowa State University
RICHARD F. NIEDZIELA, PH.D.
Assistant Professor
University of Chicago
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 490 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 490 Statistical Analysis of Data
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, at least two of which must be in chemistry (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 442, 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, at least two of which must be in chemistry (12 quarter hours)
CHE 341, 490 or 480 Experimental Biochemistry I, Statistical Analysis of Data or Special Topics in Analytical Chemistry
CHE 343 Experimental Biochemistry II
BIO 460 Molecular Biology
CHE 313 Computational Chemistry
CHE 442, 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.
DEPARTMENT OF CHEMISTRY

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 odd-numbered years.

313 Computational Chemistry. Prerequisite: 210 or consent. Offered: Spring even-numbered years.

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.

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.

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

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

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

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

442 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.

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


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

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

461 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.

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

463 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.

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

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

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

480 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: Autumn even-numbered years.
490 Statistical Analysis of Data. (cross-listed with Chemistry 390). This course introduces students to statistical methods that can be used in the error analysis of experimental data. Computers are used to apply concepts discussed in lecture to actual data sets. Familiarity with Excel or a modern programming language is required. Offered: Winter odd-numbered years.

494 Seminar. Formal and/or informal discussion on topical subjects in chemistry. Variable credit. This course may be repeated for credit. Prerequisite: consent.

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

497 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.

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

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 COMMUNICATION

FACULTY
DONALD MARTIN, Ph.D.
Associate Professor and Chair
University of Texas, Austin
LISA BARR, Ph.D.
Assistant Professor
Bowling Green State University
DAVID BRENDERS, Ph.D.
Associate Professor
Purdue University
EILEEN CHERRY, Ph.D.
Assistant Professor
Northwestern University
TIM COLE, Ph.D.
Assistant Professor
University of California, Santa Barbara
BRUCE EVENSEN, Ph.D.
Professor
University of Wisconsin, Madison
MICHAEL KACKMAN, Ph.D.
Assistant Professor
University of Wisconsin, Madison
LUCY XING LU, Ph.D.
Associate Professor
University of Oregon
ALEXANDRA MURPHY, Ph.D.
Assistant Professor
University of South Florida
JILL O'BRIEN, Ph.D.
Associate Professor
University of Illinois, Urbana
MARY-ANGIE SALVA-ROMIREZ, Ph.D.
Assistant Professor
Wayne State University
BARBARA SPEICHER, Ph.D.
Associate Professor
Northwestern University
JACQUELINE TAYLOR, Ph.D.
Professor
University of Texas, Austin
BRUNO TEBOLI, Ph.D.
Associate Professor
Ohio State University
DEBORAH TUDOR, Ph.D.
Assistant Professor
Northwestern University
BARBARA WILLARD, Ph.D.
Assistant Professor
University of Oregon

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 criticize 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.
- 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 who wish to seek an M.A. in Communication with both corporate and Multicultural concentrations must complete three courses that serve both concentrations and two courses from each concentration in addition to the five core courses. This choice will leave the student no electives outside the department.

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
   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 Assessment and Intervention in Organizations
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 and 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 and 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 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:
A) *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.
B) *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.

C) 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:
A) 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.
B) 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, racio-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.
Introduction to Academic Writing. This course prepares incoming graduate students with basic academic writing skills required at the graduate level. It covers an introduction to library research, critical reading and writing, essay writing mechanics, grammar and punctuation, MLA and APA documentation. The class will be conducted with some lectures and mostly discussions on esoteric writing issues related specifically to graduate students.

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.

Assessment and Intervention in Organizations. Introduces students to: 1) methods for effective diagnosis of communication problems in the workplace, and b) the design and implementation of interventions aimed at resolving such problems. Topics include: models of assessment and intervention; ethics and logistics of in-house assessment and intervention; needs assessment strategies, methods, data analysis; issues in training design (e.g., logistics, delivery, adult learning); report writing.

Advanced Academic Writing. This course addresses academic writing concerns for graduate students who are preparing to write their theses. The course will combine individualized conferencing with group discussion. The students will use their own previous work(s) as an investigative tool in understanding both their individual writing needs as well as the theoretical issues which exist in writing a master's thesis. The course will also examine examples of completed theses as models for the students' own final work. Students should submit a paper to the instructor as soon after registration as possible, but certainly prior to the first night of class.

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.
Professor and Chair
Northwestern University

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

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

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.
Associate Professor
University of Arizona

Agust Erikksson, Ph.D.
Visiting Assistant Professor
University of Illinois

Animesh Ghoshal, Ph.D.
Professor
University of Michigan

Anthony C. Krautmann, Ph.D.
Professor
University of Iowa

Adolph E. Mark, Ph.D.
Professor Emeritus
University of Illinois

Michael S. Miller, Ph.D.
Associate Professor
University of Pittsburgh

Thomas Mondshean, Ph.D.
Associate Professor
University of Wisconsin

Laura Owen, Ph.D.
Associate Professor
Yale University

William Sander, III, Ph.D.
Professor
Cornell University

Rafael Tenorio, Ph.D.
Associate Professor
The Johns Hopkins University

Richard J. Wiltgen, Ph.D.
Professor
University of Illinois

ADJUNCT FACULTY
Ashok Batavia, M.B.A., M.S.A.
DePaul University

Peter Bernstein, M.B.A.
University of Chicago

Sylvie Bouriaux, M.A.
University of Chicago

Elijah Brewer, Ph.D.
Massachusetts Institute of Technology

Pooya Chatterji, Ph.D.
University of Cincinnati

Douglas Evanoff, Ph.D.
Southern Illinois University

Donald Hanson, Ph.D.
University of Illinois

William Testa, Ph.D.
The Ohio State 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 or
ECO 798 Topics: International Political Economy

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.

Oral Comprehensive 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.
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.** Review of various mathematical functions useful in formulating economic theories. Followed by elements of Matrix algebra and its application to concepts of micro and macro equilibria. Particular emphasis will be placed on differential calculus, including the use of partial derivatives. These mathematical tools will be applied to optimization problems in micro and macro economic theory. **Prerequisite: 105 and minimal grasp of the basics of differential calculus.**

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. **Prerequisite: ECO 509 (or ECO 306) and ECO 555 (or ECO 305).**

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. **Prerequisite: ECO 509 (or ECO 306) and ECO 555 (or ECO 305).**


**DEPARTMENT OF ECONOMICS**

509 **Business Conditions Analysis.** This course teaches students how to use available economic data to assess business conditions. This is done by: (1) evaluating the sources and usefulness of data periodically released by government and private sources and (2) developing a 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.) **Prerequisite: ECO 509 (or ECO 306) and ECO 555 (or ECO 305).**

511 **Business and Economic Forecasting.** This course surveys a number of quantitative techniques commonly used to forecast business and economic variables. Emphasis will be on the techniques, their relative strengths and weaknesses and real-world economic applications. Topics include smoothing techniques, regression and econometric analysis and Box-Jenkins time series. (Cannot be used to fulfill degree requirements for M.A. students in Economics.) **Prerequisite: ECO 509 (or ECO 306) and ECO 555 (or ECO 305).**

512 **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. **Prerequisite: ECO 509 (or ECO 306) and ECO 555 (or ECO 305).**

514 **Industrial Organization.** This course is concerned with how the market system directs production decisions under varying deviations from the competitive environment. The links between market structure, conduct and performance are examined. Topics include determinants of market structure, various theories of imperfect competition, price discrimination, predatory pricing, and antitrust policy. **Prerequisite: ECO 509 (or ECO 306) and ECO 555 (or ECO 305).**

515 **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. **Prerequisite: ECO 509 (or ECO 306) and ECO 555 (or ECO 305).**

516 **Public Economics and the Economics of Taxation.** Application of microeconomic analysis to the role of the government in society. The theoretical foundation for the design of an efficient and equitable tax and expenditure program is presented and the impacts of such a program on the economy is explored through general equilibrium analysis. Students must have a solid grounding in basic calculus. **Prerequisite: ECO 509 (or ECO 306) and ECO 555 (or ECO 305).**

518 **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 the impact on labor of the global economy. **Prerequisite: ECO 509 (or ECO 306) and ECO 555 (or ECO 305).**

530 **History of Economic Thought.** A survey of the development of economic theory. Emphasis is placed on the scholastics, mercantilism, Adam Smith, David Ricardo, Thomas Malthus, Karl Marx, John Stuart Mill, the Neo-Classical school and the emergence of modern economic analysis. Each topic is discussed and contrasted with contemporary economic theory. **Prerequisite: ECO 509 (or ECO 306) and ECO 555 (or ECO 305).**

539 **Comparative Economic Systems.** A study of the contrasting theories of socialism and capitalism. **Prerequisite: ECO 509 (or ECO 306) and ECO 555 (or ECO 305).**
Regional and Urban Economics. This course investigates the spatial character of an economic system. The first part of the course is concerned with theories in regional economics, including business and household location theory, urbanization, and regional development. The latter part of the course deals with urban economics, a specialized area concerned with the economic forces behind many urban problems. Topics include the economics of housing, transportation, poverty, crime, and urban public finance. Prerequisite: ECO 509 (or ECO 306) and ECO 555 (or ECO 305).

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. Prerequisite: ECO 305 or ECO 555 or equivalent.

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 509 (or ECO 306) and ECO 555 (or ECO 305).

Development of the American Economy. This course describes the economic development of the United States by examining a series of topics in American economic history. Students are introduced to the methods used in economic history research. Prerequisite: ECO 509 (or ECO 360) and ECO 555 (or ECO 305).

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. Prerequisite: ECO 509 (or ECO 360) and ECO 555 (or ECO 305).

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. Prerequisites: ECO 509 (or ECO 360) and ECO 555 (or ECO 305) and 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 380 or equivalent.
**DEPARTMENT OF ECONOMICS**

600  **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.

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.

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

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

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.
Associate Professor
University of Iowa

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

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

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

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

CAROL KIMCK 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

ALEXIA GARCIA, PH.D.
Assistant Professor
University of Arizona

KRISTINE GARRIGAN, PH.D
Professor
University of Wisconsin

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

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

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

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

DAVID A. JOLiffe, 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 MCKEON, PH.D.
Professor Emeritus
University of Chicago

PAULA McQUADE, PH.D.
Assistant Professor
University of Chicago

GERALD P. MULDERIG, 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.
Professor Emeritus
Loyola University

LAVON RASCO, PH.D.
Professor Emeritus
Northwestern University

LUCY RINEHART, PH.D.
Assistant Professor
Columbia University

FRANCESCA ROYSTER, PH.D.
Assistant Professor
University of California, Berkeley

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

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

FRANK SHERMAN, PH.D.
Professor Emeritus
University of California, Berkeley
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 153-158.)

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.

Scores in the general Graduate Record Examination, though not required, are recommended and may be submitted to strengthen an application. Students applying for a graduate assistantship must submit these GRE scores.

Two letters of recommendation attesting to the candidate's ability to succeed in graduate study are recommended for all applicants and required of those applying for a graduate assistantship.

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. A student who does not pass the examination may write it again at the next scheduled 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 creative project. Proposals must earn the approval of an English Department graduate faculty member, who will serve as project director. Credit is earned through ENG 501 Thesis Research.

CERTIFICATION FOR SECONDARY (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: SCG 410, 406, and 408 or 601; LSI 446; T&L 405, 414, 590 (student teaching). These courses lead to a secondary certificate; SCG 439 is needed for a middle school (grades 6-8) endorsement.
   b. English: ENG 474 and 480 or T&L 426 and 428 from the School of Education.

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.
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.


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.

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

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

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.

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

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


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

Topics in Medieval Literature. See schedule for current offering.

RENAISSANCE

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


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

Milton. Study of major poems and selected prose.

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

Topics in Renaissance Literature. See schedule for current offering.

RESTORATION AND 18TH CENTURY


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

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

**NINETEENTH-CENTURY BRITISH**

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

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

443  **Studies in Victorian Prose.** Major Victorian nonfiction prose writers, including Carlyle, Newman, Ruskin, Mill, Arnold and Pater.

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

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

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

**MODERN BRITISH**

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

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

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

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

**AMERICAN LITERATURE**

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


466  **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 Rulkeyer as well as more recent figures and trends.

467  **Studies in American Drama.** American dramatists and dramatic movements.

469  **Topics in American Literature.** See schedule for current offering.

**STUDIES IN LITERATURE**

471  **Bibliography and Literary Research.** Principles and methods of literary research.

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

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.

475  **Topics in Literature.** See schedule for current offering.

**STUDIES IN WRITING**

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.
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.)

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

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.

487 **Travel Writing.** Writing travel essays; history and forms of the literary travel essay; writing about travel for the book and magazine market.

489 **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.

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.

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.

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.**

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

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

495 **Technical Writing.** An introduction to various aspects of technical writing, including readability, document design, editing and usability.

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

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.
FACULTY
THOMAS R. MOCKAITIS, PH.D.
Associate Professor and Chair
University of Wisconsin, Madison
DONALD J. ABRAMOSKE, PH.D.
Professor Emeritus
University of Chicago
PETER BALDWIN, PH.D.
Assistant Professor
Brown University
THOMAS CROAK, C.M., D.A., J.D.
Associate Professor
Carnegie-Mellon University
ALBERT ERLEBACHER, PH.D.
Professor Emeritus
University of Wisconsin, Madison
ELLEN T. ESLINGER, PH.D.
Associate Professor
University of Chicago
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.
Associate 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
BRUCE L. O'TTLEY, 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 C. 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
MARGARET STOREY, M.A.
Assistant Professor
Emory University
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 graduate director.

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 five 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 since 1860
United States to 1865
World History
East Asian
South Asian
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 America
- Medieval Europe
- Early Modern Europe
- Modern Europe
- 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: SCG 410, 406 and 408 or 601; LSI 446; T&L 405, 525, 590 (student teaching). These courses lead to a secondary teaching certificate; SCG 439 is needed for middle school (grades 6-8).
   b. T&L 453

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.

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.

341  Peasants in Modern European History. An analysis of the significance and ultimate disappearance of the peasantry, formerly the numerically dominant group in European society, emphasizing both its social history and the methods needed to study the non-literate.

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.

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.*

346 *Topics in African-American Intellectual History.* African-American contributions in the areas of philosophy, theology, politics, literature and art.

370 *Early American History.* 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.

383 *United States Foreign Relations: The Development of the American Empire.* Development of basic American foreign policies during the formative period and the genesis of American imperialism.

384 *Topics in American History* (cross-listed as ENG 367). Taught in cooperation with the English Department. May carry credit in English or History.
385 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.

386 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.

388 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.

389 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.

394 African-American Urban History. The Black urban experience from Southern dispersal to Northern concentration.

Global/Intercontinental

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

302 Maps in History and Culture. Examines maps in multiple cultures and the relationship of these to local geographies and perception of place.

304 Ethnohistory. The Study of Preliterate Peoples.

320 Topics in World History.

365 The Crusades. Addresses the European Crusades to the Holy Land from a World Historical Perspective.

Special

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

395 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.

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

398 Study Tour. An in-depth, on-site overview of the historical, political, social and economic reality of a foreign country. Credit is variable.

399 Independent Study. Prerequisites: approval of instructor and graduate director.
Graduate Courses

400 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.

401 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.

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

403 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 graduate director.

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

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

PROGRAM DIRECTOR
FASSIL DEMISSIE, PH.D.
Associate Professor
University of California, Los Angeles

PURPOSES

The Interdisciplinary Studies Program (ISP) is an innovative, flexible and highly individualized graduate program designed to meet students' academic and professional goals. The program gives students the opportunity to design a program of study tailored to their own needs and interests. When students choose ISP, they take on the exciting challenge of creating their own curriculum and unique plan for learning. Creating an individualized program requires maturity, self-motivation, and independence. Students seeking a combination of flexible options and academic challenge are natural ISP candidates.

ISP is a creative alternative to more rigid traditional, discipline-specific programs. Students can build their particular academic or professional interests and concentrate on specialized fields that are not available in traditional graduate programs. The program offers students individualized cross-disciplinary majors, incorporating courses drawn from social sciences, humanities and business.

The program offers the following:

- Individual, self-designed graduate program of study that builds on specific academic and professional interests.
- Ability to combine various academic disciplines in chosen areas of study.
- Choice of courses in most colleges and schools.

Qualified applicants are considered for admission to the program on the basis of a proposal of program of study, a statement of the rationale for the program of study and a list of courses that make up the program. Students who apply to the program can choose to get their graduate degree in the following areas:

- Master of Arts: Interdisciplinary Studies
- Master of Science: Interdisciplinary Studies

ADMISSION REQUIREMENTS

To be considered for admission to the Master's Program in Interdisciplinary Studies, an applicant must have a BA degree from a recognized university with an A or B+ or with equivalent qualification. In considering acceptable qualifications, evidence of satisfactory studies, acceptable GPA and two letters of recommendation are taken into account.

In order to be considered for admission, students must have the following:

- Bachelor's degree from an accredited institution.
- A clear admission essay which describes the academic and/or professional objectives describing why the student is considering the Interdisciplinary Studies Program; what the student hopes to accomplish by enrolling the the program; and a list of courses to make up that program.
- Two letters of recommendation.

International students applying to the program must have evidence of TOEFL results: a minimum of 590 of TOEFL scores is required for admission to the Interdisciplinary Studies program. Other national tests such as GRE, LAST and GMAT are not required for application. However, results may be submitted to strengthen an application.
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 student's proposed program of study.

**Thesis**
Final oral examination: conducted by the thesis advisory committee members appointed by the director of the Interdisciplinary Studies program.

**Non-Thesis**
Courses: 48 quarter hours of graduate credit, including maximum of 16 quarter hours of credit in 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 student's proposed program of study.

**COURSES**

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

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

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

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

CLEMENT ADIBE, Ph.D.
Assistant Professor
Queens University, Kingston, Ontario

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

SUSAN BENNETT, Ph.D.
Associate Professor, Public Service
Northwestern University

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

AZZA LAYTON, Ph.D.
Assistant Professor, Political Science
University of Texas

LUCY XING LU, Ph.D.
Associate Professor, Communication
University of Oregon

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

SHARON NAGY, PH.D.
Assistant Professor, Anthropology
University of Pennsylvania

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

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

SHAILJA 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

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 videotape, 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 three concentrations in its curriculum: international political economy, international economic policy and global culture.

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

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

The international economic policy concentration is a recent addition to our graduate program. In this concentration, students with strong economic backgrounds can focus their graduate study on problems of international economics. Students take graduate international economics courses from DePaul's MA in economics program and write a thesis. This extra level of involvement in the techniques of analysis in international trade and policy issues is intended for those students who wish to become professionals in this field.
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 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.

JURIS DOCTOR/MASTER OF ARTS: INTERNATIONAL LAW STUDIES

The joint program with DePaul's College of Law will permit law day students to earn both degrees in four years. This strategy is particularly appropriate for law students with a strong foreign language and social science background, who wish to present themselves to law firms as international legal specialists. Students apply after they have successfully completed the first semester at the College of Law. Students will satisfy all the core requirements of the J.D., take the international studies core seminars and choose electives from a list of jointly approved international law seminars.

This program is in the last stages of the University's approval process at the time of this writing. Contact the Director of International Studies for up-to-date admission and graduation requirements for this program.

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:

- Students for whom English was not the language of their undergraduate degree, students from foreign universities, and students originally from non-English-language high schools with a non-liberal arts degree (i.e., engineering, business, etc.) from a U.S. university must submit TOEFL scores in excess of 600.
- 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 scores are optional.
- 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. To be accepted into the international economic policy concentration, applicants must meet all of the admission requirements of the MA in international studies. In addition, they must show evidence of having attained a B- or better in both intermediate microeconomics and intermediate macroeconomics. They must also show evidence of a B- or better in one course in calculus, and one course in introductory statistics.

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

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

Applicants are encouraged to contact the program director at 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 applicants demonstrate knowledge of the international not-for-profit organizations 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, including six core seminars, two thesis colloquia and the following courses in international economics:

- ECO 557 International Economics.
- ECO 558 International Microeconomics.

And one of the following courses:

- ECO 561 Economics of Developing Countries.

Plus, one elective in economics or any other field that directly contributes to the student's thesis project.

Thesis examination by a three-member faculty committee with a grade of pass.

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

Courses: Successful completion of 56 quarter hours of graduate credit. Each course carries 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.

Thesis/Practicum (8 credit hours)


Elective Course (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 with one term after the submission of grades for a course. Failure to do so automatically generates a failure in that course. In the sixth, first year, 400-level core courses, there is the further requirement that a B- (2.70) or better must be earned. If not, 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.** Introduces students to the core literatures of international studies, including the realist tradition in international relations (and its critics), approaches that stress the centrality of production to international civil society, and discussions of the re-figuration of culture on a global scale through flows of migrants and media. Substantial attention is paid in this course to close textual analysis and precise writing.

**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.

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

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

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

**Electives**

**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.

**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.

**Topics in International Law.** Course offers students the opportunity to engage in an examination of recent developments in international treaties, legal process and international organization. Topics have included refugees, trade law, criminal law and the establishment of the international criminal court, international labor law, environmental law, theories of international law, human rights, and the relationship between international law and local economic development. Students work on the international law and institutional aspects of their theses.

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

**Ethnic Conflict.** Course offers students the opportunity to engage in comparative examination of recent cases of ethnic conflicts. Theories of the nation/nationalism, ethnicity, race and gender are applied to "case studies" of conflicts involving group-based sociopolitical identification. International political and legal forms of prevention and amelioration are studied and evaluated in light of theories and histories of group-based conflict. Conflicts studied have included: Northern Ireland, Rwanda, Israel/Palestine, former Yugoslavia, Nigeria, E. Timor, Chiapas, France, Tibet, Cyprus, Kurdistan, Sri Lanka, and the U.S. Students work on the theory portion of their theses, developing a conception of group-based social identification.
International Migration. Course examines historical, political economic, socio-cultural and legal aspects of the migration of people across borders. Students gain a critical understanding of the development of the world labor market from early modernity through the present, as well as the structural context of recent anti-immigrant/anti-immigration politics in Europe, North America and Australia. Cultural studies concepts of diaspora, mestiza, “the new ethnicity,” and hybridity are used to explore the possible formation of unique migrant subjectivities. Finally, we look at the consequences for the nation-state of migration-driven transnational subject and community formation. Students work on the theory portion of their theses, developing a conception of population shifts, transnational identity and their implications for social organization.

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.

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; International Macroeconomics; Economic Policy Analysis.

**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

DAVID GITOMER, PH.D.
Associate Professor and Director
Columbia University

MARY THERESA MIRTELLO, 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

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University of Southern California

DOUG HOWLAND, PH.D.
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Associate Professor
University of Oregon

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

HEIDI NAST, PH.D.
Assistant Professor
McGill University

JOHN E. PRICE, PH.D.
Professor Emeritus
Loyola University Chicago

ROBERT ROTENBERG, PH.D.
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University of Massachusetts at Amherst

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University of Chicago

ARTHUR W. THURNER, PH.D.
Professor Emeritus
University of Chicago

J. HARRY WRAY, PH.D.
Associate Professor
University of North Carolina at Chapel Hill

SIMONE ZURAWSKI, PH.D.
Associate Professor
Brown University

PURPOSES

The Masters of Arts in Liberal Studies (MALS) is a multidisciplinary approach to graduate education which emphasizes liberal education rather than preparation for a specific profession or career. It is particularly designed for mature learners.

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."

The other components of the program are electives and the integrating project/thesis. Electives are usually graduate and upper-level courses chosen from 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 elec-
tives are MAL$S$ special topics courses, which are especially well-suited to the needs of MAL$S$ students.

Finally, students complete an integrating project/master's thesis. This final project, typi-
cally research-based, approximately 40-60 pages in length, gives MAL$S$ students the opportu-
nity to demonstrate the intellectual and creative powers that they have developed over the
course of graduate study. Occasionally a project may take a more nontraditional form, such
as a community-based or artistic project. But these must include a well-developed statement
of justification and theoretical framework.

By about the midpoint of their studies (24-32 credit hours earned), students should begin
discussing possible project ideas with the director or assistant director. This consultation
should consider the two options for completing the project: MLS 499: Integrating Project/Thes-
is or MLS 500: Integrating Project/Thesis Seminar. A handbook, explaining project policies
and options in detail, is available from the MAL$S$ office.

The MAL$S$ program offers three concentrations: Standard, Executive and Women's Studies.
The Standard Concentration is based on a four-course core requirement. The Executive and
Women's Studies Concentrations are based on a five-course core requirement and stipulate
policies for elective selection. Program advising is available to help students choose a con-
centration.

**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**

**Elements Common to all Concentrations**

- Completion of 48 quarter hours of graduate credit.
- A cumulative grade-point average of 2.5 in the core courses. Students not achieving a 2.5
  in the core will be warned that they will probably have serious difficulties in the elective por-
tion of the program. They will be advised to withdraw.
- Elective courses must be selected from at least two different departments in order to pre-
  serve the multidisciplinary character of the program
- MAL$S$ students may take no more than three 300-level courses for MAL$S$ degree credit.
- The completion of an integrating project/thesis, through either MLS 499: Integrating Pro-
  ject/Thesis or MLS 500: Integrating Project/Thesis Seminar. Four copies of the approved pro-
ject/thesis are to be submitted to the LASSS graduate office for binding (one for the MAL$S$
office, two for the DePaul Library, and one for the student). Well in advance of beginning the
project, students should obtain from the MAL$S$ office a copy of the Integrating Project/Mas-

**MLS 499 Integrating Project/Thesis.** For the student who prefers to work on the project in
a setting 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 project proposal form has been approved by the MAL$S$ director or assistant
director, the student selects a committee of readers. The student then obtains approval of the project proposal from the committee members, who sign a form submitted to the MALs office. At this point, 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, the student confers with the project director and/or the readers. Finally, the project's satisfactory completion is confirmed by the signature of all committee members who have read the final draft.

MLS 500 Integrating Project/Thesis 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 completing the projects. Students who plan to enroll in this course should have submitted the project proposal form to the MALs office and obtained approval by January 3rd. Preliminary work on the project should begin as soon as the project has been accepted. All students who enroll in MLS 500 are to present a progress report at the first meeting of the seminar.

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

Electives: seven courses chosen from MALs special topics courses or graduate and upper-level courses with the aid of the student's advisor.
Either MLS 499 Integrating Project/Thesis or MLS 500 Integrating Project/Thesis 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 or
452 Great Ideas, Business and Society

Electives: six courses chosen from MALs special topics courses or graduate or upper-level courses with the aid of the student's advisor. At least two electives should relate to business or the economy.
Either MLS 499 Integrating Project/Thesis or MLS 500 Integrating Project/Thesis Seminar.

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 MALCS special topics or graduate or upper-level 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. For example, MLS 445, 467, 474, 477, 478 meet these criteria.

Either MLS 499 Integrating Project/Thesis or MLS 500 Integrating Project/Thesis Seminar. The topic, content, and approach of the integrating project must be focused on the study of women or gender relations. A Women's Studies faculty member must advise the student throughout the project's development.

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 MALCS core courses challenge the graduate student to sharpen communication skills. In addition, graduate writing assistance is available for interested MALCS students who wish to arrange one-on-one writing workshops to enhance their writing. For more information, contact Mary Militello at (312) 325-7839.

Program Time Limitation

The MALCS 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.
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.

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.

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.

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.

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.

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

Feminist Theories (cross-listed as WMS 300/400). 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.

Women Across Cultures (cross-listed as WMS 390/490). 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.

Ethics and the Economy (cross-listed as PHL 650, GSB 650). 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.

Work Leisure and the Quality of Life (cross-listed as SOC 475). Examination of 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."

Computers, Ethics and Society (cross-listed as CSC 336, REL 326 CTH 389). This course examines the impact of computerized technologies on society with particular attention paid to the ethical issues raised by these social effects.
Gender and Communication (cross-listed as WMS 440, CMN 523). 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.

Gender and Society (cross-listed as SOC 470 and WMS 460). Theory and research on roles of men and women, sexual behavior, and patterns of gender inequality.

Work and Leisure in the Future (cross-listed as 476). The latter half of the 20th century has seen great change in the meaning, form and value assigned to work and leisure. Many of these changes are seen as inevitable consequences of life in post-industrial society. This course identifies the factors shaping the future of work and leisure and explores futuristic scenarios challenging the position of “work as a central-life meaning.”

Chicago: Architecture and Urban Development (cross-listed as ART 339, AMS 395). 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.

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.

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 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 (cross-listed as ENG 409). 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, MPS 579). 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 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 multiple perspectives that form the modern mind.

Nationalism and International Conflict (cross-listed as PSC 342, INT 365). 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 (cross-listed as REL 384). 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.

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.


The Arts of Japan (cross-listed as ART 343). The visual arts of traditional Japanese culture.

Islamic Art (cross-listed as ART 341). The visual arts of traditional Islamic cultures.

Women and Art (cross-listed as ART 381). 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 WMS 394/410). Critiques of mainstream empirical and philosophical works and of Carol Gilligan's work on ethics will include discussions on the women's voice in morality, the nature of theories by women vs. men, the formation of plural positions concerning care versus justice, and alternative ethical stances.

The Psychology of Women (cross-listed as PSY 561, WMS 470). 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.

Major Authors (cross-listed as ENG 475). An examination of major writers in the English and American literary traditions. Topics vary; see schedule for current offerings.

Special Topics in Art History (cross-listed as ART 397). Explorations in the history of art from ancient Egyptians to contemporary art. Topics vary.
Liberal Studies

482 **Ecology, Spirituality and Ethics** (cross-listed as REL 320). 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.

483 **Cultural Perspectives on Health and Disease** (cross-listed as REL 320). A multi-disciplinary examination of the cultural factor that help form notions of the well and sick states of the human body. Included will be such topics as the social/religious history of epidemics, healing in Western and non-Western medicine, etc. Sources will be drawn from the history of medicine, anthropological and sociological works, philosophy and literature.

484 **Zen Mind** (cross-listed as REL 342). This course examines the philosophy, art, literature and religious practice of Zen Buddhism. It explores Zen's influence in both Japan and America.

485 **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.

486 **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.

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

**ADVANCED STUDY**

497 **Integrating Project/Thesis Research.** This course provides directed guidance during students' thesis/project research. Enrollment is restricted to those who already have submitted an acceptable proposal. The course develops students' analytical and evaluative skills as researchers, guides the process of synthesis and directs the organizing and planning for thesis/project writing.

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

499 **Integrating Project/Thesis.** Students may register for this course after the integrating project proposal has been approved. This course carries four hours of credit.

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

502 **Candidacy Continuation.** (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 MATHEMATICAL SCIENCES

FACULTY
SUSANNA EPP, PH.D.  
Professor and Chair  
University of Chicago
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.  
Professor  
University of Wisconsin
JONATHAN COHEN, PH.D.  
Professor  
Washington University
BARBARA CORTZEN, PH.D.  
Associate Professor  
University of California, San Diego
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 LA DUKKE, 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
ERIC VESTRUP, PH.D.  
Assistant Professor  
University of California, Davis
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 Master of Science degrees in Applied Mathematics in two areas of concentration: Statistics and Actuarial Science. The 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. These programs are offered at the Lincoln Park campus only.

MASTER OF SCIENCE: APPLIED STATISTICS

The department offers a program of study leading to the Master of Science degree in Applied Statistics. The degree program provides students with solid training in the theoretical foundations and practical aspects of statistical data analysis used in conducting research. Applied statisticians are in high demand by various government agencies as well as the manufacturing, engineering, business, medical, and service industries. This is an evening program offered at the Naperville campus, which may be completed in two academic years.

BACHELOR OF SCIENCE/MASTER OF SCIENCE IN APPLIED MATHEMATICS
BACHELOR OF SCIENCE/MASTER OF SCIENCE IN APPLIED STATISTICS

The combined B.S./M.S. Degree in Applied Mathematics and the combined B.S./M.S. Degree in Applied Statistics allow promising undergraduate students to earn both a B.S. in Mathematics and either an M.S. in Applied Mathematics or an M.S. in Applied Statistics. The program in Applied Mathematics is designed for undergraduate mathematics students in one of the following concentrations: Quantitative Analysis and Operations Research, Statistics, or Actuarial Science. The program in Applied Statistics is intended for undergraduate students who seek a more specialized focus on statistical applications. It is expected that students will complete the Common Core in Mathematics by the end of the sophomore year, will begin taking graduate-level courses during the senior year, and will complete the requirements for the Master of Science in Applied Mathematics or the Master of Science in Applied Statistics approximately one year after satisfying the requirements for the B.S. degree. To be admitted to this program, students must apply to either the chair of the department or to one of the program directors no later than the beginning of the junior year. Careful planning of course sequencing in these programs is essential. A maximum of 12 undergraduate quarter hours with grade of B or better may be counted toward the M.S. degree.

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 courses 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, or 170-172, and 260-262).
- A course in statistics.
- A course in computer programming (other than COBOL).

Applicants who do not have this preparation may be admitted on a conditional basis until completion of the requirements with a grade of B or better.

**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:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 451</td>
<td>Probability and Statistics I</td>
</tr>
<tr>
<td>MAT 452</td>
<td>Probability and Statistics II</td>
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<tr>
<td>MAT 453</td>
<td>Probability and Statistics III</td>
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<tr>
<td>MAT 455</td>
<td>Stochastic Processes</td>
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<td>MAT 456</td>
<td>Applied Regression Analysis</td>
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<tr>
<td>MAT 459</td>
<td>Simulation Models and the Monte Carlo Method</td>
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<td>MAT 470</td>
<td>Advanced Linear Algebra</td>
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<tr>
<td>MAT 485</td>
<td>Numerical Analysis</td>
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In addition, students must complete at least four courses which are selected from their area of concentration. MAT 448 Statistical Methods Using SAS 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, 487, 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 packages are used in most courses. These packages are likely to play an important role in the solution of the problems students will encounter in their places of employment.
MASTER OF SCIENCE: APPLIED STATISTICS

ADMISSION REQUIREMENTS

For full admission, students must have the following:

- Bachelor's degree in Mathematics.
- A course in statistics.

Non-mathematics major graduates may be conditionally admitted if they satisfy the minimal prerequisite requirements of having taken one year of calculus (the equivalent of the sequence MAT 150-152 or 160-162 or 170-172) and a course in mathematical methods for statistics.

DEGREE REQUIREMENTS

Courses: at least 48 quarter hours of graduate level work in applied statistics. Note that any course that is a program requirement and is offered at the Lincoln Park campus may be taken at the Lincoln Park campus rather than in Naperville.

All students in the program are required to complete the following ten core courses:

MAT 441 Statistical Data Analysis I
MAT 442 Statistical Data Analysis II
MAT 443 Statistical Data Analysis III
MAT 451 Probability and Statistics I
MAT 452 Probability and Statistics II
MAT 453 Probability and Statistics III
MAT 456 Applied Regression Analysis
MAT 512 Time Series Analysis
MAT 528 Design of Experiments
MAT 526 Sample Survey Methods

In addition, students must complete at least two of the following courses, depending on their interests:

MAT 454 Multivariate Statistics
MAT 455 Stochastic Processes
MAT 457 Nonparametric Statistics
MAT 458 Statistical Quality Control
MAT 459 Monte Carlo Simulation Methods
MAT 460 Topic in Statistics: Reliability Theory and Life Testing or Response Surface Methodology or Meta-Analysis
MAT 489 Queueing Theory

Comprehensive Examination: degree-seeking students are required to pass a two-part examination given near the completion of their course work. Part I is theoretical and closed-book, and Part II is applied and open-book.

COMPUTER USAGE

The department places strong emphasis on computation and is well-supported with equipment and software necessary for research. Computer software packages are used in most courses. These packages are likely to play an important role in the solution of the problems students will encounter in their places of employment.
MASTER OF ARTS: MATHEMATICS EDUCATION

This program is administered by the Department of Mathematical Sciences through the College of Liberal Arts and Sciences. Details regarding admission requirements, course schedules, and so forth, 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 chosen from among 606, 609, 610, 611, 612, 620, 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 SECONDARY (6-12) TEACHING

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

1. Courses:
   a. School of Education: SCG 410, 406 and either 408 or 601; LSI 446, T&L 405, 525, and 590 (student teaching). These courses lead to a secondary teaching certificate; SCG 439 is needed for a middle school (grades 6-8) endorsement.
   b. MAT 609 or T&L 436

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 152 or 162 or 172 or equivalent.

462 Actuarial Science II. Basic Contingencies. The theory and applications of contingency mathematics in life and health insurance, annuities and pensions from a risk-theory 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.


Credibility Theory. 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:** MAT 220 or 262 or equivalent.

**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 220 or 262 or equivalent.

**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 or equivalent, and 451 or 348.

**QUANTITATIVE METHODS AND OPERATIONS RESEARCH**

**485 Numerical Analysis I.** Use of a digital computer for numerical computation. Error analysis, Gaussian elimination and Gauss-Seidel method, solutions of linear and nonlinear equations, function evaluation, cubic splines, approximation of integrals and derivatives, Monte Carlo methods. **Prerequisites:** MAT 220 or 262 or equivalent, and programming knowledge.


**487 Operations Research 1: 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 or equivalent, and programming knowledge.

**488 Operations Research 2: Optimization Theory.** Integer programming; nonlinear programming; dynamic programming. **Prerequisite:** MAT 487 or consent of instructor.

**STATISTICS AND PROBABILITY**

**441 Applied Statistics I.** An introduction to univariate parametric and nonparametric statistical methods of inference with greater emphasis on applications and decision making than on theory. Specific topics include: description of single- and multiple-sample results using classical and exploratory methods; inference procedures using the normal, binomial, Student-t and chi-square distributions and their nonparametric analogues. Data analytic projects are required.
442 Applied Statistics II. A continuation of MAT 441. Inferential parametric and non-parametric statistical tests employed with two or more independent samples including related measures of association/correlation. An introduction to the analysis of variance, regression analysis, and forecasting. Data analytic projects are required. **Prerequisite: MAT 441.**

443 Applied Statistics III. A continuation of MAT 442. This course material generalizes the univariate methods of inference to multivariate situations relying heavily on SAS and Minitab software. Specific topics include: the analysis of outliers, hypothesis test on mean vectors, classification of an individual into one of two or more populations, stepwise discriminant analysis, multivariate analysis of variance, and factor analysis. Data analysis projects are required. **Prerequisite: MAT 442.**

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

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

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

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

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

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

456 Applied Regression Analysis. Simple linear, multiple and polynomial regression models. Selection of best regression equation and examination of residuals for homoscedasticity and autocorrelation. Use of statistical software. **Prerequisite: MAT 453, and MAT 220 or 262 or equivalent, or consent of instructor.**

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 either MAT 348, MAT 323, BMS 142, or BMS 157 and consent of instructor.**

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.

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

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

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 either MAT 348, MAT 323, BMS 142, or BMS 157 and consent of instructor.

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 either MAT 348, MAT 323, BMS 142, or BMS 157 and consent of instructor.

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 either MAT 348, MAT 323, BMS 142, or BMS 157 and consent of instructor.

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.


Game Theory. The minimax theorem for two-person zero-sum games. Two-person general-sum games and noncooperative-person games; Nash equilibrium.

Mathematics Education

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.


610 Calculus and Analysis for Mathematics Teachers I. Real numbers, exponentials, and logarithms, trigonometric functions, limits, the derivative and its applications. Introduction to graphics calculators and some applications to classroom teaching.

611 Calculus and Analysis for Mathematics Teachers II. Concave and convex functions, optimization, the integral and its applications. Study of some numerical algorithms and implementation using graphing calculators.

612 Calculus and Analysis for Mathematics Teachers III. Methods of integration, first- and second-order differential equations and Taylor series. Applications to numerical analysis and approximation with graphics calculators.

620 Geometry for Secondary School Mathematics Teachers. Axiom systems, types of reasoning used in proofs, Euclidean geometry results with concentration on triangles and circles, introduction to non-Euclidean geometry, and introduction to geometry classroom software.

630 History of Mathematics Through Problem Solving I. Classical problems and techniques in number theory, algebra and geometry from a historical point of view. Stress on both historical aspects of mathematics and the solution of concrete problems.

631 History of Mathematics Through Problem Solving II. Continuation of MAT 630. Topics include the development of calculus, probability theory, number theory, non-Euclidean geometry, and set theory.

640 Multivariable Calculus for Teachers. Functions of several variables, vectors, dot products and cross products, partial differentiation, directional derivatives, optimization, Lagrange multipliers, multiple integrals, polar spherical coordinates. Use of graphics calculators and computers to illustrate concepts.

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

651 Probability and Statistics for Mathematics Teachers II. Central limit theorem, point and interval estimation of parameters, hypothesis testing, least squares and regression. Continued use of graphics calculators and computers to illustrate concepts.

660 Discrete Structures for Mathematics Teachers. Logic and proof, number theory, sequences and mathematical induction, sets and functions, cardinality, recursion, and introduction to combinatorics.

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.
Mathematical Pedagogy: Theory and Practice. Introduction to current theories and practices in developmental and pre-calculus mathematics instruction; designed to prepare students to work as consultants in mathematics instruction by helping them develop a deeper understanding of fundamental mathematical concepts and an awareness of how people learn mathematical ideas. Mathematical tutoring practicum required. (This 4 credit hour course will be offered over a two-quarter span during the Autumn and Winter quarters only. Students must have the permission of the instructor to register for this course. See instructor for further information.)

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

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

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.
Assistant Professor and Chair
University of Illinois at Chicago

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

STEVEN ANDES, PH.D., C.P.A.
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University of Illinois

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

TONYA CHAYTOR, M.D.
Visiting Assistant Professor
Hacettepe University Medical School

VERONICA E. DRANTZ, PH.D.
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LIN DRURY, DNSc, R.N.
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Visiting Assistant Professor
University of Southern California

MARIO ORTIZ, M.S.N., F.N.P.
Instructor
Valparaiso University

PATRICIA RICE-ROSEN, M.S.N., R.N.
Assistant Professor
Loyola University

BERNADETTE ROCHE, M.S., C.R.N.A.
Visiting Assistant Professor
Rush University

PAMELA SCHWARTZ, MS., C.R.N.A.
Visiting Assistant Professor
Loyola University

PATRICIA WAGNER, ED.D., 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 Council on Accreditation of Nurse Anesthesia Educational Programs. 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.
- 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
NSG 514 Anesthesia Practicum V
NSG 515 Anesthesia Practicum VI
NSG 516 Anesthesia Practicum VII
DEPARTMENT OF NURSING

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

Special Admission Criteria:
- Graduation within the past 10 years from a CANAP-accredited program.
- 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.

405 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.

406 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 promote the learner's cultural sensitivity by broadening the knowledge base about trans-cultural 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 examine health care practices in a culture different from their own. A service learning 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, management strategies, and cost containment will be addressed by expert guest faculty. 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 practices 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. Emphasis 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 systematic inquiry of principles and methods of management, sociology, economics, political science, social psychology, and nursing theories. Knowledge from organizational science is applied to the discipline of nursing administration.

Organizational 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.

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.

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

**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.

**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.**

**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.

**Introduction to Epidemiology.** Two-hour 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.**

**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 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.

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.

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.
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.

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.

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.

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.

Anesthesia Practicum I. 2 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.

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 in-depth 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.
DEPARTMENT OF PHILOSOPHY

FACULTY
PEG BIRMINGHAM, PH.D.
Associate Professor and Chair
Duquesne University
KENNETH D. ALPERN, PH.D.
Associate Professor
University of Pittsburgh
PARVIS EMAD, PH.D.
Professor Emeritus
University of Vienna
MANNFRED S. FRINGS, PH.D.
Professor Emeritus
University of Cologne
JAMES W. KEATING, PH.D.
Professor Emeritus
Catholic University of America
DAVID FARRELL KRELL, PH.D.
Professor
Duquesne University
GERALD F. KREYCHE, PH.D.
Professor Emeritus
University of Ottawa
NIKLASS LARGIER, PH.D.
Associate Professor
University of Zurich
MARY JEANNE LARRABEE, PH.D.
Professor
University of Toronto
ROBERT LECHNER, C.P.R.S., PH.D.
Professor Emeritus
University of Fribourg
BILL MARTIN, PH.D.
Associate Professor
University of Kansas
WILL McNEILL, PH.D.
Associate 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
ANGELICA NuzzO, PH.D.
Assistant Professor
Universities of Pisa and Heidelberg
DAVID W. PELLAUER, PH.D.
Professor
University of Chicago
H. PETER STEEVES, PH.D.
Assistant Professor
Indiana 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:

• 32 quarter hours of philosophy courses numbered 400 and over.

• 12 quarter hours in philosophy courses numbered 300 and over; if the necessary prerequisites are met and the graduate affairs committee gives written approval, eight of these 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.


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).

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; 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.

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 as 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.
303 Critical Thinking.
304 Symbolic Logic.

HISTORY SEQUENCE
310 Greek and Medieval Thought.
312 Early Modern Philosophy.
313 Philosophy since Kant.

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.
369 Kant.
370 Hegel.
372 Marx.
373 Nietzsche.
374 20th-century Philosophy.
375 Phenomenology and Existentialism.
376 American Philosophy.
377 Philosophy and Deconstruction.
378 Analytic Philosophy.
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.
353 Philosophy and History.
354 Philosophy and Psychology.
381 Dramatic Theory: Tragedy.
382 Dramatic Theory: Comedy.
383 Philosophical Themes in Literature.
384 Feminist Ethics.
385 Feminist Philosophies.
386 Philosophies of Africa
387 Philosophies of Asia
390 Selected Topics and Controversies.

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.
437 Locke. A study of the major theoretical works.
438 Leibniz. A study of the major philosophical works.
440 Spinoza. A study of the Ethics and/or the Theologico-Political Treatise.
441 Rousseau. A study of the major theoretical works.
510 Kant I. An introduction to the critical philosophy of Kant 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.
Department of Philosophy

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 Philosophy, Literature, Community. Discussion of such thinkers as Bataille, Derrida, Jabes, and Nancy.
590 Trends in Contemporary French Philosophy. A look at the 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.

629 *Seminar on Contemporary Problems.*

639 *Seminar on Rawls, Nozick, and the Contractual Tradition.* A study of the contract model from its roots in Locke and Rousseau to the work of Rawls and Nozick.

640 *Problems in Ethics* (cross-listed as MLS 462). A study of variable problems in philosophical ethics, such as ethical relativism, moral subjectivism, the nature of the good, trust and forgiveness.

641 *Seminar on the Continental Tradition in Ethics.* A comparative discussion of the ethical theories of Scheler, Hartmann, Brentano, Levinas, etc.

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

651 *Topics in Business Ethics.* A seminar in business ethics that centers on theoretical and practical issues.

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

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

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

**SPECIAL TOPICS**

451 *Early American Philosophy.*

452 *Contemporary American Philosophy.*

470 *The Philosophy of Wittgenstein.*

495 *Advanced Symbolic Logic.*

500 *Special Topics in the History of Philosophy.*

522 *Social and Political Philosophy.*

600 *Seminar on American Thought.*

601 *Seminar on Aesthetics.*

In addition to the above courses, the department sponsors a graduate student seminar which meets each week and which all graduate students are expected to attend on a regular basis; here students present their own work to fellow students for discussion.

The above courses represent the core of the department's graduate offerings. In addition, the department regularly offers seminars, tutorials, and independent studies for specialized graduate work.

**SPECIAL STUDIES COURSES**


700 *Independent Study.*

701 *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
 JOHN R. THOMPSON, Ph.D.
  Associate Professor and Chair
  Georgia Institute of Technology

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

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

ZUAIR M. EL SAFFAR, Ph.D.
  Professor Emeritus
  University of Wales, Great Britain

SUSAN M. FISCHER, Ph.D.
  Assistant Professor
  University of Notre Dame

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

ROSS A. HYMAN, Ph.D.
  Assistant Professor
  Indiana University

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

DONALD O. VAN OOSTENBURG, Ph.D.
  Professor Emeritus
  Michigan State University

PURPOSES

The Graduate Physics program is intended to serve the needs of students who wish to enhance their preparation for a doctoral degree in physics or applied science, students who wish to obtain a terminal masters degree in order to work in a physics or engineering related industry, and students who wish to enhance their teaching of physics at the secondary level. To fulfill these purposes, the department offers two degree programs: Master of Science in Applied Physics and Master of Science in Teaching Physics.

The Applied Physics program is built around a core of five graduate courses and a selection of applied courses in the faculty's areas of expertise that are designed to tie into current areas of research and interest within both academia and industry. The Teaching of Physics program emphasizes the concepts and techniques relevant to the teaching of high-school physics.

In order to maximize the availability of our offerings, graduate courses in both programs are taught in the evening.

PROGRAMS

MASTER OF SCIENCE:
  Applied Physics
  Teaching of Physics
MASTER OF SCIENCE: APPLIED PHYSICS

ADMISSION REQUIREMENTS
For full admission, students must have the following:

- Bachelor's degree: satisfactory completion of a suitable program in physics or a closely related field. Candidates having a less extensive background in physics should consult with the chairperson of the departmental graduate committee about possible 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.

DEGREE REQUIREMENTS
Courses: a minimum of 44 quarter hours of graduate credit (11 courses), including:

PHY 411  Electrodynamics I
PHY 412  Quantum Mechanics I
PHY 420  Electrodynamics II
PHY 440  Classical Mechanics
PHY 460  Quantum Mechanics II
PHY 480  Thesis Research

Five courses selected from the following:

PHY 410  Chaos in Physical Systems
PHY 425  Laser Physics
PHY 442  Computational Physics
PHY 454  Fourier Optics
PHY 456  Fiber Optics
PHY 466  Radiation Physics
PHY 478  Topics in Applied Physics
PHY 480  Thesis Research
PHY 490  Solid State Physics I
PHY 491  Solid State Physics II

Courses at the 300 or 400 level in biology, chemistry, mathematics, physics, computer science or other related fields can be substituted for up to two of these five courses with the written approval of the departmental graduate committee.

THESIS REQUIREMENT (APPLIED PHYSICS)

Students are advanced to candidacy upon the written approval of their thesis proposal by the graduate committee. After advancing to degree candidacy, students are eligible to enroll in PHY 480.

A 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 is required.
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. (Not currently accepting students.)

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

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 Chaos in Physical Systems. Motion in phase space, characteristics of chaotic systems, Lyapunov exponents, stability of equilibria, strange attractors, bifurcations, discrete dynamics, applications to lasers, fluids, and other physical systems.

411 Electrodynamics I. Fundamentals of electrostatics and magnetostatics (brief review), multipole fields, boundary value problems in statics, time-varying fields, and electromagnetic wave propagation in dielectrics and conductors.

412 Quantum Mechanics I. Schroedinger equation, operators, eigenvalues, series of eigenfunctions, physical interpretation, one- and three-dimensional applications.

420 Electrodynamics II. The electrodynamics of optics, waveguides, antennas, and classical models for the interaction of electromagnetic radiation with matter. Prerequisite: PHY 411.

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


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

445 Statistical Mechanics. Principles of statistical mechanics, applications to weakly interacting systems such as the classical plasma and Fermi gas, strongly interacting systems, transport theory, fluctuations and irreversible processes, phase transitions.

454 Fourier Optics. Fourier Optics and optical processing of information. Topics include diffraction theory, optical transfer functions and holography. The Fourier Transform 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. Radioactive decay processes, interactions of radiation with matter, general properties of radiation detectors, and applications to basic nuclear spectroscopy, health physics, and medical physics.

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.


SEMINARS AND INDEPENDENT STUDY COURSES

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

Thesis Research. 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.

Candidates 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 currently accepting students.)


Electricity and Magnetism for Teachers. The principles of electricity and magnetism, including electric circuits.

Atomic and Nuclear Physics for Teachers. This course provides a broad perspective of the field.

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

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

Vibrations, Waves and Sound for Teachers. Techniques for teaching high school science including musical acoustics and sound reproduction.
FACULTY

RALPH ERBER, PH.D.
Associate Professor and Chair
Carnegie Mellon 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

JOSEPH R. FERRARI, PH.D.
Associate 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

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SUSAN D. McMAHON, PH.D.
Assistant Professor
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GEORGE F. MICHIEL, PH.D.
Professor
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DAVID NYGREN, C.M., PH.D.
Associate Professor (on leave)
Boston University

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

W. LAVOME ROBINSON, PH.D.
Professor
University of Georgia

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

ALICE STUHLMACHER, PH.D.
Associate 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. ZOLK, 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

DANIEL CONTI, PH.D.
DePaul University

DELLA CORRIOROSI, A.C.S.W.
University of Illinois at Chicago

DIANE LIN, PH.D.
Loyola University

CATHERINE PINES, PH.D.
Emory University

WILLIAM TERRIS, PH.D.
Illinois Institute of Technology

PATRICK TOLAN, PH.D.
University of Tennessee
DEPARTMENT OF PSYCHOLOGY

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 Science, Master of Arts and Doctor of Philosophy. The M.S. is a terminal degree in general psychology. 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 SCIENCE

This program offers a terminal Master of Science degree which prepares the student for a range of occupations in business, government, and human services, but excludes the provision of clinical services. In addition, it provides the student with the basic knowledge and skills appropriate for a graduate education which may serve as a foundation for programs offering doctoral training.

The Master's program has two goals. The first is to provide the student with sufficient breadth in the methodology and content of psychology to demonstrate competence in two major areas: (1) Core areas of the discipline of psychology; and (2) Methods of the discipline of psychology. A second goal of the program is to provide the student with sufficient information and skills to apply the knowledge of the discipline competently in their daily lives and careers. This includes course work in the theory and techniques of the application of psychological principles, and also includes a thorough grounding in ethical and professional standards of psychologists. Although the program builds upon a core of basic courses, it provides some flexibility for students (with the approval of their advisors) to shape their course of study to fit special interests and needs.

M.S. ADMISSION REQUIREMENTS

The department accepts as graduate students only those who show definite promise for completing the requirements for this advanced degree. 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 the following requirements may apply.

- Completeness of Credentials: Applications must be completed by February 28. Missing transcripts, letters of reference, etc., may cause an applicant to be rejected.
- Grade Point Average: Satisfactory undergraduate scholastic average.
- Undergraduate Preparation: A minimum of six courses in psychology, including a four-quarter hour (three semester hour) elementary statistics course, as well as a course in research methods or experimental psychology. The student judged to be deficient in prerequisites will be required to take, without graduate credit, such courses as are necessary to remedy any deficiencies before entering graduate school.
- Graduate Record Examination: official results of the General test and the Subject test in Psychology.
• Letters of Recommendation: The three required letters should be from persons who are in a position to evaluate the applicant’s academic background and achievements.
• Minority Status: Applications from minority students are encouraged.
• Students with Disabilities: Applications from students with disabilities are encouraged.

DEGREE REQUIREMENTS
Formal requirements for the M.S. degree include satisfactory completion of 48 quarter hours. In addition, program requirements include two mechanisms for demonstrating successful completion of the program: 1) a traditional Master's thesis, perhaps involving an empirical study; or 2) a program evaluation proposal based upon the student's internship or employment experience. Upon completion of course work, students are required to maintain active student registration status until graduation. All degree requirements must be successfully completed within a five-year period.

CURRICULUM: LINCOLN PARK CAMPUS
All core courses must be completed at a single campus. Other courses may be taken at either the Lincoln Park or Naperville campus, depending on availability and with the consent of the student's psychology advisor. Most courses are 4 credit hours.

Basic Core Courses
PSY 410 Advanced Statistics I
PSY 411 Advanced Statistics II
PSY 420 Advanced Research Methods
PSY 404 Learning and Cognition
PSY 406 Physiological Psychology
PSY 430 Advanced Social
PSY 437 Advanced Personality

Diversity Core Courses (Choose One):
PSY 345 Cultural Diversity in the U.S.
PSY 561 Advanced Psychology of Women

Quantitative Core Courses (Choose One):
PSY 343 Introduction to Psychological Measurement
PSY 418 Multivariate Statistical Analysis
PSY 422 Computing for the Behavioral Scientist
PSY 450 Psychological Measurement

Graduate Capstone (All of the following):
PSY 498 Sem. in Hist./Current Topics (2 credit hrs.)
PSY 500 Professional Ethics (2 credit hrs.)
PSY 597 Masters Thesis/Project

Additional Elective Courses (Choose One):
PSY 363 Alcoholism, Drug Addiction and Recovery
PSY 364 Health Psychology and Stress Management
PSY 383 Human Factor
PSY 435 Interpersonal Relations
PSY 439 Advanced Developmental Psychology
PSY 473 Judgement and Decision
PSY 486 Advanced Psychopathology
PSY 493 Clinical Community Psychology
PSY 563 Mental Imagery
PSY 645  Organizational Development
PSY 646  Needs Analysis
PSY 647  Diagnostics
PSY 649  Testing
PSY 668  Behavior Management

CURRICULUM: NAPERVILLE CAMPUS
All core courses must be completed at a single campus. Other courses may be taken at either the Lincoln Park or Naperville campus, depending on availability and with the consent of the student's psychology advisor. Most courses are 4 credit hours.

Basic Core Courses
PSY 610  Graduate Statistics
PSY 620  Graduate Research Methods
PSY 404  Learning and Cognition
PSY 406  Physiological Psychology
PSY 430  Advanced Social
PSY 437  Advanced Personality

Diversity Core Courses (Choose One):
PSY 345  Cultural Diversity in the U.S.
PSY 561  Advanced Psychology of Women

Quantitative Core Courses
PSY 667  Behavior Analysis: Measurement

Graduate Capstone (All of the following):
PSY 498  Sem. in Hist./Current Topics (2 credit hrs.)
PSY 500  Professional Ethics (2 credit hrs.)
PSY 597  Masters Thesis/Project

Additional Elective Courses (Choose Two):
PSY 363  Alcoholism, Drug Addiction and Recovery
PSY 364  Health Psychology and Stress Management
PSY 380/680  Industrial & Organizational Psychology
PSY 435  Interpersonal Relations
PSY 439  Advanced Developmental Psychology
PSY 473  Judgement and Decision
PSY 486  Advanced Psychopathology
PSY 493  Clinical Community Psychology
PSY 563  Mental Imagery
PSY 645  Organizational Development
PSY 646  Needs Analysis
PSY 647  Diagnostics
PSY 649  Testing
PSY 668  Behavior Management
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 is also desirable.

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 LA&S graduate application. These forms and a departmental brochure may be obtained by contacting the Department of Psychology.

Students considering application to the M.A.-Ph.D. programs in Clinical Psychology should be aware of the following:

- Approximately 300+ students applied to the doctoral program in clinical psychology last year. Of the applicants, 8 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 under-
graduate courses in psychology is required.

Prior graduate study: The program considers students with prior graduate study in clinical psychology or closely related fields. Minimal credit is available for prior graduate work, but waiver of requirements is often possible. Each student’s previous academic record is individually reviewed.

Interests: The clinical program emphasizes 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 % 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.

MASTER OF ARTS: CLINICAL PSYCHOLOGY

DEGREE REQUIREMENTS (THIS IS NOT CONSIDERED A TERMINAL DEGREE.)

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
DEPARTMENT OF PSYCHOLOGY

PSY 483 Advanced Psychodiagnosics
PSY 484 Behavioral Assessment
PSY 486 Advanced Psychopathology
PSY 487 Psychopathology of the Child
PSY 488 Principles of Psychotherapy
PSY 493 Clinical Community Psychology
PSY 500 Professional Ethics
PSY 574 Prepracticum (3 quarters)
PSY 577-583 Practicum (3 quarters)

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. 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 practice 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

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 559  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 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 practice 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. One section 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 or they will be dismissed from the program.

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, or dismissal from program ensues.
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 558 Seminar in Advanced Statistics
PSY 560 Social Cognition
PSY 561 Advanced Psychology of Women
PSY 563 Mental Imagery

Electives:
PSY 413 Analysis of Longitudinal Data
PSY 414 Categorical Data Analysis
PSY 419 Factor Analysis and Path Modeling
PSY 422  Computing for the Behavioral Scientist
PSY 450  Psychological Measurement
PSY 520  Principles of Human Diversity
PSY 592  Directed Research
PSY 594  Psychological Research
CSC 587  Cognitive Science
ENG 494  Writings in the Professions
ENG 495  Technical Writing
HCI 410  Introduction to Human-Computer Interactions
MKT 545  Consumer Behavior
MPS 557  Need Assessment and Program Evaluation

Other Requirements:
PSY 588  Topics in Experimental Psychology
PSY 589  Topics in Experimental Psychology II
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.

**Statistics Courses:** Psychology 418 Multivariate Statistical Analysis, Psychology 419 Factor
Analysis and Path Modeling, and Psychology 450 Psychological Measurement.

**Industrial Psychology Courses:** core courses in the I/O area: Psychology 440, 441, 442, 444, 445, 446, 447, 448, 559.

**Electives:** additional courses with consent of the student's advisor to attain the required 120 credit hours. Electives are grouped into two areas: methods and content. At least one course must be taken in each area. 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.

341  **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.

343  **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 Issues in Diversity. 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.
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<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>367</td>
<td>Psychology of Exceptional Children</td>
<td>Comprehensive introduction to the study of special children—those children who do not reach their fullest potential because of physical, social, cognitive or behavioral factors. Prerequisite: PSY 105 or 106.</td>
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<tr>
<td>370</td>
<td>Social and Emotional Development</td>
<td>(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.</td>
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<tr>
<td>372</td>
<td>Research Methods in Social Psychology</td>
<td>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.</td>
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<tr>
<td>377</td>
<td>Physiological Psychology</td>
<td>The nervous system and endocrine functions as related to behavior. Prerequisite: PSY 105 or 106.</td>
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<tr>
<td>378</td>
<td>Comparative Psychology</td>
<td>(cross-listed as PSY 554). Patterns of behavior shown by various animal species. Prerequisite: PSY 105 or 106.</td>
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<tr>
<td>380</td>
<td>Industrial and Organizational Psychology</td>
<td>Application of theories and methods of psychology to the study of human behavior in business, industrial and other organizations. Prerequisite: PSY 105 or 106.</td>
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<tr>
<td>381</td>
<td>Personnel Psychology</td>
<td>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.</td>
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<tr>
<td>382</td>
<td>Organizational Behavior</td>
<td>Theories in learning, personality, work motivation, job attitudes, and organizational culture; application to interpersonal behavior. Prerequisite: PSY 380 or consent.</td>
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<tr>
<td>384</td>
<td>Consumer Behavior and Advertising</td>
<td>Application of psychological principles and methods to advertising, marketing, product development, sales and propaganda. Prerequisite: PSY 380 or consent.</td>
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<tr>
<td>385</td>
<td>Training and Development in Organizations</td>
<td>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.</td>
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<tr>
<td>392</td>
<td>Psychology of Alienation</td>
<td>Causes of individual and group alienation, and the resultant behavior. Prerequisite: PSY 105 or 106.</td>
<td></td>
</tr>
</tbody>
</table>
DEPARTMENT OF PSYCHOLOGY

393 Psycholinguistics. An examination of the application of linguistic theory to various specializations in linguistics.

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

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

398 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.

402 Perceptual Processes. Analysis of the variables involved in the determination of perception with particular attention to the problems of space, motion, distance, size, form, the aftereffects and the constancies.

404 Learning and Cognitive Processes. Survey of classical and instrumental conditioning, biological constraints, attention, memory, and practical applications. Major theoretical approaches include stimulus-response, early cognitive theories and information processing theory.

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


410 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.

411 Advanced Statistics II. Analysis of covariance, categorical data analysis, generalized linear models, distribution-free methods, computer intensive methods, principal component analysis. Prerequisite: PSY 410.

413 Analysis of Longitudinal Data. 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.

414 Categorical Data Analysis. Logic and application of distribution-free techniques and log-linear approaches to the analysis of qualitative data.

416 Methods in Qualitative Research (cross-listed as PSY 341). Principles and techniques of research design in behavioral, social and clinical research; questionnaires, interview schedules, rating scales involving multivariable analysis. Application of parametric and nonparametric tests. Application of research findings to professional practice.

418 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.

Engineering Psychology (cross-listed as PSY 383). Application of experimental psychology and individual differences to the design of man-machine systems, work environments, and living environments.

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 Aperception Test and other tests. Evaluation of tests and related areas of research and development.

Advanced Psychodiagnostics. 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.

Seminar in Reading and Research: Historical and Current Trends. Two quarter hours.

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, neoprophysiological, 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 practice courses must be taken for graduation. Pre-practice should be taken Fall, Winter and Spring Quarters of the student’s first year. All practice carry 0 credit hours unless otherwise noted.

Prepracticum in Clinical Psychology. May be repeated three times.

Practicum in Clinical Assessment. Supervised experience in intake interviewing, psychological evaluation, and case conference presentation in a clinic, hospital or community agency setting.
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 I. Four quarter hours. Consideration of topics of current interest to the faculty and advanced graduate students. Introduction to research methods and data analysis.

589 Topics in Experimental Psychology II.

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.

596 Internship in Clinical Psychology. Non-credit. (Arranged with consent of director of clinical training.)

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

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

610 Graduate Statistics.

620 Graduate Research Methods.
Organizational Development.
Organizational Consulting: Diagnostics.
Organizational Politics and Savvy.
Industrial/Organizational Psychology (cross-listed as PSY 380).
Needs Analysis.
Creativity and Decision Making.
Behavior Analysis: Measurement.
Behavior Analysis: Methods of Change.

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.
PUBLIC SERVICES

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

H. WOODS BOWMAN, PH.D.
Assistant Professor
Syracuse University

H. JEAN BRYAN, M.A.
Lecturer
DePaul University

GRACE BADRYS, PH.D.
Professor
University of Chicago

JEANETTE CORLETT, M.U.P.P.
Lecturer
University of Illinois at Chicago

DEAN F. EITEL, PH.D.
Assistant Professor
University of Illinois at Chicago

HEATHER T. HUTCHISON, J.D.
Lecturer
Illinois Institute of Technology

NANCY KASZAK, J.D.
Lecturer
Northern Illinois University

MATTHEW A. LIAO-TROTH, PH.D.
Assistant Professor
The University of Arizona

J.C. MAHAFFEY, M.S.
Lecturer
DePaul University

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Loyola University of Maryland

MICHAEL McINTYRE, PH.D.
Assistant Professor
University of Chicago

VICTOR MEYER, JR., ED.D.
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University of Houston

GERALYN M. MILLER, PH.D.
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University of Illinois at Chicago

HEIDI NAST, PH.D.
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McGill University

ZAHA NOORANI, M.S.W.
Lecturer
University of Minnesota

ROBERT ROTTENBERG, PH.D.
Professor
University of Massachusetts, Amherst

TERRENCE J. RYNNE, M.M.
Lecturer
Northwestern University

WILLIAM SAMPSON, PH.D.
Associate Professor
Johns Hopkins 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

JOSEPH P. SCHWIETERMAN, PH.D.
Associate Professor
University of Chicago

MAUREEN SCOTT, R.S.M., PH.D.
Visiting Associate Professor
University of Illinois at Chicago

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

SAMUEL J. BRAKEL, LL.B.
Lecturer
University of Chicago

HAROLD BRESSLER, J.D.
Lecturer
DePaul University
Purposes

The Public Services Graduate Program promotes effective management of nonprofit organization 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 the 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 organizations provide a sharp distinction. The Public Services Graduate Program keeps this distinction firmly in view in its course offerings. Degree and certificate programs are interdisciplinary, drawing primarily upon the knowledge bases of sociology, economics, political science, law and the human-service professions. The curriculum carefully balances theoretical and applied approaches to contemporary challenges of administration and policy analysis.

Consistent with its mission, the Public Services Graduate Program purposefully strives to build an academic community that is racially, ethnically, religiously, and otherwise diverse. Part-time and full-time students are equally welcome.
PROGRAMS

MASTER OF SCIENCE
Public Service Management: Loop Campus, Naperville Campus and Lake County Campus
Health Law and Policy: Loop Campus

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

JURIS DOCTORATE/MASTER OF SCIENCE IN PUBLIC SERVICE MANAGEMENT
CERTIFICATE:
Administrative Foundations in Public Service: Loop, Naperville and Lake County Campuses
Financial Administration for Government and Nonprofit Professionals: Loop, Naperville and Lake County Campuses
Health Care Administration: Loop Campus
Metroplis	Planning and Development: Loop Campus

In all programs faculty expect students to use e-mail. The University provides e-mail free to all students.

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 must 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 resume.
- 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 may be required.

An English language examination is required for applicants who completed their undergraduate education outside the United States; a minimum TOEFL score of 590 and an extended writing sample in English are needed for admission.

In addition to seeking students of proven academic ability, the Public Services Graduate Program purposefully strives to build an academic community that is racially, ethnically and religiously diverse.

ACADEMIC PROGRESS
A grade of C- or better must be earned in each course 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. The Director puts students on departmental probation when their cumulative GPAs fall below 2.70. Students may be dismissed for poor scholarship if they earn another grade below B- or if they fail to raise their GPA above 2.70.

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
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 503 Public Service Organizations in the Public Context (two quarter hours)
- MPS 504 Ethics in Administration (two quarter hours)
- MPS 522 Fundamentals of Human Resource Management (two quarter hours)
- MPS 541 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 523 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 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.

**CONCENTRATIONS**
Students may choose concentrations in a variety of public service fields. While not required, concentrations are available for students with specialized interests and careers. The concentrations are: Association Management, Child Welfare Management, Fund Raising and Philanthropy, Health Care Administration, Higher Education Administration, Metropolitan Planning and Urban Affairs, nonprofit Administration, Public Administration and Public Policy.

**ASSOCIATION MANAGEMENT: LOOP CAMPUS**
The concentration in Association Management is appropriate for association executives and professionals in 501 (c) 6 organizations. It addresses general nonprofit organization management as well as specific issues of membership organizations.

**Core Courses** (44 quarter hours)
- MPS 500 Introduction to Public Service Management
- MPS 503 Public Service Organizations in the Public Context (two quarter hours)
- MPS 504 Ethics in Administration (two quarter hours)
- MPS 515 Financial Administration
- MPS 521 Leadership and Management
- MPS 522 Fundamentals of Human Resource Management (two quarter hours)
- MPS 523 Evaluation of Organizational Effectiveness or MPS 557-Need Assessment and Program Evaluation
PUBLIC SERVICES

MPS 527 Association Management
MPS 542 Policy Design and Analysis
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

Electives (8 quarter hours)
MPS 501 Corporate Communication and Culture
MPS 516 Management of Information Technology
MPS 517 Special Events Planning (two quarter hours)
MPS 518 Proposal Writing (two quarter hours)
MPS 519 Fundraising and Development for Nonprofit Organizations (two quarter hours)
MPS 524 Marketing for Service Organizations
MPS 525 Working with an External Board
MPS 528 Foundation Management
MPS 529 Strategic Planning
MPS 541 Economic Foundations of Public Service
MPS 553 Advanced Financial Administration and Resource Management
MPS 561 Law and Nonprofit Organizations
MPS 600 Independent Study
MPS 601 Internship

CHILD WELFARE MANAGEMENT: LOOP CAMPUS
The Public Services Program collaborates with the Department of Psychology to offer a concentration in child welfare management. Contact the Director for a course listing and requirements.

FUND RAISING & PHILANTHROPY: LOOP CAMPUS
This program provides an examination of the key structural elements of fund raising and philanthropic organizations. It is an orientation to the field as well as an opportunity for sharpening the skills of the career professional. The content of the program focuses on philanthropic support within the context of governance, financial administration, the use of funds, accountability, research and development, and the management of mission and resources.

Core Courses (36 quarter hours)
MPS 500 Introduction to Public Service Management
MPS 503 Public Service Organizations in the Public Context (two quarter hours)
MPS 504 Ethics in Administration (two quarter hours)
MPS 515 Financial Administration
MPS 522 Fundamentals of Human Resource Management (two quarter hours)
MPS 542 Policy Design and Analysis
MPS 557 Need Assessment and Program Evaluation
MPS 580 Quantitative Methods in Public Service or MPS 581-Advanced Quantitative Methods
MPS 582 Research Methods in Public Service
MPS 585 Practicum/Thesis Design (two quarter hours)
MPS 595 Practicum in Administration and Policy Analysis I or MPS 598-Thesis Research I

Electives (16 quarter hours)
ACC 500 Financial Accounting
ACC 555 Managerial Accounting
PUBLIC SERVICES

MPS 513  Voluntarism in American Society
MPS 517  Special Events Planning (two quarter hours)
MPS 518  Proposal Writing (two quarter hours)
MPS 519  Fundraising and Development for Nonprofit Organizations (two quarter hours)
MPS 525  Working with an External Board
MPS 528  Foundation Management
MPS 600  Independent Study
MPS 601  Internship

HEALTH CARE ADMINISTRATION: LOOP CAMPUS

The Health Care Administration concentration provides students with the managerial and analytical skills necessary to understand and influence the processes through which hospitals, associated health care organizations, and public and private agencies provide health care in the United States. The core can be transported into a variety of health care contexts. Electives provide opportunities to explore the roles of specific nonprofit and governmental health care providers and regulatory agencies.

Core Courses (36 quarter hours)
MPS 500  Introduction to Public Service Management
MPS 503  Public Service Organizations in the Public Context (two quarter hours)
MPS 504  Ethics in Administration (two quarter hours)
MPS 515  Financial Administration
MPS 522  Fundamentals of Human Resource Management (two quarter hours)
MPS 523  Evaluation of Organizational Effectiveness
MPS 542  Policy Design and Analysis
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

Electives (12 quarter hours)
MPS 521  Leadership and Management
MPS 529  Strategic Planning
MPS 531  Financing and Costing in Health Care
MPS 533  Advanced Financial Administration and Resource Management
MPS 534  Medical Sociology
MPS 535  Issues in Health Care
MPS 537  Health Care Delivery Systems
MPS 561  Law and Nonprofit Organizations
MPS 562  Introduction to Health Law
MPS 600  Independent Study
MPS 601  Internship

HIGHER EDUCATION ADMINISTRATION: LOOP CAMPUS

The Higher Education Administration concentration provides students with the analytical and administrative skills necessary for managers in post-secondary institutions of learning. Coursework helps students develop an understanding of management principles, policy analysis and research within higher education. Electives provide opportunities to explore government relations and advancement topics as well as administration.
PUBLIC SERVICES

Core Courses (36 quarter hours)
MPS 500  Introduction to Public Service Management
MPS 503  Public Service Organizations in the Public Context (two quarter hours)
MPS 504  Ethics in Administration (two quarter hours)
MPS 515  Financial Administration
MPS 522  Fundamentals of Human Resource Management (two quarter hours)
MPS 523  Evaluation of Organizational Effectiveness
MPS 542  Policy Design and Analysis
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

Electives (16 quarter hours)
MPS 501  Corporate Communication and Culture
MPS 516  Management of Information Technology
MPS 518  Proposal Writing
MPS 519  Fundraising and Development for Nonprofit Organizations
MPS 521  Leadership and Management
MPS 524  Marketing for Service Organizations
MPS 525  Working with an External Board
MPS 528  Foundation Management
MPS 529  Strategic Planning
MPS 541  Economic Foundations of Public Service
MPS 553  Advanced Financial Administration and Resource Management
MPS 561  Law and Nonprofit Organizations
MPS 600  Independent Study
MPS 601  Internship
MPS 606  Seminar in Higher Education

METROPOLITAN PLANNING AND URBAN AFFAIRS: LOOP CAMPUS

The Metropolitan Planning and Urban Affairs concentration provides students with a broad perspective on the issues relating to land use, transportation, housing, economic development, and related social problems. It instills an understanding of the institutional and analytical issues affecting units of government, planning agencies, and other urban public service institutions.

Core Courses (40 quarter hours)
MPS 500  Introduction to Public Service Management
MPS 503  Public Service Organizations in the Public Context (two quarter hours)
MPS 504  Ethics in Administration (two quarter hours)
MPS 522  Fundamentals of Human Resource Management (two quarter hours)
MPS 541  Economic Foundations of Public Service
MPS 542  Policy Design and Analysis
MPS 557  Need Assessment and Program Evaluation
MPS 571  Metropolitan Planning
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

Electives (12 quarter hours)
MPS 515    Financial Administration
MPS 516    Management of Information Technology
MPS 529    Strategic Planning
MPS 572    Urban Poverty Seminar
MPS 573    Urban and Community Analysis
MPS 574    Community Organizations and Urban Development
MPS 600    Independent Study
MPS 601    Internship

NONPROFIT ADMINISTRATION: LOOP, NAPERVILLE AND LAKE COUNTY CAMPUSES

The concentration in Nonprofit Administration prepares the graduate to work effectively in any nonprofit milieu. It is designed to help both working professionals and pre-service students acquire the knowledge and skills essential to lead a nonprofit agency and to manage programs with multiple stakeholders. It emphasizes topics related to mission, governance, accountability, and resource development. At the conclusion of their studies, students integrate key ideas from these topics in a practicum project of their choosing. The nonprofit form of organization embraces such disparate groups as charities, hospitals, universities, professional societies, trade associations, and cooperatives, yet all are different from for-profit firms.

Core Courses (40 quarter hours)
MPS 500    Introduction to Public Service Management
MPS 503    Public Service Organizations in the Public Context (two quarter hours)
MPS 504    Ethics in Administration (two quarter hours)
MPS 515    Financial Administration
MPS 521    Leadership and Management
MPS 522    Fundamentals of Human Resource Management (two quarter hours)
MPS 523    Evaluation of Organizational Effectiveness
MPS 542    Policy Design and Analysis
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

Electives (12 quarter hours)
MPS 501    Corporate Communication and Culture
MPS 516    Management of Information Technology
MPS 518    Proposal Writing (two quarter hours)
MPS 524    Marketing for Service Organizations
MPS 525    Working with an External Board
MPS 527    Association Management
MPS 528    Foundation Management
MPS 529    Strategic Planning
MPS 541    Economic Foundations of Public Service
MPS 553    Advanced Financial Administration and Resource Management
MPS 557    Need Assessment and Program Evaluation
MPS 561    Law and Nonprofit Organizations
MPS 600    Independent Study
MPS 601    Internship
PUBLIC SERVICES

PUBLIC ADMINISTRATION: LOOP, NAPERVILLE AND LAKE COUNTY CAMPUSES

The concentration in Public Administration is designed for both working professionals and pre-service students to enhance their career growth in the public sector. This concentration upgrades the skill base of working professionals and develops administrative knowledge in those aspiring to careers in local, state and federal government. It combines critical thinking skills with an applied focus on stakeholders' needs, coupled with rigorous instruction in the techniques and tools of public management. Its goal is to enable graduates to successfully lead public organizations and programs. Since modern public administration spans multiple boundaries in today's society, the concentration draws its faculty from a broad, interdisciplinary base.

Core Courses (44 quarter hours)

- MPS 500 Introduction to Public Service Management
- MPS 503 Public Service Organizations in the Public Context (two quarter hours)
- MPS 504 Ethics in Administration (two quarter hours)
- MPS 515 Financial Administration
- MPS 521 Leadership and Management
- MPS 522 Fundamentals of Human Resource Management (two quarter hours)
- MPS 523 Evaluation of Organizational Effectiveness
- MPS 541 Economic Foundations of Public Service
- MPS 542 Policy Design and Analysis
- 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

Electives (8 quarter hours)

- MPS 501 Corporate Communication and Culture
- MPS 516 Management of Information Technology
- MPS 524 Marketing for Service Organizations
- MPS 526 Local Government Administration
- MPS 529 Strategic Planning
- MPS 540 Policy Implementation in a Bureaucratic and Political Context
- MPS 544 Law Enforcement Policy Issues
- MPS 546 Political Feasibility Analysis
- MPS 553 Advanced Financial Administration and Resource Management
- MPS 557 Need Assessment and Program Evaluation
- MPS 563 Administrative Law
- MPS 600 Independent Study
- MPS 601 Internship
- SOC 440 Law and Social Science
- SOC 442 Crime, Delinquency and Systems of Correction
- SOC 443 Law and Administration of Justice
- SOC 444 Law Enforcement and Community Relations
- SOC 447 Institutional Reaction to Deviants
- SOC 448 Gangs
- SOC 449 Criminal Organizations
PUBLIC POLICY: LOOP CAMPUS

The Public Policy concentration provides students with analytical and statistical skills needed for policy analysis and program evaluation. Coursework helps students develop an understanding of the political, social economic and institutional contexts of public policy. Electives provide opportunities to explore substantive policy interests.

Core Courses (46 quarter hours)
MPS 500 Introduction to Public Service Management
MPS 504 Ethics in Administration (two quarter hours)
MPS 540 Policy Implementation in a Bureaucratic and Political Context
MPS 541 Economic Foundations of Public Service
MPS 542 Policy Design and Analysis
MPS 550 Applications for Policy Analysis (two quarter hours)
MPS 553 Advanced Financial Administration and Resource Management
MPS 557 Need Assessment and Program Evaluation
MPS 580 Quantitative Methods in Public Service
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

Electives (6 quarter hours)
MPS 503 Public Service Organizations in the Public Context (two quarter hours)
MPS 510 International Dimensions of Public Service
MPS 511 Third World Development and the Role of Non-Governmental Organizations
MPS 518 Proposal Writing (two quarter hours)
MPS 531 Financing and Costing in Health Care
MPS 544 Law Enforcement Policy Issues
MPS 546 Political Feasibility Analysis
MPS 555 Alternatives to Traditional Public Policy Analysis
MPS 561 Law and Nonprofit Organizations
MPS 563 Administrative Law
MPS 572 Urban Poverty Seminar
MPS 573 Urban and Community Analysis
MPS 574 Community Organizations and Urban Development
MPS 600 Independent Study
MPS 601 Internship
MASTER OF SCIENCE: HEALTH LAW AND POLICY: LOOP CAMPUS

ADMISSION REQUIREMENTS

This 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, applicants must 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 resume.
- 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 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.

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. 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 fails to raise their GPA to at least 2.70, they may be dismissed for poor scholarship and prohibited from registering for further course work.

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

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. Students are billed separately for the credit hours from the individual colleges.

Core Courses—Public Services (34 quarter hours)
MPS 500 Introduction to Public Service Management
MPS 541 Economic Foundations of Public Service
MPS 542 Policy Design and Analysis
MPS 557 Need Assessment and Program Evaluation
MPS 562 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

Law Courses (15 semester hours)

Students choose one from each category:

Corporate
LAW 425 Hospital Law
LAW 706 Health Law and Policy

Ethics
LAW 206 Sexuality, Sexual Orientation and the Law
LAW 701 Legal and Public Policy Aspects of Medical Ethics

Medical Malpractice or Public Law
LAW 472 Mental Health Law
LAW 724 Medical Malpractice

Elective Courses

Students choose two courses:
LAW 206 Sexuality, Sexual Orientation and the Law
LAW 424* Health Care Reimbursement Programs
LAW 425 Hospital Law
LAW 434 Public Health Law
LAW 462 Insurance Law
LAW 472 Mental Health Law
LAW 701 Legal and Public Policy Aspects of Medical Ethics
LAW 702 Elder Law
LAW 706 Health Policy and the Law
LAW 711 Legal Aspects of AIDS
LAW 718* Managed Care
LAW 720* Antitrust Issues in Health Care
LAW 722 Employment Law Issues for Health Care Providers
LAW 724 Medical Malpractice
LAW 728 Food and Drug Law
LAW 732 Dispute Resolution in the Health Care Setting
LAW 734 Health Care Contracts

*Requires approval of the Director of the Health Law Institute
MASTER OF ARTS/MASTER OF SCIENCE:  
INTERNATIONAL PUBLIC SERVICE MANAGEMENT:  
LOOP & LINCOLN PARK CAMPUSSES

ADMISSION REQUIREMENTS

Students must meet the admission requirements of both the M.A. in International Studies and the M.S. 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; and (3) foreign language and foreign living experience. 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 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. 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

Successful completion of 56 quarter hours of graduate credit. Each course carries four quarter hours unless otherwise specified.

<table>
<thead>
<tr>
<th>Core Courses (44 quarter hours)</th>
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<tbody>
<tr>
<td>MPS 500  Introduction to Public Service Management</td>
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<td>MPS 510  International Dimensions of Public Service</td>
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<td>MPS 541  Economic Foundations of Public Service or MPS 515 Financial Administration</td>
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<td>MPS 542  Policy Design and Analysis</td>
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<td>MPS 557  Need Assessment and Program Evaluation or MPS 523 Evaluation of Organizational Effectiveness</td>
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<td>MPS 582  Research Methods in Public Service</td>
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<td>INT 401  Proseminar in International Studies</td>
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<td>INT 402  Complex Social Organization</td>
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<td>INT 403  Movements, Regimes, and Ideologies</td>
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<td>INT 405  Economies in the International Context</td>
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<td>INT 406  Seminar in Global Geography</td>
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<tr>
<th>Thesis Courses (8 quarter hours)</th>
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<tr>
<td>INT 590  Thesis Research I: Directed Research</td>
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<td>INT 592  Thesis Research II: Thesis Writing</td>
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<tr>
<th>Elective Course (4 quarter hours)</th>
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<tr>
<td>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.</td>
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JURIS DOCTORATE/MASTER OF SCIENCE IN PUBLIC SERVICES MANAGEMENT

LOOP CAMPUS

The College of Law and the College of Liberal Arts and Sciences offer a joint degree program leading to a Juris Doctorate (J.D.) and to the Master of Science (M.S.) in Public Services Management. The program is designed to enable students to develop skills of legal analysis and the organizational, policy and budgeting tools necessary for the effective management of nonprofit organizations and government agencies. By cross-counting certain courses, the joint program can be completed in four years.

ADMISSION REQUIREMENTS

Students must apply and be accepted to the College of Law and the College of Liberal Arts and Sciences in Public Service Management, and then to the joint program. Contact the Program Director, Public Services Management, for details.

CERTIFICATE PROGRAMS

ADMISSION REQUIREMENTS

Application for admission to a 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 Services Management, except that letters of recommendation are not required.

Students desiring to take more than 12 hours must be admitted to a degree program. If a student elects to pursue both a certificate and the M.S. degree within the Public Services Graduate Program, one certificate course 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 IN ADMINISTRATIVE FOUNDATIONS OF PUBLIC SERVICE: LOOP, NAPERVILLE AND LAKE COUNTY CAMPUSSES

CERTIFICATE REQUIREMENTS

This program is designed for individuals who wish to pursue course work in a specific area of public service administration.

This 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: LOOP, NAPERVILLE AND LAKE COUNTY CAMPUSSES

CERTIFICATE REQUIREMENTS

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. In three courses, 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.

Successful completion of a minimum of 12 quarter hours of graduate credit. Each course carries four quarter hours.

MPS 515  Financial Administration or MPS 603-Team Project
MPS 541  Economic Foundations of Public Services  
MPS 553  Advanced Financial Administration and Resource Management  

CERTIFICATE IN HEALTH CARE ADMINISTRATION: LOOP CAMPUS  

CERTIFICATE REQUIREMENTS  
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.

Successful completion of a minimum of 12 quarter hours of graduate credit. Each course carries four quarter hours.  

Required Course (four quarter hours):  
MPS 537  Health Care Delivery Systems  

Elective Courses (eight quarter hours):  
Select two from the following:  
MPS 531  Financing and Costing in Health Care  
MPS 535  Issues in Health Care  
MPS 562  Introduction to Health Law  

CERTIFICATE IN METROPOLITAN PLANNING AND DEVELOPMENT  

CERTIFICATE REQUIREMENTS  
This certificate program is 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 on the institutions of municipal and metropolitan planning and issues affecting the delivery of public services, and it explores 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.

Successful completion of a minimum of 12 quarter hours of graduate credit. Each course carries four quarter hours.  

Required Course (four quarter hours)  
MPS 571  Metropolitan Planning  

Elective Courses (eight quarter hours):  
Select two from the following:  
MPS 529  Strategic Planning  
MPS 540  Policy Implementation in a Bureaucratic and Political Context  
MPS 541  Economic Foundations of Public Service  
MPS 546  Political Feasibility Analysis  
MPS 574  Community Organization and Urban Development
COURSES

Loop Campus courses are taught primarily during the weekday evening hours. Naperville and Lake County Campus courses are taught primarily on Saturdays. 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.* The 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.**

503  
*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 in their provision of 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.

504  
*Ethics in Administration.* Two quarter hours. Examines ethical dimensions of issues faced by administrators in public service organizations.

507  
*Scholarly Writing.* This course focuses on the requirements needed to become a successful writer. In particular, it emphasizes understanding the nature of the academic discourse, accessing important and scholarly works, synthesizing different positions within a body of knowledge and understanding the construction and development of argument.

508  
*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.

510  
*International Dimensions of Public Service.* Seminar on the organization and delivery of public services outside the United States. Topics include a comparative analysis of the service sector in other nations, the role and impact of international service agencies, and international involvement of U.S. foundations and nonprofit agencies. The class features case studies and guest speakers.

511  
*Third World Development and the Role of Non-Governmental Organizations.* This course examines available research on the results of aid programs to third world countries and the implications of these findings for models of development. It considers the role assumed by first world countries, international organizations such as the European Union or the International Monetary Fund, and nonprofit organizations in third world development. Finally, it includes a critical assessment of the funding and policy decisions made by these actors and the effects they have on the global distribution of resources and the status of global equity and justice.
Voluntarism in American Society. Analysis of voluntarism in American society, including its historical development, contemporary trends, social significance and organizational implications.

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

Management of Information Technology. This course focuses on the management and use of information technology (IT). As the use of IT in society grows, particularly in business, graduates are likely to manage technology resources and to participate in IT planning and development projects as founders, sponsors, team members, managers of development, or end-user developers. Students should become effective users and evaluators of information, IT, and information services. The course explores a number of IT-related topics such as the strategic role of IT, IT planning and architecture, building the telecommunication highway system, management issues in system development, the expanding universe of computing, group support systems, intelligent systems, electronic document management and managing the human side of systems. Prerequisite: MPS 500 and 515 or 541, and permission of instructor.

Special Events Planning. Two quarter hours. Students will identify desired outcomes of events and the relationship of these outcomes to an organization's mission and fundraising initiatives. Effective event planning practices will be examined.

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.

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.

Leadership and Management. This course focuses on key factors which affect employee behavior and the nature and purposes of leader and managerial roles. In addition, it addresses recent research in leadership and management and the legal environment of personnel management. In-depth analysis of psychological systems, interpersonal relations and the relationship of rewards to performance are addressed through case studies, role playing and readings. Prerequisite: MPS 500.

Fundamentals of Human Resource Management. Two quarter hours. Focuses on factors affecting employee behavior and the nature and purposes of supervisory roles. Deals with personnel planning, selecting, motivating, evaluating and terminating employees. Prerequisite: MPS 500.

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, implement change, and evaluate organizational performance. Prerequisite: MPS 500 and 522, or equivalent with consent of instructor.

Marketing for Service Organizations. Explores the objectives, strategies, techniques and constraints which affect the marketing of government and nonprofit services.
525 **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.

526 **Local Government Administration.** Analyzes decision-making processes used in local units of government from the perspective of the chief executive officer (e.g., city manager, township supervisor, special district administrator, and park superintendent); covers daily operational aspects of municipal administration including the impact of intergovernmental relations on local government, the role of the local government professional administrator in policy implementation and regional governance of the delivery of services that cross political boundaries. The interaction of the chief executive officer, elected board members and the community will be discussed.

527 **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 the internal roles related to directly serving constituent members and organizations.

528 **Foundation Management.** Examines private and corporate foundations as a special type of public service organization. Emphasizes managing mission and resources for the public good.

529 **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.

531 **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.

534 **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, relationships among health care providers, and organizational settings in which services are delivered.

535 **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.

537 **Health Care Delivery Systems.** (cross-listed as SOC 437). Overview of the structure of 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.
Policy Implementation in a Bureaucratic and Political Context. This course discusses 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.

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 also considered.

Policy Design and Analysis. Focuses on processes and techniques of analyzing and designing public policies. Students are introduced to an analytical way of thinking that includes: defining and modeling policy problems; designing policy alternatives; evaluating policy alternatives using ethical, legal, economic, organizational, and political criteria; and anticipating problems of policy implementation. Prerequisite: MPS 515 or 541.

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

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.

Applications in Public Policy Analysis. Two quarter hours. This course employs analytical techniques to explore policy problems faced by nonprofit organizations as well as federal, state, and local units of government. It considers practical methods to use economic and public policy tools to address contemporary societal and governmental issues.


Alternatives to Traditional Public Policy Analysis. Most public policy programs focus on the economic approach to policy analysis, but that approach has been receiving increasingly critical attention. The course will review the critiques of the economic approach, including ethical and civic issues. It also introduces students to alternative approaches, such as policy analysis as argumentation and critical policy analysis. Students will consider the effects that these different approaches may have on issues of social justice and equity as embodied in public policy decisions.

Need Assessment and Program Evaluation. Prepares students to conduct need assessments and program evaluations, which are foundational components for policy analysis and for 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.
561 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.

562 Introduction to Health Law. Introduces students to the legal system. Examines legal materials, including statutes, judicial opinion, and administrative regulations. Basic legal research and writing skills are taught.

563 Law and Public Policy. Examines how legislation and administrative procedures direct and constrain the exercise of administrative discretion by public officials, while ensuring accountability and fair treatment of the public. Discusses judicial review of administrative acts through the use of cases and other materials. Covers liability and authority of officials and how these affect citizens' rights and compliance with federal and state mandates.

571 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.

572 Urban Poverty Seminar. Through readings, case studies and projects, students explore the causes and conditions of urban poverty, together with a selective analysis of how public policy and service agencies address human need.

573 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.

574 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.

580 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; Introduces students to statistical software.

581 Advanced Quantitative Methods. Explores statistical tools for public service research, including the binomial distribution, multiple regression analysis and non-parametric tests. The course involves the use of statistical software. Prerequisite: permission of instructor.

582 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. Prerequisite: MPS 503 and MPS 580 or 581 or equivalent with consent of instructor.

585 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.
Practicum in Administration and Policy Analysis I. Students carry out practicum projects designed in MPS 585. Fieldwork 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.

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 Program Director and instructor.

Thesis Research II. Continuation course for students whose research projects extend significantly beyond what they can finish in MPS 598. **Prerequisite:** MPS 598 and consent of Program Director and instructor.

Independent Study. Variable credit. Individually supervised learning experience, usually involving extensive library research and writing. **Prerequisite:** consent of Program Director and instructor.

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 and Internship Director.

Candidacy Continuation. Non-credit. Required of students who are not registered for regular courses but 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. Fieldwork 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 Program Director and instructor.

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

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

Seminar in Higher Education Administration. In-depth examination of selected issues in higher education administration. Topics vary each term. May be taken more than once.

**HEALTH LAW AND POLICY**

**Note:** Law courses are taught on a semester basis (14 weeks of class). Core Courses MPS 500 through MPS 562 must be completed prior to enrollment in any of the following courses. The courses listed below are each worth three semester hours (4.5 quarter hours).

MPS 500, 541, 542, 557, 562, 580, 582, 585 and 595. Descriptions are provided above.
Sexuality, Sexual Orientation and the Law. Examines the developing law addressed to issues of privacy by reference to reproduction, abortion and sodomy; issues of discrimination will be considered by reference to issues of gender discrimination and sexual orientation. The medicalization of sex, gender and sexuality will be considered with particular reference to psychiatry. Focus on legal issues will include military exclusion, speech and association sexual speech or education law. Other current topics being addressed will include anti-civil rights initiatives, same sex marriage, gay and lesbian parenting, workplace discrimination law, forcible sex, intergenerational sex and trans-gender issues.

Health Care Reimbursement Programs. Examines the types of reimbursement systems, including charge-based preferred provider organizations, cost-based reimbursement, prospective reimbursement, budget review, diagnosis-related groups, capitalization, and case management. Includes a study of Medicare inpatient, outpatient and physician services; conditions of participation; co-payments and deductibles; conditions of participation for providers; fiscal intermediaries; utilization; and fraud and abuse; as well as a study of Medicaid reimbursement principles, review activities, fraud and abuse, and audits.

Hospital Law. An overview of the common law and statutory law affecting institutions providing health care. Topics include: 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.

Public Health Law. An examination of the various government entities involved in reviewing specific areas of public health policy law. 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 limitation of the methods of public health regulation, and current public health problems which require legal responses.

Insurance Law. Provides a comprehensive overview of the basic principles of insurance law, including: a review of how the business of insurance has developed to meet contemporary business and consumer needs; the significance of insurance in modern business; and the importance of insurance and insurance law in the current practice of law. The course also reviews some of the ways in which legislators, regulators and the courts have intervened in the operations of the insurance marketplace, the purposes for such interventions, and whether such purposes have been served, and whether such interventions have resulted in negative unintended consequences.

Mental Health Law. Examines significant issues in law and psychiatry and involves in depth research and writing. Subjects include: regulation of mental health professionals, malpractice, informed consent, confidentiality, incompetency, guardianship, commitment, and mental health issues related to the criminal law.
LAW 701  **Legal and Public Policy Aspects of Medical Ethics.** Explores the interaction of law and ethics in providing the foundation for policy and decision making in medical practice and bio-medical activities. Examines the field of bioethics, considers ethical theories, and deals with a number of areas of current controversy: withholding and withdrawing treatment, terminating life, withholding treatment from handicapped newborns, organ transplantation, and the rationing of medical care. Fundamental issues in medical ethics will also be examined including confidentiality, truth-telling, paternalism and autonomy.

LAW 702  **Elder Law.** This course will analyze various aspects of the issues creating the new legal specialty of Elder Law. The broad range of topics discussed include competency, guardianship, ethical consideration, surrogate decision-making, advance directives, selected aspects of Medicare and Medicaid, discrimination, abuse, advocacy, long-term care alternatives and estate planning. Emphasis will be placed on the special needs of this client base.

LAW 706  **Health Policy and the Law.** Introduces 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. 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 their goal of good profits.

LAW 711  **Legal Aspects of AIDS.** Examines a number of significant legal and policy issues raised by acquired immune deficiency syndrome (AIDS). Involves discussion of materials assigned for each class period. In addition, each student will select a research topic and write a paper on that topic. A schedule of assignments for the research paper will be provided.

LAW 718  **Managed Care.** Examines managed care and integrated health care organizations as a means for delivery of health care services. An effort will be made to determine the extent to which these developments are an adequate response to the demand for health care reform. The course will consider strategic choices in the representation of health care providers, patients and others in the managed care setting. Particular attention will be given to legislative response to managed care in the areas of patient care, limits on treatment, and restrictions on physicians.

LAW 720  **Antitrust Issues in Health Care.** Provides a foundation in antitrust law and current health care applications; offers information on the counseling process in complex factual and legal contexts; explores approaches to dealing with government antitrust enforcers and their operation methods; and utilizes examples of complex litigation.

LAW 722  **Employment Law Issues for Health Care Providers.** Focuses upon current labor and employment law issues of importance to the health care industry. Topics include: employment discrimination; health care bargaining units; employment-at-will; occupational safety and health; litigation management; liability for employee exposure and contraction of infectious disease; AIDS and the health care employer; employment law issues attendant to corporate restructuring and joint venturing; wage and hour standards; drug and alcohol abuse; and affirmative action requirements for health care providers. Each of the topics will be reviewed in the context of the issues and problems confronting health care providers with a specific emphasis on preventative risk management strategies.
PUBLIC SERVICES

LAW 724  Medical Malpractice. Surveys medical malpractice law and medical negligence. There will be some emphasis on medical malpractice law in Illinois. Topics include: evolution of medical malpractice, theories and causes of action including, but not limited to, parties, negligence, battery, informed consent, respondent superior, apparent agency, res ipsa, hospital corporate negligence, negligent infliction of emotional distress, proximate causation, and statute of limitations.

LAW 728  Food and Drug Law. Deals with the development of regulations of food, drug, biologics, blood products, medical devices, and cosmetics. Emphasis is placed on Federal Drug Administration (FDA) enforcement, with some attention to state statutes. FDA practices and procedures will be examined in detail, and special emphasis will be given to regulations of human drugs and medical devices.

LAW 732  Dispute Resolution in the Health Care Setting. Provides an overview of the major dispute resolution processes: the hybrid processes and criticisms of the processes; and reviews interviewing and counseling, negotiation, mediation, adjudication, mini-trials, and substantive areas of dispute resolution, as well as ethical issues and professional liability.

LAW 734  Health Care Contracts. 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, the validity of contracts for exclusive services, and preferential fee structures of insurers.
DEPARTMENT OF SOCIOLOGY

FACULTY

RICHARD T. SCHAFFER, PH.D.
Professor and Chair
University of Chicago

JULIE E. ARTIS, PH.D.
Assistant Professor
Indiana University

ROSEMARY S. BANNAN, PH.D.
Professor
Loyola University

MICHAEL I. BENNETT, PH.D.
Assistant Professor
University of Chicago

JUDITH A. BOOTCHECK, PH.D.
Associate Professor
Purdue University

GRACE BUDRYS, PH.D.
Professor
University of Chicago

KENNETH FIDEL, PH.D.
Associate Professor
Washington University

ROBERTA GARNER, PH.D.
Professor
University of Chicago

JOHN P. KOVAL, PH.D.
Associate Professor
University of Oregon, Eugene

ROBERT M. LOMBARDO, PH. D.
Lecturer
University of Illinois, Chicago

THEODORIC MANLEY, JR. PH.D.
Associate Professor
University of Chicago

LARRY MAYO, PH.D.
Associate Professor
University of California, Berkley

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

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

CHARLES STEVENS, PH.D.
Associate Professor
Northwestern University

CHARLES SUCHAR, PH.D.
Professor
Northwestern University

JOYCE SWEENY, PH.D.
Professor
Northwestern University

DEENA A. WEINSTEIN, PH.D.
Professor
Purdue University

PURPOSES

The graduate program in Sociology enables 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.

Assistantships and tuition remission scholarships are available to graduate students. Additional information is available upon written request to the chair of the Department of Sociology.

PROGRAM

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.
ADMISSION REQUIREMENTS

The department accepts only those students with a bachelor's degree 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. Letters of reference are useful for students seeking a graduate assistantship.

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 Sociology 500 Thesis Research.

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 selects an advisor and together they will set up a committee with two additional faculty members. A thesis proposal hearing is required at the commencement of the project and an oral presentation at its completion.

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 design and carry out a research project and prepare a final research report. The student selects an advisor and a second reader.
Master of Arts in Sociology with Essay
SOC 405   Sociological Perspectives
SOC 411   Social Research Methodology
SOC 412   Data Analysis
Nine additional courses.

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. The student selects an advisor and a second reader.

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. Students 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

401   Advanced Introduction to Sociology. A focused and intense 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 successfully engage in the department's graduate program.

405   Sociological Perspectives. Examines sociological theories, methods and concepts through a study of the work of classical and contemporary sociologists.

411   Social Research. This course focuses on the logic of sociological inquiry, ethical issues of research, the different 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.

413   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.

414   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 reviewing the literature relevant to a sociological topic or subfield selected by the student.

Courses in Specialized Areas

Urban Studies

420   Urban Sociology. Introduction to advanced level studies in applied urban sociology with a focus on contemporary urban theory, research, and policy issues.

421   Urban Anthropology. Theories and methods of contemporary anthropology are employed to analyze a variety of topics and 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 573). Quantitative and qualitative analysis of urban issues including needs assessment, program and process evaluation, 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 discussion of a major component of urban life with a focus on federal and local policies, programs, and issues.

**Strategies of Community Organizations.** Strategies and techniques used in the formation and process of community organizations.

**Policies and Urban Development** (cross-listed as MPS 574). Sequel to SOC 425. Analysis of how community agencies with not-for-profits and private institutions can be 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, Population Problems, and Collective Behavior.

**Health, Education and Welfare**

**Medical Sociology** (cross-listed as MPS 534). Analysis of the social system of health care: practitioners, organizations, patients, and their multiple interrelationships. An evaluation of problems in health-care delivery systems.

**Social Services in Contemporary Societies.** Analysis of the concept of welfare, evaluation of the social organization of welfare and the problems of welfare service systems. The interrelationships between welfare and the family, employment, health and crime are explored.

**The Sociology of Education.** Analysis of educational organizations and their effects—including characteristics of institutional structures, teaching as an occupation, and the relationship between educational attainment and social mobility.

**Youth Services: Health and Welfare.** Review of research on various youth problems (e.g., substance abuse, pregnancy, runaways) and consideration of efforts at amelioration and control.

**The Structure of Health Care Organizations.** A case study approach emphasizing the interaction of the clinical, administrative, and other components of the health care team, the formulation of policy, and the control and distribution of resources.

**Youth Service Delivery Systems.** Consideration of the current state of youth services in Illinois. Analysis of the administration of agencies and their programs: program design, the funding process, intervention strategies.

**Health Care Delivery Systems** (cross-listed 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, Population Problems, 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 (cross-listed as MPS 544). 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.

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. Perspectives on 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 emphases 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 racial, ethnic, gender, sexual orientation, and differentially abled groups emphasizing processes of group formation, patterns of prejudice and discrimination, and an evaluation of methods to eradicate prejudice and 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.** Research and theory 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). Theory and research on roles of men and women, sexual behavior, and patterns of gender inequality.

**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.** An examination of population related problems and issues facing nations today. Selected topics include comparative population policies and their societal implications, population control, mortality patterns, changing patterns of illness and epidemic disease, contemporary migration and refugee patterns and related national policies, and the societal responses to changing age structures.

**Work, Leisure and the Quality of Life** (cross-listed as MLS 443). Examination of the nature, meaning and history of work and leisure in Western culture; and the relationship of work and leisure to issues associated with the contemporary concept of “quality of life.”

**Work and Leisure in the Future.** There has been 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 as 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 and students of society in order that they may examine the contributions of the African American community to American culture; gain a functional understanding of the social, economic and political development of African Americans in the United States; gain an insight into problems created by racism and the social construction of race.

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 the African American community. Contributions of social scientists and social activists will be used to demonstrate this perspective and to discuss 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 course 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.
CORE COURSE FACULTY

ELIZABETH A. KELLY, PH.D.
Associate Professor (Political Science)
and Program Director
Rutgers University

MARIÁ BÉRTAN-VOCAL, PH.D.
Associate Professor (Modern Languages)
University of California, Riverside

PEG BIRMINGHAM, PH.D.
Associate Professor (Philosophy)
Duquesne University

SUSAN CLARKE, M.L.S.
(Library)
Rosary College

CAROL KIMIKO CYGANOWSKI, PH.D.
Associate Professor (English)
University of Chicago

FRIDA KERNER FURMAN, PH.D.
Associate Professor (Religious Studies)
University of Southern California

Teresia M. HINGA, PH.D.
Assistant Professor (Religious Studies)
University of Lancaster

SANDRA JACKSON, PH.D.
Associate Professor (Education)
University of California, Berkeley

JEANNE LADUK, PH.D.
Associate Professor (Mathematics)
University of Oregon

MARY JEANNE LARRABEE, PH.D.
Professor (Philosophy and Women's Studies)
University of Toronto

SUSAN LEIGH, M.F.A.
Associate Professor (Theatre)
Temple University

ELIZABETH LILLEHOI, PH.D.
Associate Professor (Art)
Columbia University

SUSAN POLUSNY, PH.D., R.N.
Assistant Professor and Chair
(Nursing)
University of Illinois at Chicago

ANN RUSSO, PH.D.
Assistant Professor (Women's Studies)
University of Illinois, Urbana

BARBARA SCHAFER, M.A.
Sexual Harassment Ombudsperson and Instructor (English)
Washington University

BARBARA SPECHTER, PH.D.
Associate Professor (Communication)
Northwestern University

NAOMI STEINBERG, PH.D.
Associate Professor (Religious Studies)
Columbia University

ELIZABETH-ANNE STEWART, D.MIN.
(University Ministry and Religious Studies)
Graduate Theological Foundation

JACQUELINE TAYLOR, PH.D.
Professor (Communication)
University of Texas

MIDGE WILSON, PH.D.
Professor (Psychology)
University of North Carolina
PURPOSES

W

omen’s Studies is an interdisciplinary program offering a major and minor. Wom-

en’s Studies courses focus on women’s accomplishments, conditions, and contrib-

utions within their cultural and cross-cultural contexts, thus illuminating the

values implicit in women’s place in society. The theoretical constructs of Women’s Studies look

to the social, cultural, and historical constructions of gender, considering the distinction

between concepts of gender and biological sex differences. Looking at gender as a determinant

across and through disciplines, Women’s Studies crosses the boundaries of traditional fields

of study, offering fresh views of their subject matter and creating a new coherent way of under-

standing human experience. The theory-building of Women’s Studies, now generally know as

Feminist Theories, works both within and across disciplines to analyze the origins and effects

of power, dominance, and gender.

PROGRAMS

The department offers graduate work leading to the master’s degree through either the Mas-
ter 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 gradu-
ate 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 Inter-
disciplinary 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 Woman’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 his-
torical 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 under-
standing 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.

438 **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.

440 **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.

450 **Selected Topics on Women in Literature** (cross-listed as MLS 467 or 480). Topics vary. See schedule for current offering.

455 **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.

460 **Gender and Society** (cross-listed as MLS 447 and SOC 470). Theory and research on roles of men and women, sexual behavior, and patterns of gender equality.

470 **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.

480 **Selected Topics: Women, Self and Society** (cross-listed as MLS 468 and WMS 394). Topics vary. See schedule for current offerings.

490 **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.

491 **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.

495 **Special Topics in Women's Studies**. Topics vary. See schedule for current offerings.

498 **Foreign Study**.

499 **Independent Study. Permission of Women's Studies Program Director required.**
MASTER OF ARTS IN WRITING

PURPOSES

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.

Courses in the Master of Arts in Writing program are currently offered at DePaul's Lincoln Park and Naperville campuses. Students may complete their degree requirements with courses taken at either location.

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.
- Scores in the general Graduate Record Examination, though not required, are recommended and may be submitted to strengthen an application. Students applying for a graduate assistantship must submit these GRE scores. Two letters of recommendation attesting to the candidate's ability to succeed in graduate study are recommended for all applicants and required of those applying for a graduate assistantship.

DEGREE REQUIREMENTS

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

Language and Style Core (choose two courses)
ENG 402  History of English Prose Style
ENG 408  Stylistics
ENG 416  Structure of Modern English
ENG 426  History of the Essay

Rhetoric and Composition Core (choose two courses)
ENG 403  History of Rhetoric I: Classical Rhetoric
ENG 404  History of Rhetoric II: Rhetoric in the Renaissance and the 18th Century
ENG 405  History of Rhetoric III: Modern Rhetoric
ENG 483  Composition Theory

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

Business and Professional Writing
ENG 406  Multicultural Rhetorics
ENG 490  Writing for Magazines
ENG 491  Science Writing
ENG 494  Writing in the Professions
ENG 495  Technical Writing
ENG 496  Editing
ENG 409  Topics in Language, Writing, and Rhetoric (selected)
MWR 509  Internship (selected)

Literary Writing
ENG 487  Travel Writing
ENG 488  Screenwriting
ENG 490  Writing for Magazines
ENG 491  Science Writing
ENG 492  Writing Fiction
ENG 493 Writing Poetry
ENG 496 Editing
ENG 497 Writing the Literature of Fact
ENG 409 Topics in Language, Writing, and Rhetoric (selected)
MWR 509 Internship (selected)

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.

GOOD STANDING AND DEGREE CANDIDACY
To progress in the program, students must maintain good standing and must achieve candidacy by passing a qualifying examination.

GOOD STANDING
To continue in good standing, 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.

DEGREE CANDIDACY
Students must achieve a grade of “pass” on a written qualifying examination taken after they have completed at least two courses and before they begin a sixth course. Offered in December, March, and June, the examination is based on a published reading list and is composed and evaluated by a committee of three members of the program faculty. Students who do not take the examination or who receive a grade of “no pass” on it may not proceed beyond a fifth course in the program. The examination may be retaken once; a student who receives a second grade of “no pass” may not continue in the program.

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.

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 style, including linguistic, rhetorical and literary perspectives on style.

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

ENG 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.

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.

ENG 487 Travel Writing. Writing travel essays; history and forms of the literary travel essay; writing about travel for the book and magazine market.


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 introduction to various aspects of technical writing, including readability, document design, editing, and usability.

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. **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. **Prerequisite:** written permission of the supervising faculty member and of the program director.
ADMINISTRATION
QUINTIN VARGAS, PH.D.
Dean
CHARLES DOYLE, M.A.
Assistant Dean and Certification Officer
MARIANNE C. MURPHY, J.D.
Assistant Dean and Certification Officer
KELLIE O’DONOGHUE, B.B.A.
Operations Manager
MARGARET STRZYNSKI, M.F.
Budget Manager

ADVISING CENTER
KEVIN BOGUE, B.S.
Academic Advisor
LYNN BRYAN, M.Ed.
Director of Education Career Services
MAURICE BULLETT, M.S.
Director of Student Teaching
DOLORES EDER, Ed.D.
Tutoring Coordinator
SHELON FREENEY, B.A.
Academic Advisor
NANCY HASHIMOTO, B.S.
Academic Advisor
DENISE KRUEGER, B.A.
Senior Academic Advisor and Certification Officer
ALVIN LUBOV, M.Ed.
Director of Clinical Experiences
CHERYL MASSEY
Office Assistant to Graduate Program
THOMAS MCINTOSH
Advising Office Assistant

PROGRAMS
Curriculum Studies
Educational Leadership
Including Doctorate of Education
Human Services and Counseling
Language, Literacy and Specialized Instruction
Social and Cultural Studies in Education and Human Development
Teaching and Learning (Early Childhood, Elementary and Secondary)
PURPOSES

DePaul University, founded on Judeo-Christian principles, continues to assert the relevance of these principles through higher education to our students. 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

QUINTIN VARGAS, PH.D.
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University of Michigan, Ann Arbor

ENORA R. BROWN, PH.D.
Associate 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

JAMES DUIGNAN, M.F.A.
Assistant Professor
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

ANNA MARIE FRANK, ED.D.
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National Louis University

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

WILLIAM E. GORMAN, ED.D.
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Northwestern University

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Loyola University of Chicago

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Miami University

SANDRA JACKSON, PH.D.
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RAFAELA WEFFER, Ph.D.
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Illinois Institute of Technology

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Michigan State University

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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.

As an urban institution, the School is committed to improving primary and secondary education in the metropolitan area and, in particular, in the city of Chicago, by training professional urban educators. Framed within a commitment to diversity the School of Education prepares all of its students to be "Urban Professional Multicultural Educators" who:

1. Integrate theory and practice.
2. Consider multiple perspectives.
3. Exhibit Vincentian personalism.
4. Promote positive transformation.
5. Function as life long learners.

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 20-25 page 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 six 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 04 Early Childhood Education
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 Administrative Endorsement
   Superintendent Endorsement

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 273 of the Graduate Bulletin for additional university requirements and deadlines.
SCHOOL OF EDUCATION

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 for M.Ed.; 56 quarter hours for M.A.
Three Social and Cultural Studies 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
SCG 406 Human Development and Learning, Secondary
SCG 439 Philosophy and Psychology of Middle Level Education

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
CS 591 Curriculum Theorizing: Multiple Lenses

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 (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 the 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 12 courses (48 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:

A&S 599  Thesis Seminar in Education Leadership.

The master's thesis is written to fulfill the requirements of this course. An oral examination on the thesis is required (4 quarter hours).

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

A&S 606  Review of Literature

A&S 607  Integrative Paper

**Illinois Athletic Coaching Certification**

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

PE 450  Psychology of Sport Behavior and Athletic Performance

PE 451  Current Issues and Trends in Athletics and Physical Education

PE 452  Exercise Science and Sport

PE 456  Medical and Legal Aspects of Coaching

PE 457  Advanced Coaching Theories and Techniques

**HUMAN SERVICES AND COUNSELING**

The Human Services and Counseling programs present a core of courses designed to provide professionals with skills, mastery of theoretical frameworks and competencies that 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 with young children and families as a child support specialist or family support specialist, teaching, pastoral and parish ministry, human resources, working in community agencies and colleges, career development, counseling in hospitals or institutional-care settings, counseling with the aging, marriage and family counseling or counseling in a 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 disciplines in developing 1) theory and practice related to personal identity and the human life cycle, 2) leadership skills that facilitate understanding of and influence within organizational systems, and 3) effective communication skills, and 4) human potential through group and individual counseling approaches.

**ADMISSION REQUIREMENTS FOR ALL CONCENTRATIONS**

- A bachelor's degree from an accredited institution.
- GPA of 2.75 on a 4.0 scale.
- One year of successful teaching or full-time paid work experience (after bachelor's degree).
- Two letters of recommendation from professors or work supervisors.
- One official transcript from each college or university attended.
- Interview with program faculty.
DEGREE PROGRAMS

MASTER OF ARTS OR MASTER OF EDUCATION: HUMAN SERVICES AND COUNSELING

Human Services Management/Higher Education Concentration

School Guidance Concentration

Higher Education, Agencies and Family Concerns/Licensure Concentration

Family and Child Specialist in Early Intervention

Certification in Healthy Aging (Gerontology)

**Human Services Management, Higher Education Concentration**

The following major sequence in Human Service and Management, Higher Education Concentration is recommended:

**Degree Requirements**

**COURSES:** Master of Arts: A minimum of 12 courses (48 quarter hours) plus Internship/Research (six months; 300 clock hours) are required. A thesis and oral examination complete the requirements.

Master of Education: A minimum of 12 courses (48 quarter hours) plus Internship/Research (six months; 300 clock hours) are required. Review of Literature Paper and Integrative Paper complete the requirements.

- SCG 401 Advanced Developmental Psychology
- SCG 410 Introduction to Research: Purposes, Issues and Methodologies
- HSC 452 Introduction to the Counseling Profession
  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

**Management Concentration:**

- AES 498 Principles and Practices of Supervision
- AES 590 Organizational Development
- AES 596 Human Resource Management

**Higher Education Concentration:**

- HSC 465 Principles and Practices of Higher Education Personnel
- HSC 545 Counseling the College-Bound Student
- HSC 461 Use of Tests in Appraisal and Development

For Internship, the following are prerequisites: 7 complete courses including HSC 467, HSC 501, and HSC 458. Permission to be enrolled in Internship must be obtained a minimum of six weeks before the start of the quarter in which the student wishes to begin. Consult advisor for Internship application process.

- HSC 553 Internship in Human Services and Counseling I (150 clock hours; M.Ed. or M.A. research)
- HSC 554 Internship in Human Services and Counseling I (150 clock hours; M.Ed. or M.A. research)

**School Guidance Concentration**

Illinois School Service Personnel Certification Requirements:

The State of Illinois requires that a person who wishes the guidance endorsement must have or be eligible for a valid teaching certificate. If a person has two or more years of teach-
ing experience, then she or he may be eligible for endorsement (and would require only a 300 hour internship). If a person has less than two years of teaching experience, then, she or he would need to take a 600 hour school guidance internship.

**School Guidance Endorsement**

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.

**School Guidance Major Concentration**

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

**Degree Requirements**

**COURSES:** Master of Arts: minimum of 13 courses plus Internship/Research I and II for a total of 60 quarter hours. A thesis and oral examination are required.

Master of Education: minimum of 13 courses plus Internship/Research I and II for a total of 60 quarter hours. Review of Literature and Integrative Paper are required.

- **SCG 401** Advanced Developmental Psychology
- **SCG 408** Education and the Social Order
- **SCG 410** Introduction to Research: Purposes, Issues and Methodologies
- **HSC 452** Introduction to the Counseling Profession
- **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

**Life Cycle:**

- **HSC 404** Child Growth and Development: The Early Years
- **HSC 405** Life Span: Adolescents Through the Aging Years

For internship, the following are prerequisites: 9 completed courses including HSC 467, HSC 459, and HSC 458. Permission to be enrolled in Internship must be obtained a minimum of six weeks before the start of the quarter in which the student wishes to begin. Consult advisor for internship application process.

- **HSC 553** Internship in Human Services and Counseling I (150 clock hours; M.Ed. or M.A. research).
- **HSC 554** Internship in Human Services and Counseling II (150 clock hours; M.Ed. or M.A. research).

Guidance Licensure: Students having a Type 73 endorsement are eligible for licensure in Illinois (LPC). However, for advanced licensure, that is, Licensed Clinical Professional Counselor (LCPC), and national certification, it is recommended that the students complete the following four courses:

- **HSC 451** Legal and Ethical Issues in Human Services
- **HSC 454** Human Services and Counseling for Career Development
- **HSC 466** Assessment and Treatment of Chemical Dependency
- **HSC 489** Advanced Psychopathology
Family and Child Specialist in Early Intervention:
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 fostering healthy development in early childhood. The family, as partners in the choice and use of early intervention strategies with young children, will be stressed.

Degree Requirements
COURSES: Master of Arts: minimum of 16 courses plus Internship/Research I and II (six months; 300 clock hours) for a total of 72 quarter hours are required. A thesis and oral examination complete the requirements.

Master of Education: minimum of 16 courses plus Internship/Research I and II (six months; 300 clock hours) for a total of 72 quarter hours are required. Review of Literature Paper and Integrative Paper complete the requirements.

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 the 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 452 Introduction to the Counseling Profession
OR
HSC 453 Historical and Diverse Social Frameworks in Human Services
HSC 467 Counseling Theory and Psychopathology
HSC 501 Counseling Skills for Effective Human Interaction
HSC 464 Consulting in Human Services

V. Research
SCG 410 Introduction to Research: Purposes, Issues, and Methodology

VI. Internship
For Internship, the following are prerequisites: 13 completed courses including HSC 467, HSC 501 and HSC 458. Permission to be enrolled in Internship must be obtained a minimum of six weeks before the start of the quarter in which the student wishes to begin. Consult advisor for Internship application process.

HSC 553 Internship in Human Services and Counseling I (150 clock hours; M.Ed. or M.A. research);
HSC 554 Internship in Human Services and Counseling II (150 clock hours; M.Ed. or M.A. research)

Agencies, Families & Higher Education Licensure Concentration:
Licensure Track:
As of January 1, 1999, the State of Illinois requires that each person who wishes to work as a counselor have licensure, as either a Licensed Professional Counselor (LPC) or a Licensed Clinical Professional Counselor (LCPC). The course sequence below meets the educational requirements for someone who wishes to become a Licensed Clinical Professional Counselor. To meet the educational requirements, the student must 1) take each of the following courses; 2) have a 72 quarter hour master's degree; and 3) have an internship over two academic terms.

After completion of the Master's degree, in Illinois, the student can apply for Licensed Professional Counselor (LPC) status; however, to obtain licensure as a Licensed Clinical Professional Counselor (LCPC) there are further requirements needed. For more information, contact the State of Illinois Department of Professional Regulation in Springfield, Illinois. Their requirements are also listed on their web page at http://www.state.il.us/dpr/.

Degree Requirements: Agencies, Families and Higher Education Licensure Sequence

COURSES: Master of Arts: A minimum of 16 courses plus Internship/Research I and II (six months; 300 clock hours) is required (72 quarter hours). A thesis and oral examination complete the requirements.

Master of Education: A minimum of 16 courses plus Internship/Research I and II (six months; 300 clock hours) is required (72 quarter hours). Review of Literature Paper and Integrative Paper complete the requirements.

SCG 401 Advanced Developmental Psychology
SCG 410 Introduction to Research: Purposes, Issues and Methodologies
SCG 451 Legal and Ethical Issues in Human Services
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 466 Assessment and Treatment of Chemical Dependency
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
HSC 589 Advanced Psychopathology

Life Cycle:
HSC 404 Child Growth and Development: The Early Years
HSC 405 Life Span: Adolescents through the Aging Years

For internship, the following are prerequisites: 13 completed courses including HSC 467, HSC 451, HSC 459 and HSC 458. Permission to be enrolled in Internship must be obtained a minimum of six weeks before the start of the quarter in which the student wishes to begin. Consult advisor for internship application process.

HSC 553 Internship in Human Services and Counseling I (150 clock hours; M.Ed. or M.A. research)
HSC 554 Internship in Human Services and Counseling II (150 clock hours; M.Ed. or M.A. research)

Electives: (choose two)

Higher Education:
HSC 465 Principles and Practices of Higher Education Personnel
HSC 456 Counseling the College-Bound Student
SCHOOL OF EDUCATION

Child and Family:
HSC 409  Child and Family in the Multicultural Community
HSC 440  Family and Child Assessment Techniques

Administration and Supervision:
HSC 464  Consulting in Human Services
HSC 452  Introduction to the Counseling Profession
HSC 410  Administration/Supervision of HSC Programs
A&S 590  Organizational Development
A&S 596  Human Resource Management

HEALTHY AGING (GERONTOLOGY) CERTIFICATION:
NAPERVILLE CAMPUS

This certification program is innovative in its focus on healthy aging and having a multi disciplinary faculty from Counseling, Physical Education, and Nursing departments. It examines the continuum of aging as persons developmentally progressing from healthy aging with concerns about health, nutrition, retirement, family support systems and intergenerational communication to the needs of the frail elderly including slipping health, loss and death.

ADMISSION REQUIREMENTS
Applicants must have one of the following:
• A bachelor's degree from an accredited college or university.
• Licensure as a registered nurse or
• If a person does not have a bachelor's degree, he or she must have two years work experience with the aging population
• All applicants must have a 2.75 GPA.
• Two letters of recommendation are required.
• A personal interview with program faculty is necessary.

DEGREE REQUIREMENTS
HSC 481  Assessment and Counseling to Healthy Aging and Families
HSC 483  Aging Human Development and Holistic Wellness
HSC 485  Meeting the Health Needs of Older Adults
HSC 487  Introduction to Healthy Aging Frameworks
HSC 468  Current Issues in Human Services and Counseling

For internship, the following are prerequisites: completion of four of the five courses are required. Permission to be enrolled in Internship must be obtained a minimum of six weeks before the start of the quarter in which the student wishes to begin. Consult advisor for Internship application process.
HSC 453  Internship in Human Services and Counseling I (150 clock hours; reflective paper)
HSC 454  Internship in Human Services and Counseling II (150 clock hours; reflective paper)

This sequence leads to DePaul University Certification in Healthy Aging (Gerontology). It includes the courses and clinical experiences needed to fulfill the gerontological requirements in Counseling, Social Work and Nursing for certification.

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 prepares students to
work primarily as classroom teachers and resource specialists, but also as professionals in clinics or private practice. Coursework focuses on a theoretical understanding of reading and learning disabilities in individuals of all ages. Students learn assessment techniques and diagnostic strategies that produce appropriate classroom modifications and remedial programming. Practicum courses provide experiences in the assessment, diagnosis and remediation of children and adolescents with reading and other learning disabilities.

**SOCIAL/EMOTIONAL DISORDERS CONCENTRATION**

The Social/Emotional Disorders concentration prepares professionals to work primarily as classroom teachers in public or private schools, but also as professionals in hospitals and/or clinics. Through the 13 course sequence students develop an understanding of the factors that contribute to social and emotional problems based on developmental theories and research in education, psychology, and psychiatry. Students develop skills for assessing and identifying children and youth with social or emotional disorders. They also learn classroom and behavior management strategies; collaboration skills, and strategies for implementing academic and social-emotional curricula.

**BILINGUAL/ESL CONCENTRATION**

The Bilingual/ESL concentration prepares students to serve as classroom teachers, resource specialists, and consultants to programs serving children and youth whose first language is other than English. A six course sequence leads toward approval/endorsement in Bilingual Education and/or English as a Second Language. Proficiency in a second language is required for the Bilingual approval. Proficiency is not required for the ESL endorsement.

**READING AND LEARNING LAB**

Operated in conjunction with the concentration in Reading and Learning Disabilities, the Reading and Learning Lab provides diagnostic and remedial services for children and adolescents with specific reading or other learning disabilities. Graduate students who are enrolled in advanced courses provide diagnostic and remedial services to children and adolescents in the Chicago area. These advanced graduate students, supervised by program faculty, 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**

**MASTER OF ARTS OR MASTER OF EDUCATION: SOCIAL/EMOTIONAL DISORDERS**

**Certificates, Endorsements, and Approvals**

Type 10 Certification: Learning Disabilities, Social/Emotional Disorders
Reading Specialist Approval
Behavioral Disorders Approval
Bilingual Education Approval
English as a Second Language Approval
Specializations
Bilingual Learning Disabilities
Bilingual Social/Emotional Disorders

Certification Requirements
In order to earn a Type 10 certificate, individuals must possess a valid teaching certificate from the State of Illinois and one year of teaching experience prior to applying for the Type 10 certificate. Students may earn elementary or secondary certification at the graduate level concurrently with the degree in Reading and L.D. or Social/Emotional Disorders. (See the certification officer or program faculty for specific information concerning certification or approvals.

READING AND LEARNING DISABILITIES CONCENTRATION

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 the Social Order
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 Children and Adolescents with Social/Emotional Disorders
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
Elective: one elective course in place of LSI 549 (M.Ed. degree students only)

Thesis and Oral Examination or Papers
Master of Arts:
LSI 549 Thesis Research in Specialized Instruction
  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.

SOCIAL/EMOTIONAL DISORDERS CONCENTRATION

Degree Requirements
Prerequisite: One course in Educational Psychology, Child Development, Psychology of Learning, Developmental Psychology, or equivalent course.
COURSES: Minimum of 13 courses (52 quarter hours)
SCG 408 Education and the Social Order
SCG 410 Introduction to Research: Purposes, Issues, and Methodologies
LSI 442 Characteristics of the Exceptional Learner
LSI 443 Psychological Tests and Methods in Diagnosis
LSI 451 Characteristics and Diagnosis of Behavior-Disordered Children and Adolescents
LSI 452 Methods of Teaching the Behavior-Disordered Child and Adolescent
HSC 458 Group Process
HSC 464 Consulting in Human Services
HSC 467 Counseling Theory and Psychopathology
PSY 454 Behavior Modification
LSI 550 Assessment and Instruction in Social/Emotional Disorders: Practicum I
LSI 551 Assessment and Instruction in Social/Emotional Disorders: Practicum II
Elective: One elective course in place of LSI 549 (M.Ed. degree students only)

Thesis and Oral Examination or Papers
Master of Arts:
LSI 549 Thesis Research in Specialized Instruction
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 social/emotional disorders.

BILINGUAL/ESL CONCENTRATION

Admission Requirements
In addition to the general requirements stated at the beginning of this section, the following is required:
• Students must have a teaching certificate or be in a program leading to their first teaching certificate.
• Satisfactory completion of a state approved language examination in a language other than English (bilingual approval only).

Bilingual Approval
Courses: Six courses at 4.5 credit hours. (27 quarter hours meets the requirements for 18 semester 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

ESL Approval
Courses: Six courses at 4.5 credit hours. (27 quarter hours meets the requirements for 18 semester hours)
LSI 404 Child Rearing Across Cultures
CS 526 Foundations of ESL
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

Seven courses are required for approval in both Bilingual and ESL. All courses for the Bilingual and ESL approvals must be taken for 4.5 credit hours. Proficiency in a second language is not required for the ESL approval. Students who wish to specialize in bilingual learning disabilities or bilingual social/emotional disorders should see a program faculty member.

SOCIAL AND CULTURAL STUDIES IN EDUCATION AND HUMAN DEVELOPMENT (SCSEHD)

MISSION
The Social and Cultural Studies in Education and Human Development Program is committed to social justice and to an interdisciplinary approach to the critical study of education and human development. The program's basic premise is that education is a social and cultural process that 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. Within this framework, 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 SCSEHD 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 complex dynamic interplay between the individual, society and sociocultural processes that unfold in multiple educational contexts. The study of these processes is informed by an ethical disposition that values the critical examination of assumptions regarding what is normative. The philosophical question of human development—what it means to be human—is explored within various 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 educational processes at the site of institutions and the systemic reproduction of inequality within society. The program considers, for example, public policies and institutional practices and issues such as testing, measurement, tracking and labeling, curriculum development, funding, cultural policy and community involvement. This examination involves extending the meaning of education to include the study of cultural forces outside of schools such as television, the media, popular culture, cultural policy and more.

PROGRAM DESCRIPTION
MASTER OF ARTS: SOCIAL AND CULTURAL STUDIES IN EDUCATION
The Master of Arts in Social and Cultural Studies in Education is an interdisciplinary academic program designed to appeal to students seeking alternatives to more specialized or technical programs of study in education. This program is designed to attract teachers, administrators and individuals with bachelor degrees who have a broad interest in educational issues and who may not be professional educators. We anticipate that students pursuing this degree will come from a variety of professional backgrounds involving different forms of educational work such as media, foundations, museums, community organizations, higher education, K-12 and other forms of educational work. In addition, our program should address a variety of reasons for pursuing a masters degree in Social and Cultural Studies in Education that including personal and professional enhancement, research for private foundations, adult education and training, preparation for doctoral work for a university teaching career, higher education administration and others.
The Masters degree in Social and Cultural Studies in Education links the study of education to a critical examination of culture, power and ethics in relation to social issues in both school and non-school contexts. This degree is premised on the belief that education is central to the cultural processes of making meaning because it involves the production and transmission of knowledge, the construction of subjectivities, and the learning of values and beliefs. Hence, education is central to how people learn and make emotional investments and act. Therefore education is an indispensable tool for creating conditions for social justice and democratic social change. In this context, students will examine the dynamics at work in supporting the flourishing of human agency and the redefinition of social action as an educational dynamic.

The faculty of this program bring expertise from a variety of disciplines and fields: social theory and the social construction of knowledge, philosophical and moral issues in education, the history of education, the role of education in social reproduction and social change, the role of education in the production of inequalities of race, gender, sexuality and class; socially situated theories of learning and teaching; and the social and psychological construction of selves and identities.

Given the interdisciplinary approach to the study of education of this degree program, students have the opportunity with the approval of their faculty advisor to take 16 hours of elective courses outside of the Social and Cultural Studies in Education and Human Development Program as well as the School of Education. Choices of electives include, but are not limited to, courses in departments and programs such as Communication, Philosophy, Women Studies, American Studies, International Studies, Public Policy and Sociology.

MASTERS DEGREE REQUIREMENTS
A total of 52 quarter hours or 13 courses including thesis are required for completion of a Master of Arts in Social and Cultural Studies in Education. Students have 24 hours or 6 courses of electives that are to be completed outside of the Social and Cultural Studies in Education and Human Development Program (SCSEHD). Of the 24-quarter hours or 6 courses of electives, 12 quarter hours or 3 courses are to be completed in the School of Education but outside the SCSEHD Program, and 12-quarter hours or 3 courses outside of the School of Education. For students wanting flexibility, course electives can be tailored to address professional and research issues and interests. And for those students wanting more structure, they can cluster their course electives to pursue, for example, a focus related to curriculum studies, educational leadership, human development and learning, or public service. However, the 24 quarter hours of elective courses are to be determined in consultation with a faculty advisor. Also, prior to selecting electives, students are required to complete all 4 pro-seminar core courses and both research inquiry pro-seminar courses. In addition to core courses and electives, 4 quarter hours or one course are required for the completion of the masters thesis.

ADMISSION REQUIREMENTS
Students entering the program must be able and willing to commit themselves to a program that requires time and intense work. Expectations of students applying to the program are that they show strong promise to do rigorous, critical, and creative intellectual work, be critically self-reflective about their ideas, attitudes, and values, and be committed to the academic goals of the program.

The program requirements are as follows:
• A completed School of Education Graduate Application Form.
• A bachelor's degree from an accredited institution.
• All official transcripts of undergraduate and graduate work. (Note: undergraduate GPA and academic performance will be evaluated for potential to succeed in the program.)
• Three academic letters of reference.
• A written, personal statement indicating reasons for wanting to enter the program and what
the candidate has done since receiving a bachelor’s degree.
• An interview with the admissions committee of the Social and Cultural Studies in Education
Masters Program.
• A writing sample (e.g., a term paper, seminar paper, or senior thesis or portion thereof).

For more information regarding the Masters degree in Social and Cultural Studies in Educa-
tion, and of the Social and Cultural Studies in Education and Human Development Program, faculty,
course descriptions and links please visit our homepage at http://www.depaul.edu/~educate/other/
social/. Application forms and other program materials can also be downloaded from the SCSEHD
homepage.

PROGRAM COURSES

Theoretical Required Core Courses (16 hours)
Theoretical core courses encourage and provide students the chance to critically inquire and
elaborate on ideas as well as provide the opportunity to begin developing a conceptual and
theoretical framework for their masters thesis project.

SCG 603 Proseminar: Cultural and Education
SCG 604 Proseminar: Identity and Education
SCG 608 Proseminar: Power and Education
SCG 611 Proseminar: Ethics and Education

Research Inquiry Required Core Courses (8 hours)
Research Inquiry core courses give students the opportunity to begin deciding on the research
methodology or methodologies appropriate for their mode of inquiry regarding their master’s
thesis project.

SCG 610 Introduction to Research: Purposes, Issues, and Methodologies
SCG 635 Advanced Qualitative Research Methodologies

Elective Courses (24 hours)
The intent of course electives is to provide interdisciplinary flexibility in the development of
each student’s program.

School of Education Electives (12 hours)
Non-School of Education Electives (12 hours)

Masters Thesis (4 hours)
Master Thesis Requirement:
In addition to the satisfactory completion of their course work, students are required to
write a thesis of approximately 40-55 pages. The details outlining the thesis process, from
selection of thesis chair, committee, and thesis format and conceptualization (e.g. organization
and structure), to style is set forth in the School of Education Masters Thesis Handbook.

TEACHING AND LEARNING

The Teaching and Learning graduate program prepares individuals for teaching careers in Early
Childhood Education (Birth-8 years), elementary (grades K-9) or secondary (grades 6-12) schools.
The program is designed for college graduates with a Bachelor’s degree in a field other than education
who now wish to become teachers. Students may seek secondary certification (6-12) in the following
areas: computer science, English, geography, history, social science, mathematics, modern lan-
guages (French, German, or Spanish), or science (biology, chemistry, or physics).

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 10 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 in general education necessary for Illinois State Certification will have to complete those requirements.

**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 100 clinical hours in schools.
- 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**

Early Childhood Concentration
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.

**Early Childhood 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)
Humanistic & Behavioral Studies (eight quarter hours)

**SCG 408**  Education and Society

or

**SCG 601**  Reflective Seminar

**SCG 404**  Human Development and Learning: The Early Years

Specialty Studies (28 quarter hours)

**HSC 409**  Child, Family and Multicultural Community

**T&L 406**  Language Development of the Young Child

**T&L 407**  Preprimary Programs: Curriculum and Strategy

**T&L 408**  Curriculum and Instruction in Primary Grades

**T&L 411**  Assessment in Early Childhood

**T&L 412**  Emerging Reading and Language Arts

**T&L 420**  Math and Science in Early Childhood

Guided Practice (16 quarter hours)

**T&L 400**  Clinical Experiences with Infants and Toddlers

**T&L 401**  Clinical Experiences with Young Children and Families

**T&L 402**  Clinical Experiences with Preschoolers

**T&L 403**  Clinical Experiences in Primary Grades

**T&L 595**  Early Childhood Student Teaching and Seminar

**T&L 614**  Induction into the Teaching Profession: Early Childhood

Research (4 quarter hours)

**SCG 410**  Introduction to Research: Purposes, Issues, and Methodologies

**Thesis and Oral Examination or Papers**

Master of Arts:

**T&L 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.

**T&L 606**  Review of Literature

**T&L 607**  Integrative Paper

Master of Education: Two papers in conjunction with faculty supervisors.

**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)

**T&L 409**  Professional Practice in Elementary Schools

**SCG 403**  Human Development and Learning: Elementary

Practicum Courses (20 quarter hours)

**T&L 412**  Emerging Reading and Language Arts

**T&L 413**  Reading and Language Arts in the Middle School

**T&L 415**  Teaching and Learning Elementary School Science

**T&L 416**  Teaching and Learning Elementary School Mathematics

**T&L 418**  Learning Through the Arts

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)

**T&L 585**  Elementary Student Teaching and Seminar

Induction Year (eight quarter hours)

**T&L 610**  Induction into the Teaching Profession: Elementary

Choose one of the following:

**T&L 612**  Teaching as Research

**T&L 613**  Negotiating Curriculum in the Classroom

**Thesis and Oral Examination or Papers**

Master of Arts:

**T&L 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

**T&L 606**  Review of Literature

**T&L 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)

**T&L 405**  Professional Practice in Secondary Schools

**SCG 406**  Human Development and Learning: Secondary

Practicum Courses (eight quarter hours)

Teaching in Content Field

**T&L 525**  Reading, Writing and Communicating Across the Curriculum

or

**T&L 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)

**T&L 590**  Secondary Student Teaching and Seminar

Induction Year (eight quarter hours)

**T&L 611**  Induction into the Teaching Profession

Choose one of the following:

**T&L 612**  Teaching as Research

**T&L 613**  Negotiating Curriculum in the Classroom
Thesis and Oral Examination or Papers
Master of Arts:
T&L 589  Thesis Research in Teaching and Learning: Secondary
This master’s thesis is written to fulfill the requirements of this course. An oral examination takes place on the thesis.

Master of Education: two papers in conjunction with course work
T&L 606  Review of Literature
T&L 607  Integrative Paper

Certification: Teaching certification by the State of Illinois may be attained through completion of this program. Consult with advisor 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 $19,300 and $20,300 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 information may be obtained by calling Roxanne Owens (773-325-4329). Program begins annually in June. See website or call for deadline dates (generally late February).
COURSES


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, cognitive, 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, science, and language arts. Attention will also be given to the role of teachers and schools and other institutions in fostering the healthy development and learning of young people.

SCG 404  Human Development and Learning: The Early Years. This course will focus on the developmental processes of children from birth to age 8 by beginning with the study of the young child's social, emotional, cognitive, 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 cognitive concepts. Attention will also be given to the role of teachers, schools, and other institutions in fostering the healthy development and learning of young children.

SCG 406  Human Development and Learning: Secondary. This course focuses on the multiple factors that contribute to the period of adolescence, bridging childhood and adulthood. Particular attention is given to the intrapsychic, interpersonal, biological, 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 educational 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 Society. 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, historical 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 frameworks 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 601  Reflective Seminar: Philosophy of Education. This seminar focuses on philosophical questions related to education and cultural theory. Addressed are issues of how race, ethnicity, gender, class, and/or sexual difference shape and inform beliefs and assumptions about ontology, epistemology, ethics, and/or aesthetics. Explored in particular are the educative and pedagogical effects of these beliefs and assumptions on the formation of culture and social identity. Also, the course will analyze the contributions of philosophy to the presuppositions of critical and feminist pedagogies regarding the study of pedagogy, culture, and social identity. The contributions examined include but are not limited to critical race philosophy, feminist philosophy, gay and lesbian philosophy, and socialist philosophy.
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.”

SOCIAL AND CULTURAL STUDIES IN EDUCATION, MASTER OF ARTS DEGREE (SCG)

SCG 603 **Proseminar: Culture and Education.** (Special section of 601 Reflective Seminar: Sociology of Education) This course will analyze the contributions of the field of cultural studies to critical and feminist pedagogical theories. The course will examine how these pedagogical or educational theories provide insight into understanding pedagogy as a cultural practice. Students will analyze what this means in relation to the pedagogical or educational practices and conditions that shape and are shaped by the cultural politics of race, ethnicity, class, gender, and sexuality. It is in this context that students will develop an understanding and analyze how the pedagogical effects of culture shape and impinge upon various educational institutions and sites.

SCG 604 **Proseminar: Identity and Education.** The purpose of the course is to examine the ideological effects of culture as a pedagogical practice on social identity. This course will explore theories within the area of education and cultural studies that address the question of social identity. Through these theories, students will explore how the ideological effects of culture structure individual and collective processes of self-differentiation and othering, and mobilize and produce feelings and affective states that have consequences for the production of attitudes or forms of social consciousness. Students will examine the role these processes play in the construction of individual and collective racial, ethnic, gender, class, sexual identities, and the impact of each on human relationships in society. It is in this context that students will examine how the ideological effects of culture operate pedagogically to shape social identities within educational contexts, and the implications for creating a public culture of critical citizenship.
SCG 608  **Proseminar: Power and Education.** (Special section of 408 Education and the Social Order) This course focuses on examining how power operates pedagogically within the social and cultural logics of domination and resistance. It is in this context that the course examines power relations in society, and how these power relations enter into educational discourse and practice. This involves primarily two levels of analysis. First, students will examine major social theories that allow them to raise and address questions of power within the context of modern or contemporary culture. These theoretical frameworks for example include: the Weberian tradition, neoMarxist tradition, feminist theory, the critical theory of the Frankfurt School, and critical race theory. Each of these social theory traditions conceptualizes social power in particular ways that have implications for the kinds of questions and issues that are raised in educational research. Students will explore the advantages and limitations of each in constructing their own general theory of power and education. Second, students will examine a number of contemporary issues in education that pertain to the analysis of race, ethnicity, gender, class and sexuality as systems of power and other forms of difference, as well as exploring the potential uses and limitations of various theoretical traditions in addressing these issues.

SCG 610  **Introduction to Research: Purposes, Issues and Methodologies.** (Special section of SCG 410) This course will examine the basic questions, issues and theoretical frameworks 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 a devaluing research. Students will also begin exploring possible thesis topics as they begin defining their particular research purpose, methodology and issues.

SCG 611  **Proseminar: Ethics and Education.** (Special Section of 601 Reflective Seminar: Philosophy of Education) The purpose of the course is to examine the ethical effects of culture in terms of its influence on our moral understandings and practices of education. It is in this context that students will examine the ethical themes of responsibility, accountability, caring, commitment, judgment, freedom, democracy, and justice. The exploration of these themes will, in particular, address the ethical and moral underpinnings of education as a cultural practice. At the same time, students will examine how culture as an ethical practice is pedagogical as it attempts to educate people about how to live a moral life, or how to distinguish between “right” and “wrong”. In light of these issues both abstract and concrete philosophical conceptualizations of ethics will be examined throughout the course. In particular, students will analyze the implications of these conceptualizations for moral life and for developing an ethical theory of education.
SCG 635  Advanced Qualitative Research Methodologies. This course extends the fundamental principles of educational research first introduced in SCG 410. It provides students with theoretical and practical preparation in conceptual issues in qualitative research and research design. Students will explore a variety of methodological approaches to interpretive inquiry in social science research, research design, methods of data collection, research ethics, and critical analysis. This course will prepare students to undertake the capstone master's thesis requirement.

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 overview of state-of-the-art hardware and an examination of the possibilities of a computer based classroom. Students will look at educational software and discuss how its use both influences and is influenced by curriculum and instruction; be introduced to a framework for classifying educational uses of computers; analyze selected research on educational computing; and discuss social and organizational consequences of increased computer use in schools. Hands-on experience with a variety of software and hardware will be included. General familiarity with some form of computer usage (such as word processing, games, or the internet) will be assumed.

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 447  **Teaching Writing in the Elementary and Middle School.** This course is designed to provide pre- and in-service teachers with the opportunity to study and reflect upon developmental and instructional aspects of learning and teaching writing in elementary and middle schools. Students should leave with the theoretical and practical knowledge needed to develop a coherent and developmentally appropriate writing curriculum that is an integral part of classroom practices. They will have an opportunity to experience a variety of instructional strategies as they work with elementary and middle school students and as they engage themselves in a variety of writing experiences. This course includes discussion and exploration of the uses of technology in the teaching of writing and also addresses the needs of special populations in relation to the development and assessment of written language skills.

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, listservs, 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. (Assumes a background equivalent to that provided by CS 420.)

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. A variety of media will be explored (including software, the Internet, audio, video, slides, and film). Students will create multimedia-based curriculum projects for instructional use using Web and software-based production tools.

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 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.** This course is designed to help graduate students in Curriculum Studies through the difficult process of planning, organizing, drafting, and revising their Master's papers. Students will be expected to complete a literature review and to develop a strong proposal for an integrative paper as a prelude to selecting an advisor for their Master's papers. For M.Ed. students only. **Prerequisite: six graduate courses including SCG 410 or an equivalent.**

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 a variety of educational settings. **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. $50.00 per quarter.

CS 606  **Review of Literature.** Non-credit. 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. 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 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. $50.00 per quarter.
A&S 606  Review of Literature. This paper will give students the opportunity to develop and demonstrate written competence in a subfield of their disciplines and to enhance life-long learning. Specifically, they will broaden their knowledge base and inform themselves about a topic, issue, theory, etc., reviewing and synthesizing existing literature. To do so, students will need a variety of bibliographic skills including searching data bases. In other words, student will need to be able to ask and answer such questions as “What is known about? What are major issues and themes?

A&S 607  Integrative Paper. Students will observe and/or participate in the reciprocal interaction of theory and practice, by investigating actual practice in the field as it relates to theory. This might take the form of investigating how a particular theory is applied in the field, developing a practical application of a theory, or, conversely, developing/refining a theory based on investigations made in the field. In other words, as graduates encounter new theories and practices they will need to be able to investigate and evaluate them, asking and answering questions about “How 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.
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. $50.00 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.

**HUMAN SERVICES AND COUNSELING (HSC)**

HSC 095  **Clinical Experiences.** Infants, toddlers, preschoolers and family intervention; 25 clock hours, each.

HSC 404  **Child Growth and Development: The Early Years.** Students will examine theories and research related to the physical, emotional, social, cognitive and spiritual development of young children from conception to age eight with emphasis placed on 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 will include the effects of poverty, chronic illness, adolescent parenting, child abuse, parental mental illness and/or substance abuse and siblings with a disabled or chronically ill child.

HSC 407  History and Philosophy of Early Intervention Programs. Students will trace the evolution of early intervention programs through historical and philosophical writings. Content included will be descriptions of theoretical models that form the basis of early intervention practices today. 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.

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 needs 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, currents 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.

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 481  **Assessment and Counseling to Healthy Aging and Families.** This course will provide an overview of counseling skills, group processes and family therapy skills that will facilitate healthy aging persons and their families with intergenerational communication. Different approaches to enhance interdependence and support including peer group counseling with cohorts, Life Review and Early Recollection assessment, as well as social network interventions will be introduced. Multicultural awareness, both in assessment (DSM IV, 1994) and family systems will be highlighted. Leisure, stress management and spirituality in the lives of the healthy aging will be discussed.

HSC 483  **Aging, Human Development and Holistic Wellness.** Adult and aging human development will be examined for adults 55 and older. There will be a particular emphasis on motor development and changes in motor behavior over the life span and the processes that affect them. Physical, affective and social factors, along with functional neurological changes, will be addressed for a holistic view of the aging person. Plato calls it 'functional unity'. Discussion about myths and misperceptions of older adults will be included. A variety of fitness testing techniques will be presented for students to experience, both as a test administrator and someone being tested. Nutritional, social, medical aspects as well as recreational exercise and fitness will also be included.
HSC 485  *Meeting the Health Needs of Older Adults.* This course will provide an overview of key health issues faced by older adults and their families. There will be a study of approaches to identification and measurement of health needs. There will be discussions of appropriate clinical care professionals and settings for the diagnosis and treatment of common chronic health problems of older persons. Analysis of ethical issues related to the treatment of chronic and acute illness in older adults will be discussed. The topics to be discussed would include brain and physiological aspects in organic brain syndromes including Alzheimer’s disease, acute, chronic and terminal illness, substance use and abuse, multicultural sensitivities to caring for the Aging, polypharmacy assessment, home visits and community partnerships as well as strategies in long term care and support systems for the caregiver.

HSC 487  *Introduction to Healthy Aging Frameworks.* This course will present evolving theories that focus on the healthy aging population. The demographics of aging including societal views of European, Latino, Asiatic, and American cultures will be examined. Historical and cultural philosophies of treating the elderly will be included. Developmental frameworks including stage and role theories of the aging will be discussed. A section on expanding viewpoints on aging will examine the needs, roles and rights of the aging; the role of government in the care of the aging, health care's responsibility and community partnerships, and the ethical dilemmas for caregivers regarding the care of the aging person.

New Human Services and Counseling Elective

HSC 489  *Advanced Psychopathology.* This course will focus on a continuum of mental health with an emphasis on neurotic and psychotic deviations. Specific models and methods for assessing mental status, identification of abnormal, deviant or psychopathological behavior will be presented. The use of DSMIV (1994) and Zero to Three Diagnostic Classification with its diagnostic categories will be utilized for assessment methodology. Specific attention will be given to diverse cultural perspectives in diagnosis and assessment.

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 Ivey 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. $50.00 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 (LSI)

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 of 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 neurophysiological, 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 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: LSI 443.
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: LSI 444.

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 and Diagnosis of Children and Adolescents with Behavior Disorders. Examines social, emotional, behavioral, and academic characteristics of students with emotional and behavioral disorders. Explores the origins of emotional and behavioral disorders from a developmental perspective drawing on theory and research in risk and resiliency. Screening and assessment techniques are discussed and IEP development and placement options examined. Particular emphasis is placed on developing an understanding of the numerous types of disorders within a broad category of emotional and behavioral disorders.

LSI 452  Methods of Teaching the Behavior-Disordered Child and Adolescent. Strategies for improving the social, emotional, and academic adjustment and functioning of students with emotional and behavioral disorders are examined. Students in this course will develop an understanding of: Classroom and behavior management; developing collaborative practices with multiple service providers; developing collaborative efforts with family and care providers; teaching social and emotional curricula; teaching in academic content areas; and monitoring growth and development in targeted adjustment areas.

LSI 466  First and Second Language Acquisition. Study of language theories as they relate to first and second language acquisition in children and youth; application of these theories in educational and social settings; and effective practices for fostering language, cognitive and social development.

NOTE: Registration in 540, 542, 543, and 544 requires prior permission of the LLSI 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 LLSI 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: R&L 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: R&L 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: LSI 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: LSI 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 Specialized Instruction. A Master of Arts candidate conducts original research, writes a thesis, and presents an oral defense before a committee of faculty members. Prerequisites: SCG 410 and approved thesis proposal.

LSI 550  Assessment and Instruction in Social/Emotional Disorders: Practicum I. Clinical observation and practical application of the diagnostic-remedial process by working in a supervised clinical setting with children and adolescents who have social/emotional disorders.

LSI 551  Assessment and Instruction in Social/Emotional Disorders: 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 social/emotional disorders.

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. $30.00 per quarter.

LSI 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?"

LSI 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."

LSI 643  **Misuse Analysis.** Theory and practice in misuse analysis is examined historically and currently. Focus is on increasing the range of instructional strategies available to the teacher of reading.

LSI 645  **Workshop in Reading and Learning Disabilities.** Topics of current interest to the regular education teacher and the special educator in a high-involvement seminar format.

LSI 646  **Teaching Reading to the Disadvantaged.** Consideration of the linguistic, demographic, cultural and educational factors believed to influence the teaching of reading to the disadvantaged. Examination of teaching methods and materials appropriate for disadvantaged students.

LSI 647  **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.

LSI 648  **Corrective Reading Problems.** Techniques appropriate to the diagnosis of corrective reading problems in a classroom setting, along with methods and materials. Emphasis on informal assessment techniques and methods of instruction that allow for the creation of individualized learning environments in group settings.

LSI 649  **Teaching Reading in the Content Areas.** Focus on the special skills and problems involved in the teaching of reading in the content areas. Includes the place of content reading in the development of skilled reading and methods, and techniques of improving the teaching of reading in the content areas.

**TEACHING AND LEARNING (T&L)**

T&L 400  **Clinical Experiences with Infants and Toddlers** (1 quarter hour) Students will observe and interact with infant-toddlers (25 clock hours). Appropriate assessment methodologies will be emphasized. **Taken concurrently with HSC 404.**
T&E 401 Clinical Experiences with Young Children and Families (1 quarter hour) Students will observe and interact with young children and their parents in parent training programs, parent conferences and home visits (25 clock hours). They will also observe and work with families of young children with special needs. Taken concurrently with T&E 409.

T&E 402 Clinical Experiences with Preschoolers (1 quarter hour) Students will observe and interact with preschool age children (25 clock hours). Appropriate early childhood curricula will be emphasized. Taken concurrently with T&E 407.

T&E 403 Clinical Experiences in Primary Grades (1 quarter hour) Students will observe and interact with primary age children (25 clock hours) Appropriate curricula for children in the primary grades will be emphasized. Taken concurrently with T&E 408.

T&E 405 Professional Practice in Secondary Schools. This course is an introduction to the professional world of secondary school teaching. In this course students develop the knowledge and skills for being a reflective practitioner. Students focus on understanding themselves and their behaviors in teaching situations with adolescents in schools. These insights combined with subject matter knowledge guide the development of a curriculum unit that integrates planning skills, teaching strategies, classroom management and evaluation techniques. In addition to this class, daytime clinical hours as scheduled by the instructor are required as part of this course.

T&E 406 Language Development of the Young Child. Overview of the development of language in young children. Attention is devoted toward issues of relating to second language learners and young children with special needs. Includes techniques and materials for use in assessing and assisting this development. Prerequisite: SCG 404.

T&E 407 Preprimary Programs; Curriculum and Strategy. Students will plan, implement and evaluate activities that promote the physical, emotional, social, spiritual, and cognitive development of preschool children from diverse cultural and socioeconomic backgrounds. Methods of (1) facilitating children's play; (2) individualization through building on children's experiences, learning styles and interests; (3) using media; and, (4) developing learning centers will be emphasized. Assessment practices are incorporated in this experience. Prerequisite: SCG 404; taken concurrently with T&E 402.

T&E 408 Curriculum and Instruction in Primary Grades. This course provides an examination of the objectives, content methods and materials used in the primary grades of elementary schools. A variety of teaching methods and classroom management strategies will be discussed and illustrated, including teacher-led instruction and student-centered instruction. Students will be encouraged to reflect upon their own emerging educational philosophies and teaching styles as they take part in laboratory and clinical experiences. Many opportunities for planning, using and evaluating a variety of teaching methods will be offered. Each student will prepare one teaching unit on a primary social studies theme. Appropriate tests and assessment are included. Prerequisite: SCG 404; taken concurrently with T&E 403.
T&L 409  Professional Practice in Elementary Schools. This course is an introduction to the professional roles required of elementary school teachers. Students will develop a knowledge-based framework for considering the many factors involved in decision-making in an elementary classroom. This framework will serve to guide students as they create a social studies curriculum unit, which integrates planning skills, teaching strategies, classroom management and evaluation techniques. Daytime clinical hours are required during this course.

T&L 411  Assessment in Early Childhood. Students will research, use, and critique a variety of assessment methods and tools appropriate for use with young children from diverse cultural and socioeconomic backgrounds. Ways of involving parents, families, and other educational stakeholders in the assessment process will be emphasized. Formative and summative techniques, reporting procedures, and management processes will be evaluated. Naturalistic assessment techniques for use in group, family system, or one-on-one situations will be explored. Prerequisite: SCG 404.

T&L 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. Prerequisite: T&L 409.

T&L 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. Prerequisite: T&L 412.

T&L 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. Prerequisite: T&L 409.

T&L 415  Teaching and Learning Elementary School Science. An introduction to materials, methods and strategies for helping students in grades K-8 become scientifically literate: i.e., to understand the nature of science and its impact on technology and science. Particular attention will be given to theoretical views about how children learn science, the proper use of materials and equipment, the development of scientific thinking, e.g., skills in observing, classifying collecting, and interpreting data, questioning strategies, and ways to assess student progress. Daytime clinical hours are required during this course. Prerequisite: T&L 409.
T&L 416 Teaching and Learning Elementary School Mathematics. An introduction to materials, methods, and strategies for helping students in grades K-8 become mathematically literate: i.e., for helping elementary students to value mathematics, to become confident in their mathematical abilities, to attack and solve mathematical problems, and to reason and communicate mathematically. Particular attention will be given to the theoretical views about how children learn mathematics, the proper use of manipulative materials, the development of mathematical thinking, e.g., skills in estimation, pattern recognition, or special perception; the use of technology, and ways to assess student progress. Daytime clinical hours are required during this course. Prerequisite: T&L 409.

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. Prerequisite: T&L 409.

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. Prerequisite: T&L 409.

T&L 420 Math and Science in Early Childhood. Students will explore theoretical principles, materials, methods, and activities for teaching and integrating mathematics and science in preschool and primary grades. Students will conduct clinical observations and complete individualized teaching assignments. Prerequisites: SCG 404, T&L 408.

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 429  Teaching Young Adult Literature. This course is devoted to the study of Young Adult Literature, an exciting, emerging field. Issues and ideas to be examined include the following: current debates regarding issues in curriculum and teaching; selecting, reading, evaluating, and teaching young adult literature; cultivation of life-long reading habits and literacy development. Students will become familiar with major writers of young adult literature, read diverse texts, explore major genres, review award winning novels, consider the role of the media, and develop creative projects. 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.
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.

Independent Study in Teaching and Learning. Prerequisite: permission of the instructor.

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.

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.

Early Childhood Student Teaching and Seminar. (12 quarter hours) Five school days a week supervised teaching in a cooperating school for an academic quarter. Part of the teaching will be in a preprimary setting and part will be in a primary setting. Feedback and discussion of problems encountered in student teaching as well as new materials and techniques of student teaching will be included. Prerequisite: Permission of a program counselor. Open only to DePaul students.

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. $50.00 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.
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 particu-
lar 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 teach-
ing 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 profes-
sion; 2) analyzing their new educational contexts; 3) actualizing their educa-
tional 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. In fol-
lowing 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.**
T&L 614 **Induction into the Teaching Profession: Early Childhood.** This course is designed to assist first-year early childhood education 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.

**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 work/ place; 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 **Cultural, Power and Education.** The purpose of this course is to facilitate the development of a critical understanding of the larger concept of culture within the notion of multiculturalism. This begins by recognizing that educational institutions such as schools and universities are cultural institutions engaged in the making of culture. While the focus of multiculturalism is about theorizing difference in relation to the particular cultural processes that go on in schools and universities, its focus does not address how educational institutions are shaped by broader cultural dynamics that are outside of the immediate context of educational institutions. It is in this context that doctoral students will examine how cultural processes are intimately connected with social relations, especially with class relations, with gender and ethnic divisions, and with the racial restructuring of social relations. They will also explore how culture involves power, which serves to produce inequalities in the abilities of individuals and social groups to define and realize their needs. In addition, culture will be analyzed as a site of social difference and struggle. The primary focus of the course will be to explore how the larger political economy, popular culture and politics of a society effect the dynamics of how culture is constructed within social life. Doctoral students from within this framework will analyze what we mean by culture; how it is produced and consumed; the relationship of everyday life to cultural formation; and in public life, how the private cultures of everyday life are represented by dominant cultural and sub-cultural groups and institutions. It is in this context that the course also examines how relations of power, knowledge, social identity and pedagogy within educational institutions are conditioned and shaped by the educational practice that shapes and impinges upon the internal workings and purposes of educational institutions.
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.
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

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 811 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.

SCG 764 Youth Development, Ideology, Culture, and Society. 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 topic 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. 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.)

**SCG 749** Disciplined Inquiry Seminar. See description for SCG 739.

**SCG 759** Disciplined Inquiry Seminar. See description for SCG 739.

**SCG 769** Disciplined Inquiry Seminar. See description for SCG 739.

**A&S 859** Independent Dissertation Research: Educational Leadership.

**CS 859** Independent Dissertation Research: Curriculum Studies.
SCHOOL OF MUSIC

ADMINISTRATION
Donald E. Casey, Ed.D.
Dean
Judy Bundra, 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**

**DONALD E. CASEY, Ed.D.**  
Dean of the School of Music, Professor  
Music Education  
University of Illinois

**VICTOR AIAY, MUS. B.**  
Lecturer, Violin  
Franz Liszt Royal Academy

**DAN ANDERSON, MUS. M.**  
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Northwestern University

**LISA ARGIRIS, MUS. B.**  
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**TOD ATKATZ**  
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Professor, Musicianship, Coordinator of Graduate Studies  
University of Wisconsin

**WILLIAM BUCHMAN, B.S.**  
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Brown University

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   St. Olaf College

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   Indiana University

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   University of Miami

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   Eastman School of Music

FLOYD COOLEY
   Lecturer, Tuba

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   Northwestern University

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   New England Conservatory

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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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   Musicianship Studies
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   New England Conservatory

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   Northwestern University

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   University of Illinois

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   Lecturer, Jazz Bass
   Roosevelt University

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   Percussion Program

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   Northwestern University

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   Wichita State University

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   Mundeleeon College

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   Roman University

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   University of Iowa

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   Stanford University

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   Northwestern University

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   Program
   Indiana University

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   University of Leningrad
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Opera Conductor
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Manhattan School of Music

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Northwestern University

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Professor
University of Illinois at Chicago

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University of North Texas

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Coordinator, Brass Program, Trumpet
Northwestern University

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University of Northern Colorado

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DePaul University

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Chicago Musical College

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Coordinator of Opera

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University of Minnesota

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Northern Illinois University

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University of Illinois

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DePaul University

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Lecturer, Flute
Northwestern University

ALAN SWAIN, Mus. M.
Lecturer, Musicianship
Northwestern University
SCHOOL OF MUSIC

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Northwestern University

VANCE THOMPSON, M.M.
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DePaul University

CHRIS VARGA, MUS. M.
Lecturer, Percussion
DePaul University

CHARLES VERNON
Lecturer, Trombone

KURT WESTERBERG, D.M.A.
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Musicianship
Northwestern University

BRAD WILLIAMS
Lecturer, Jazz History

JOHN BRUCE YEH, MUS. B.
Lecturer, Clarinet
Juilliard School

MARK ZINGER
Professor, Violin
Odessa State Conservatory

Washington University

PROGRAMS OF STUDY
The School of Music offers programs leading to the Master of Music degree in the fields of applied music (performance), composition, music education and jazz studies. A minimum of 44 quarter hours of graduate credit is required for the Master of Music degree. This total is divided between the core studies (required of all master of music students), and the specialization requirements which relate uniquely to the area of specialization. (Specialization requirements listed under Course Requirements, page 230.)

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 231.
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>
</tbody>
</table>

(Composition majors: COM 305 required)

20

Following are the specific course requirements for each of the degree programs:

**PIANO PERFORMANCE**

<table>
<thead>
<tr>
<th>Category</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core studies</td>
<td>20</td>
</tr>
<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>
</tbody>
</table>

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**BRASS PERFORMANCE**

<table>
<thead>
<tr>
<th>Category</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core studies</td>
<td>20</td>
</tr>
<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>
</tbody>
</table>

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## Voice Performance
- core studies: 20
- applied voice: 12
- university chorus or chamber choir: 3
- vocal pedagogy: 3
- electives: 6
- total: 44

## String Performance
- core studies: 20
- applied strings: 12
- symphony orchestra: 3
- chamber music: 3
- electives: 6
- total: 44

## Music Education
- core studies: 20
- seminars in music education: 12
- electives: 12
- total: 44

## Percussion Performance
- core studies: 20
- applied percussion: 12
- concert band, symphony orchestra or wind ensemble: 3
- percussion pedagogy: 3
- electives: 6
- total: 44

## Woodwind Performance
- core studies: 20
- applied woodwind: 12
- concert band, symphony orchestra or wind ensemble: 3
- chamber music: 3
- WW orch repertoire: 3
- electives: 3
- total: 44

## Composition
- core studies: 20
- composition: 12
- problems, proceed. & techn. in performance of new music: 4
- 20th-century music topics: 4
- electives: 4
- total: 44

## Jazz Studies
### Composition Track
- core studies: 20
- advanced jazz composition: 8
- jazz analysis: 4
- jazz pedagogy: 2
- jazz ensemble: 3
- jazz studies electives: 7
- total: 44

### Performance Track
- core studies: 20
- applied study (jazz): 12
- jazz ensemble: 3
- jazz pedagogy: 2
- jazz chamber ensemble: 3
- jazz studies electives: 4
- total: 44

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### 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 360 **Topics in Performance.** Two to four quarter hours. In depth investigation of a topic in performance studies.

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 333 **Topics in the Business of Music.** An in depth investigation of topics introduced in MUS 330.

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 360 **Topics in Musicianship.** Two to four quarter hours. An in-depth investigation of a topic in musicianship studies.

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 303 20th-Century Counterpoint. Four quarter hours. Exploration of new contrapuntal techniques; analysis of selected compositions from the 20th-century, including works of Ives, Schoenberg, Webern, Bartok, Hindemith and other as well as music of very recent times. Not offered 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. Prerequisite: 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 orchestrational 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. Two to four quarter hours. Concentrated study of a selected area of music education. Topics are announced each fall.

MED 380 Kodaly Workshop. Three quarter hours. Using high quality traditional folk music as the initial core musical material, Kodaly-Inspired musician educators engage their students in joyful, sequential, developmentally-appropriate, child-centered, interactive, sound-based instruction. During an intensive two-week summer workshop, the Level I Kodaly Certification program introduces the Kodaly approach in a three-part program: musicianship, Kodaly pedagogy, and folk music and materials.

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 certificate in Orff-Schulwerk; additional exploration of Schulwerk materials found in volumes 3-5 and techniques of contemporary music; further development of skills in arranging rhythmic, speech movement, and melodic materials for a variety of educational settings; recorder ensemble, lesson planning, and teaching opportunities.
MED 401, 402, 403 Seminar in Music Education I, II, III. 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.
THE THEATRE SCHOOL
FOUNDED AS THE GOODMAN SCHOOL OF DRAMA IN 1925

The Theatre School is a member of the League of Chicago Theatres, Illinois Arts Alliance, ASSITEJ/USA, American Alliance for Theatre and Education (AATE), and the Illinois Alliance for Arts Education.

ADMINISTRATION

MICHAEL MAGGIO, M.A.
Dean

JOHN CULBERT, M.F.A.
Associate Dean

JOHN BRIDGES, M.A.
Director of Administration & Assistant Dean

LESLIE SHOOK, M.A.
Theatre Manager

ANASTASIA GONZALEZ
Budget Manager/Administrative Assistant to the Dean

MELISSA MELTZER, J.D.
Director of Admissions

LARA GOETSCH, B.S.
Director of Marketing and Public Relations

JASON BECK, B.F.A.
Office Assistant

FACULTY

ADMISSION

CURRICULUM

Acting
Directing
Scene Design
Costume Design
Lighting Design

COURSES
When The Theatre School was founded in 1925 at The Art Institute of Chicago, it was called the Goodman School of Drama. As we near our 75th anniversary in the year 2000, we complete more than 20 years 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 nearly 75 years. The Theatre School is a conservatory, 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.

Further information about The Theatre School is available via the internet at: The School’s web site, located at http://theatreschool.depaul.edu.

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, costume storage, script library, performance spaces and faculty and staff offices. The buildings are minutes from downtown Chicago by elevated train, bus or car.

DePaul’s historic Merle Reskin Theatre, built in 1910 and formerly called the Blackstone Theatre, 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 public productions of The Theatre School Showcase and Playworks Series are fully realized at the Merle Reskin Theatre. The theatre is also shared with 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 transports students via bus between the school and the theatre for performances.

For the past several seasons the school has been producing the New Director’s Series and several workshop productions in off-Loop theatres, such as the Victory Gardens Studio Theatre and the Athenaeum Stage Three so as to connect the work and the students more directly to the theatres themselves and their audience base.
The Theatre School is situated at the center of Chicago's world renowned theatre community. Neighboring theatre and performing arts companies include the Steppenwolf Theatre, Victory Gardens Theater, Organic Theatre Company, the Theatre Building, Apollo Theatre Center, Royal George Theatre, Stage Left Theatre and the Ivanhoe Theatre. The Merle Reskin Theatre is located within the city's exploding Loop theatre scene, which includes the historic and fully restored Chicago, Oriental (Ford Center for the Performing Arts), Shubert and Auditorium theatres as well as some of the city's leading regional theatres such as the Goodman Theatre and Chicago Shakespeare Company. The School's location and tradition make possible contact with innovative professional theatres, a resource unparalleled between the two coasts. The vastly increasing film and television industries in Chicago offer further training possibilities.

FACULTY AND STAFF

In keeping with the school's concept of the dual importance of theory and practice and of producing a superior quality of instruction The Theatre School's faculty and staff are highly qualified, both professionally and academically. The faculty is regularly supplemented by accomplished working professionals.

In addition, visiting artists and professionals appear in our guest speaker series, CHICAGO LIVE: THE ARTS. Among them have been playwright David Mamet; actresses Celeste Holm, Florence Henderson and Julie Harris; actors Rip Torn, Charles Durning, Ray Liotta, Jonathan Pryce, Brian Dennehy and Laurence Fishburne; Chicago's nationally known Steppenwolf Ensemble including John Malkovich and Gary Sinise; comedian Avery Schreiber; director JoAnne Akalaitis; and alumni Gillian Anderson, Joe Mantegna and Kevin Anderson, among scores of others. In addition recently, master classes have been conducted by Oscar winners Faye Dunaway and F. Murray Abraham.

MICHAEL MAGGIO, M.A.
Dean
University of Arizona

ANTHONY ADLER, B.A.
History/Criticism
Carnegie-Mellon

ANTHONY ALVAREZ
Movement
Columbia University

DAVID L. AVCOLLIE, M.F.A.
Acting
Southern Methodist University

EUGENE BALDWIN, M.A.
Theatre studies
DePaul University

JEFF BAUER, M.F.A.
Scene Design
Northwestern University

JASON BECK, B.F.A.
Administrative Office Assistant
The Theatre School, DePaul

CHRISTINE BINDER, M.F.A.
Lighting Design
Northern Illinois University

SUSAN BOOTH
Theatre Studies

TIM BRAULT, B.F.A.
Master Carpenter
Central Michigan University

JOHN BRIDGES, M.A.
Director of Administration
Western Illinois University

BARRY BRUNETTI, M.F.A.
Theatre Studies
The Theatre School, DePaul

LINDA BUCHANAN, M.F.A.
Scenic Design
Northwestern University

KATE BUCKLEY
Acting

BILL BURNETT, M.F.A.
Voice and Speech
Ohio University

MARY CHASEN, B.F.A.
Production Coordinator
The Theatre School, DePaul
THE THEATRE SCHOOL

STEVEN CARELLI, M.F.A.
Drawing
Northwestern University

NAN CIBULA-JENKINS, M.F.A.
Costume Design
Yale University

SCOTT COOPER, M.F.A.
Design
The Theatre School, DePaul

DEAN CROVIN, M.F.A.
Playwriting
Ohio University

JOHN CULBERT, M.F.A.
Associate Dean
New York University

PATRICE EGGLESTON, M.F.A.
Movement
Southern Methodist University

MARK ELLIOTT, M.F.A.
Musical Theatre
San Diego State University

SHAWNA FLANIGAN, M.F.A.
Theatre Studies
The Theatre School, DePaul

DEYA FRIEDMAN
Stage Management

LARA GOETSCHE, B.S.
Director of Marketing and
Public Relations
Northwestern University

ANASTASIA GONZALEZ
Budget Manager/Administrative
Assistant to the Dean

PHYLLIS E. GRIFFIN, M.F.A.
Voice and Speech
Goodman School of Drama

MICHAEL HALBERSTAM
Acting

GABRIEL HALPERN, M.A.
Movement
Goddard College

BETSY HAMILTON, B.F.A.
Movement
University of Texas

PETER C. HOBERT, B.F.A.
Acting
The Theatre School, DePaul

CHRIS HOFFMAN, B.A.
Asst. Dir. of Technical Operations
Adams State College

DONALD W. ILKO, PH.D.
Acting and Theatre Studies
Case Western Reserve University

BELLA ITKIN, PH.D.
Acting
Case Western Reserve University

JOHN JENKINS, B.A.
Movement
Pittsburgh State University

JIM JOHNSON, M.F.A.
Adjunct Faculty
University of Nebraska-Lincoln

LINDA JONES, M.A.
Group Sales Rep/Merle Reskin Theatre
University of Illinois-Springfield

CYNTHIA KENDALL, B.A.
Chicago Playworks House Manager
DePaul University

KARIN KOPISCHKE, B.A., B.M.
Costume Design
Lawrence University

TRUDIE KESSLER, M.F.A.
Voice and Speech
University of California, Irvine

JANET LAUER, M.A.
Audition
Columbia College

SUSAN LEIGH, M.F.A.
Voice and Speech
Temple University

JENNIFER MAGES, M.S.
Box Office Manager
Indiana State University

ANNE MCKERNAN, M.F.A.
Voice and Speech
University of Illinois

DAWN G. MCKESEY
Assistant to the Costume Shop Manager

MELISSA MELTZER, J.D.
Director of Admissions
Chicago-Kent College of Law

JANET C. MESSMER, M.A.
Costumier
University of Illinois, Urbana
DANIEL MOSER, M.A.
Theatre Studies
University of Illinois

KIMOSHA MURPHY, M.A.
Movement
Southern Illinois University

PATRICK MURPHY, M.A.
Acting
University of Washington

JULIA NEARY, B.F.A.
Movement
The Theatre School, DePaul

JOSEPH NIEIMINSKI, B.F.A.
Scene Design
Goodman School of Drama

DENISE ODOM, M.F.A.
Financial Aid Officer/Student Mentor
The Theatre School, DePaul

CATHY OLSON, B.F.A.
Stitcher
North Park College

JOHN F. O’MALLEY, PH.D.
Theatre Studies
Florida State University

JAMES OSTHOLTHOFF, M.F.A.
Acting and Directing
Goodman School of Drama

RICHARD PETTENGILL, M.A.
Dramaturgy
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

LESLIE RILEY, B.A.
Movement
School of the Art Institute of Chicago

CLIFTON D. ROBINSON
Master Drummer/West African Dance

TODD ROSENTHAL, M.F.A.
Scene Design
Yale School of Drama

MICHAEL ROURKE, M.F.A.
Lighting Design
University of Virginia

NANCY CAROL RUBY, M.F.A.
Acting
The Theatre School, DePaul

NANCY SCANLON, B.A.
Voiceover
University of Arizona

LESLIE SHOOK, M.A.
Theatre Manager
University of Illinois

RACHEL SLOWICK, M.F.A.
Acting
The Theatre School, DePaul

JOSEPH SLOWIK, M.F.A.
Professor Emeritus, Acting, Directing
Goodman School of Drama

WAYNE W. SMITH, B.F.A.
Property Master
University of Illinois, Urbana

EDWARD SOBEL, M.F.A.
Theatre Studies
Northwestern University

JILL TEEHAN, M.Ed
Administrative Assistant, Merle Reskin
University of Pittsburgh

RICK TROXEL, M.S.
Movement
Ball State University

ALDEN VASQUEZ
Stage Management

MICHELE VOLANSKY, M.A.
Dramaturgy
Villanova

ANN WAKEFIELD, M.A.
Acting
Nantes University

JOHN RANSFORD WATTS, PH.D.
Professor Emeritus
Union Graduate School

JEFFREY WEBB, B.F.A.
Theatre Technical Director
Southern Methodist University

LAURA WHITLOCK, B.A.
Costume Technology
University of Northern Iowa
PROGRAMS OF STUDY

The Theatre School offers programs leading to the Master of Fine Arts degree in the areas of acting, directing, scenic 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 246.

ADMISSION

The first charter of DePaul University included a statement on nondiscrimination and the policy has been enforced vigorously for 100 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 (as evidenced by official transcripts).
- Completion of graduate application materials.
- 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 3 to 4 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**

**SCENIC 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 will present 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. The portfolio may include other artistic work which demonstrates the candidate's achievement and creativity at the time of application.

**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 60614-4111, (773) 325-7999. Outside Illinois, you may call toll free: 1-800-4DEPAUL, extension 7999. E-mail is: mmeltzer@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 decision 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 RETENTION

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 271 for grade information.)

Students in all programs of the school are evaluated annually by the faculty. The evaluation, a professional and confidential process, is based on three key elements: growth in the chosen field, professional discipline, and professional potential. Students continue their program of study in the following year by invitation of the faculty as conveyed by the dean. The school’s policies about admission, retention, evaluations of students, invitations to return, and related matters are defined in the Student Handbook (available through The Theatre School web site at http://theatreschool.depaul.edu).

MAJOR FIELD REQUIREMENTS

I. MFA IN ACTING

FIRST YEAR
Acting I: 511, 512, 513
Voice and Speech I: 531, 532, 533
Speech: 599
Movement I: 521, 522, 523
Graduate Seminar: 601, 602, 603
Rehearsal and Performance: 563
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
Stage Combat: 580
Technique: 617, 618, 619
Rehearsal and Performance: 661, 662, 663

THIRD YEAR
Acting III: 711, 712 or 712, 713
Ensemble: 411, 412 or 412, 413
Voice and Speech III: 731, 732
Movement III: 721, 723
Improvisation: 590
Acting for the Camera: 720
Audition: 414, 415, 416
Optional Elective: 733 Voiceover
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 I: 234, 235, 236

SECOND YEAR
Directing II: 681, 682, 683
Theatrical Collaboration: 641, 642, 643
Acting (Shakespeare): 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: take two of 571, 572, 573

SECOND YEAR
Theatrical Collaboration: 641, 642, 643
Design Elective: chosen in consultation with advisor.
Independent Study (scene design): 599, 599, 599
Graduate Seminar: 601, 602, 603
Production Practice II: take two of 671, 672, 673
THIRD YEAR
Thesis Project: 743
Theatre Elective
Independent Study (scene design): 599, 599, 599
Production Practice III and/or Internship: take two of 771, 772, 773

IV. MFA IN COSTUME DESIGN

FIRST YEAR
Costume Design III: 444, 445, 446
Drawing II: 284, 285, 286
Survey: Art, Architecture, Fashion and Furniture: 381, 382, 383
Theatre Elective or Independent Study: 599, 599, 599
Production Practice I: take two of 571, 572, 573

SECOND YEAR
Theatrical Collaboration: 641, 642, 643
Design Elective: chosen in consultation with advisor.
Independent Study (Costume Design): 599, 599, 599
Graduate Seminar: 601, 602, 603
Rendering II: 484, 485, 486
Production Practice II: take two of 671, 672, 673

THIRD YEAR
Thesis Project: 743
Independent Study (Costume Design): 599, 599, 599
Production Practice III and/or Internship: take two of 771, 772, 773
Theatre Elective

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
Independent Study (Lighting Design)
Drawing II: 284, 285, 286
Graduate Seminar: 601, 602, 603
Design/Tech Elective: to be chosen in consultation with advisor.
Production Practice: take two of 671, 672, 673

THIRD YEAR
Independent Study (Lighting Design): 599, 599, 599
Rendering II: 484, 485, 486
Thesis Project: 743
Production Practice/Internship: take two of 771, 772, 773

* level to be determined by the experience of the student
THE THEATRE SCHOOL

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. (2 quarter hours) Advanced drawing techniques, including figure drawing, still life and perspective studies for design and technical students.

234, 235, 236 Dramaturgy I. (4 quarter hours) 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.

381, 382, 383 Survey: Art, Architecture, Fashion and Furniture. (4 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. (3 quarter hours) 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.

411, 412, 413 Acting IV. (2-4 quarter hours) Utilizing an ensemble approach, this class helps prepare the student for the rigors of the professional world by integrating the skills learned in previous years of training through the use of exercises, improvisations, reading & discussions, and a variety of performance projects including scenes and monologues.

414, 415, 416 Audition. (2 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. (4 quarter hours) A specialized workshop which brings together MFA 1 actors, MFA 3 directors, and BFA 3 & 4 playwrights to explore the collaborative process of developing and staging new plays.

441, 442, 443 Scene Design III. (4 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. (4 quarter hours) Costume design for the diverse styles of the pre-modern drama evolving through lecture and project work. Projects will include script interpretation, developing a professional portfolio, discussions on career planning, and the exploration of costume design within the areas of musical theatre, opera, dance, film, television and commercials.

447, 448, 449 Lighting Design III. (4 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.

249
THE THEATRE SCHOOL

484, 485, 486  Rendering II.  (3 quarter hours) An advanced continuation of 384, 385, 386, Rendering I.

511, 512, 513  Graduate Acting I.  (4 quarter hours) Beginning with a series of exercises and improvisations the class introduces the acting student to the basic components of the acting process. Scene work forms the backbone of this class.

521, 522  Graduate Movement I.  (2 quarter hours) Movement based on the technique of yoga as a means for the discovery of body mechanics, physical alignment, self-use and over-all self-awareness. This class will also meet two extra hours a week with a different instructor to concentrate on the imaginative use of self, to explore physical improvisation and to explore movement techniques that will aid the student to use themselves more freely and expand their range of expression.

523  Graduate Movement I.  (2 quarter hours) Work focuses on full body awareness through Feldenkrais® movement lessons and through the study of anatomy. The emphasis will be placed on deepening the actor’s kinesthetic awareness and on developing a more articulate physical instrument, understanding the restrictions of habit, exploring dynamics and increasing the ability to make dynamic choices.

531, 532  Graduate Voice and Speech I.  (2 quarter hours) Foundation work consists of breathwork, skeletal alignment, and the development of free voice flow. Classes include a regimen of intensive group exercises, and attention is paid to the expansion of each actor’s individual expressiveness. This fundamental work is inspired by the Feldenkrais® and the Lessac system and is further influenced by the writings of Cicely Berry and Patsy Rodenburg.

533  Graduate Voice and Speech I.  (2 quarter hours) Actors will continue to explore fundamental skills acquired during Fall and Winter quarters. The actors learn the first half of the progression of exercises in Kristin Linklater’s Freeing the Natural Voice. The focus is on connecting acting impulses to the voice.

561, 562, 563  Rehearsal and Performance I.  (5 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.  (6 quarter hours) To be taken by all design and technical students. Design-area duties include practical work on production designing, constructing, painting and running.

580  Stage Combat.  (1 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.  (3 quarter hours) This course covers the basics of the directing process with an emphasis on textual analysis. Lecture discussion and performance projects are utilized to develop a common understanding and vocabulary useable in the wide variety of theatrical situations the contemporary director is likely to confront. The final project of the class is the direction of a short play.
590 Improvisation. (4 quarter hours) This workshop for graduating Performance students is designed to renew the student’s relationship with the foundation of the training program: Spolin-based improvisational work. There is a particular emphasis on the use of the games as a stimulus for spontaneity, strong playing relationships and trouble shooting within the rehearsal process.

601, 602, 603 Graduate Seminar. (3 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. (5 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. (1 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 Graduate Movement II. (2 quarter hours) Movement work focused on the exploration of effort/shape and how to function within the boundaries of form. Period dances, manners and clothing will be explored and the creation of specific worlds (styles) will be emphasized.

623 Graduate Movement II. (2 quarter hours) Movement work designed to further the work in period dances, manners, and the creation of specific worlds (styles) with an emphasis on the student taking greater control of this research and its implementation into acting. Full body awareness through movement lessons is continued. Imaginative use of self is also channeled through character mask work.

631, 632, 633 Graduate Voice and Speech II. (2 quarter hours) Intensive, individualized work on the development of the full range of the actor’s voice. The second half of the Linklater progression is explored in depth. Texts are chosen that place greater demands on the actor’s growing emotional and vocal capabilities.

641, 642, 643 Theatrical Collaboration. (3 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. (5 quarter hours) See 561, 562, 563.

671, 672, 673 Production Practice II. (6 quarter hours) See 571, 572, 573.

681, 682, 683 Directing II. (3 quarter hours) A laboratory class in which student directed scenes are rehearsed and presented for discussion and criticism. Several cuttings are directed during the year.
**Graduate Acting III.** (3 quarter hours) A scene study and monologue class taught by a resident or visiting professional actor or director. Scenes and monologues are drawn from a variety of performance styles. The class is intended to help the student navigate the gap between training and the professional acting world.

**Acting for the Camera.** (2 quarter hours) This course prepares the student for the professional world in front of the camera. Working in front of the camera(s), the student learns the differences between stage and film techniques and the differences between soaps, sitcoms, commercials & features. The student is also exposed to life on the set, contracts, agents, managers and steps to finding work. This class is a bridge for the student from the classroom to the professional world.

**Graduate Movement III.** (2 quarter hours) The technique of movement to music will be used to: stimulate the actor's imagination, experiment with the identification, translation, and articulation of creative impulses, intensify ensemble work, expand the range of expression and strengthen and condition the body.

**Graduate Movement III.** (2 quarter hours) An independent study of movement for the actor.

**Graduate Movement III.** (2 quarter hours) The students will explore African Dance, including West African dance styles, songs and rhythms, ethnic groups from which the dances and songs originated and the relationship between various West Africa tribal rhythms and movements.

**Graduate Voice and Speech III.** (2 quarter hours) Students continue to develop professional skills through singing.

**Graduate Voice and Speech III.** (2 quarter hours) Students acquire flexibility in role development through vocal exploration.

**Voiceover.** (2 quarter hours) The course is designed to continue the development of professional skills through the study of voiceover.

**Thesis Project in Design.** (9 quarter hours) The production of the MFA thesis, consisting of portfolio and manuscript, under the supervision of the advisor.

**Rehearsal and Performance III.** (5 quarter hours) See 561, 562, 563.

**Production Practice III.** (6 quarter hours) See 571, 572, 573.

**Thesis Project in Directing.** (9 quarter hours) A year long research and performance project that culminates in a fully supported production and written thesis. The production is a part of the New Directors Series presented for the general public.
SCHOOL FOR NEW LEARNING
ADMINISTRATION

Susanne Dumbleton, Ph.D
Dean

Ann Folwell Stanford, Ph.D
Associate Dean

Russell R. Rogers, Ph.D.
Director, Graduate Program

Pat Ryan, M.A.
Director, Undergraduate Program-Naperville & South

Michael Skelley, Ph.D.
Director, Undergraduate Program-Loop

Donna Younger, Ph.D.
Director, Undergraduate Programs-O'Hare & Lake County

Martin Dean, M.A.
Assistant Dean, Advising and Admissions

Mary Jane Dix, M.P.S.
Assistant Dean, Administration and Student Services

Jane Gerard, M.A.
Assistant Dean, Administration and Student Services

Douglas Murphy, M.A.
Assistant Dean, Information and Advancement

Edward Pryor, M.A.
Assistant Dean, Collaboration

Jennifer Prey
Budget Coordinator

Muhammed Ather, M.S.
Technology Analyst

Mary Anne Machado, M.Ed.
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>• Learning Plan Research &amp; Development</td>
<td>• Learning Plan Review</td>
<td>• Seminar: Understanding</td>
<td>• Seminar: Improving</td>
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<td>• Seminar: Applying Research Methods</td>
<td>Personal and Organizational Change</td>
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<td>• Seminar: Valuing Human Differences</td>
<td>• Seminar: Engaging Ethical Reasoning</td>
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I. LEARNING PLAN RESEARCH & DEVELOPMENT (4 credit hours)

The first component of the program is the Learning Plan Research & Development Seminar (700). This Seminar 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).

Learning Plan Review. (2 credit hours) Throughout the second quarter, students finalize their Learning Plans, convene their Academic Committees (composed of themselves, their professional advisor, and their faculty mentor) to review their Learning Plans, and upon initial approval, submit their Learning Plans for official program approval.

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).
SCHOOL FOR NEW LEARNING

- 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, systemic and creative thinking.
- Facility in applying moral reasoning to issues of values and ethics.
- Facility in various modes of communication.
- Facility in interpersonal relations.

These five Liberal Learning Skills are addressed through a series of six seminars, each of which meets once a week for six weeks, one seminar per quarter. In addition to focusing on the development of Liberal Learning Skills, each seminar emphasizes a specific topic area deemed critical for all professionals. The seminars 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 seminars follows:

725 Applying Research Methods (second quarter; six weeks; two quarter hours). This seminar 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 seminar 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 seminar 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 seminar 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 revaluing human differences in their own lives.

Engaging Ethical Reasoning (sixth quarter; six weeks; two quarter hours). This seminar 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 seminar provides students with an opportunity to develop the Liberal Learning Skills through exercising effective leadership. Major themes of each of the previous seminars 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 among seminar 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 Liberal Learning and Professional Competence (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 ALCIEA, Ph.D.
Associate Professor
Northwestern University

MIRIAM BEN-YOSEPH, Ph.D.
Assistant Professor
Northwestern University

CORINNE BENEDETTO, Ph.D.
Assistant Professor
University of Chicago

MORRIS FIDDLER, Ph.D.
Associate Professor
University of Minnesota

EDWARD HARRIS, Ed.D.
Associate Professor
University of Massachusetts, Amherst

JEAN KNOLL, Ph.D.
Senior Fellow
University of Chicago

CATHERINE MARIENAU, Ph.D.
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
The Fielding Institute
ADMISSION

Individuals interested in the graduate program are encouraged to attend an SNL Graduate Program Information Session or schedule an individual appointment with an SNL advisor to discuss the program. Information sessions are conducted throughout the year, free of charge at the Loop Campus. The information 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 various campuses. Reservations are required for information sessions and individual advising appointments and may be made by calling the M.A. inquiry line at 312/362-8448.

Upon submission 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 programs leading to 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 six 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 Lake County Campus is located at 150 Field Drive, Lake Forest, Illinois (just east of I-94 at Route 60). 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, 1633 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 Lake County Campus Library, 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. Materials from other libraries across the United States can also 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 Lake County, 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 Lake County, 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 selected journals and books. Books and other journal articles needed by students and faculty are delivered by a daily intra-university shuttle service.

TECHNOLOGY AND COMPUTER RESOURCES

The services introduced below provide an overview of what is available to students from Information Services (IS), the division that brings computer and telecommunications technology to DePaul University's web site at www.depaul.edu or call IS's Technology Assistance Center at (312) 362-8765 for specific information regarding locations, hours, and applicable fees.

IDENTIFICATION CARD SERVICES

Also know as ID Services, this office is a central distribution point for services and information affecting all DePaul students. ID Services distributes such essentials as identification cards, library bar codes, free student e-mail accounts, Personal Identification Numbers (PINs) and passwords. ID Services also coordinates CTA U-Pass distribution to eligible students at the beginning of each quarter. The main offices for ID Services are located at the Loop and Lincoln Park campuses; however, ID Services also has locations at the Suburban campuses to provide greater access to services. Call (312) 362-5959 or (773) 325-7466 for details.

COMPUTER LABS

Located on every campus, the Student Microcomputing Centers have over 500 computers available for students to work on course assignments, check e-mail, and use the Internet. Students can print homework in the computer labs; however, some restrictions may apply on quantity. Please note that some computer labs are reserved for specific purposes and may not be open to all students at all times.

DEPAUL ONLINE (DPO)

DPO provides students with access to the Internet from home via a dial-up computer connection. With this service students can browse the Internet, send and receive e-mail, read and post to Usenet Newsgroups, and create a personal web page. Students enrolled for classes are eligible for DePaul Online. DPO is compatible with computers that meet minimal technical requirements. To apply for DePaul Online or for more information, please visit service.depaul.edu/dpo or call the Technology Assistance Center at (312) 362-8765.

DEPAUL RESNET

In conjunction with Student Affairs, Information Services offers all residence hall students a free, high-speed internet connection. Residence hall students who bring a computer and Network Interface Card to DePaul can plug into the data jack in their room. Data connec-
tions make e-mail and Internet research convenient, because the student's telephone line remains open when connected to the Internet and is approximately 20 times faster than a modem connection. Contact the Technology Assistance Center for details about the ResNet service including technical requirements. A concurrent subscription to DePaul Online is not required.

FREE STUDENT E-MAIL

Every currently enrolled student at DePaul University has an e-mail address. This e-mail account can be accessed from freestanding e-mail stations in the residence halls and student computer labs as well as through DePaul Online. Accounts are cancelled when courses are not taken for two consecutive terms.

ELECTRONIC REGISTRATION OPTIONS

Information Services has developed two electronic methods to supplement students' registration options—NROL telephone registration and registration via the World Wide Web. Both NROL and Web Registration allow students to register for classes, add or drop classes, and review one's class schedule. Web Registration also contains the following features: view a student's personal registration start date, view a built-in schedule of class offerings, search for classes that meet department, campus or time requirements, link to course descriptions, "point-click" on class selections, and print a completed schedule. Please direct inquiries regarding registration options and requirements to the Registrar's Office.

SKILL-BUILDING OPPORTUNITIES

Students may improve their basic computing skills though a software training program. Courses are offered throughout the year and provide instruction in Windows 95, Microsoft Office (Word, Excel, PowerPoint, and Access), and the Internet. Professionally prepared materials for all workshops are distributed to participants. Please visit service.depaul.edu to find course descriptions and registration procedures. Free computer-based training is also available for the student who prefers to pursue training according to his or her own schedule. This training program is customized to each student's needs and can be accessed from computer labs or through DePaul Online or ResNet. Courses include several levels of the Microsoft Office suite plus other current software applications and can be found at swtrainer.depaul.edu.

TELECOMMUNICATIONS SERVICES

University housing provides telephone service for each student, including an individual phone number and voicemail box for each resident. Students supply their own telephones and are billed monthly for usage. Dial tone service is active when students move in and is included with room fees. Additional features are automatically added at no cost and include call-waiting, three-way calling and call forwarding. This service utilizes university-owned telephone lines and equipment; therefore, some regulations apply to usage on the university telephone system.

CAREER CENTER

The University has two office locations with services for graduate students, providing information and resources for those exploring career options or changes as well as for those actively involved in a job search.

Highly trained student "peer mentors" as well as professional career advisors are available for individual appointments. In addition, the Career Center hosts a number of events throughout the course of the year, both informal networking events as well as recruitment-focused job fairs and forums. Graduate students can also take advantage of a number of different small group seminars and workshops that cover such topics as resume revision, interviewing skills, self-assessment and career assessment using the Myers-Briggs Type Indicator, job search strategies, networking skills, and salary negotiations.
The Career Center makes available through its website more than 20,000 job postings each year. These job postings are updated monthly, are searchable by industry and type, and offer an easy and convenient way to connect with organizations looking to hire DePaul graduates. There is also a comprehensive on-line resume database that allows students to make their resume available to companies who request individual resume searches. The Career Center makes every effort to match a student’s skills and interests with an organization that is looking to fill either part-time or full-time jobs.

Students can also participate in the ASK program, a career mentoring program that matches students (on request) with DePaul alumni in almost any field or industry. The Career Center is committed to providing the information, knowledge, and connections that will lead to long term career satisfaction and enjoyment.

Offices are located on the 9th floor of the DePaul Center on the Loop campus, and on the 1st floor of the Schmidt Academic Center on the Lincoln Park Campus. In addition, Career Center staff regularly visit the suburban campuses where scheduled individual appointments and small group workshops are available. The Career Information Centers, located in the libraries at both main campuses, house a vast array of books, tapes, corporate brochures, and annual reports that are available to students as well.

RESIDENCE LIFE

The University does not provide housing for graduate students, students with dependents, or faculty/staff. Beginning in summer 1999, however, the Department of Residence Life will launch a world-wide-web site for off-campus apartment listings. Free access will be provided to the entire DePaul community. Check with the Residence Life office for more information at (773) 325-7196.

ACCREDITATION

DEPAUL UNIVERSITY IS ACCREDITED BY

AACSBB - 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 LAMBA DELTA
BETA ALPHA PSI
BETA GAMMA SIGMA
DELTA MU DELTA
DELTA SIGMA PI
GOLDEN KEY NATIONAL HONOR SOCIETY
OMICRON DELTA EPSILON
ORDER OF THE OMEGA
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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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.
Illustration

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points Per Credit Hour</th>
<th>Credit Hours Attempted</th>
<th>Quality Points Merited</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>A−</td>
<td>3.7</td>
<td>4</td>
<td>14.8</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>4</td>
<td>13.2</td>
</tr>
<tr>
<td>B</td>
<td>3</td>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td>B−</td>
<td>2.7</td>
<td>4</td>
<td>10.8</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
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</tr>
<tr>
<td>C</td>
<td>2</td>
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<td>C−</td>
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<td>D+</td>
<td>1.3</td>
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<td>4</td>
<td>4</td>
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<tr>
<td>F, FX</td>
<td>0</td>
<td>4</td>
<td>0</td>
</tr>
</tbody>
</table>

W, IN, R Quality Points not assigned.

GRADE REQUIREMENTS

You must earn a grade of B− or higher to receive graduate credit for any upper-level undergraduate course (300 level) that has been accepted for graduate credit.

You must achieve a minimal grade point average of 2.500 to graduate. A grade of D+ or D is unacceptable for graduate credit, and if earned in a required course, the course must be repeated or substituted as directed by the chair of the area of concentration. D+ or D grades remain on the academic record and are calculated into the cumulative grade point average.

PROBATION AND DISMISSAL

A student is subject to Probation as soon as his/her graduate GPA falls below 2.500. The student remains on Probation until four more courses are taken, at which time another evaluation is made. If, at that time, the student has failed to raise his/her GPA to the required level of 2.500 the student may be dismissed for poor scholarship, and prohibited from registering for additional course work.

A student who has been dismissed may, after a period of time, petition for reinstatement. The petition, addressed to 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 1999-2000 are applicable only to graduate students.

GRADUATE STUDENT TUITION, FOR THE 1999-2000 ACADEMIC YEAR
Liberal Arts and Sciences, Education
100-200 series, per hour ........................................... $294.00
300-700 series, per hour ........................................... 332.00
Computer Science, Telecommunications and Information Systems
100-200 series, per hour ........................................... $294.00
300-600 series, per hour ........................................... 420.00
Music
100-200 series, per hour ........................................... $343.00
300-700 series, per hour ........................................... 413.00
School for New Learning
All courses, per hour ........................................... $332.00
Theatre
Graduate 1-11 credit hours, per hour for current students ........................................... $440.00
Graduate 12+ credit hour package, annual for new Autumn 1997 students (guaranteed 4 years) ........................................... 17,500.00
Graduate 12+ credit hour package, annual for new Autumn 1998 students (guaranteed 4 years) ........................................... 18,400.00
Graduate 12+ credit hour package, annual for new Autumn 1999 students (guaranteed 4 years) ........................................... 19,300.00

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
Deferred Examination Fee
On Designated Dates ........................................... 10.00
At Times Not Designated ........................................... 20.00
Doctoral Dissertation Fee ........................................... 75.00
School for New Learning Proficiency Examination ........................................... 50.00
Thesis Binding (Per Copy) ........................................... 10.00
Each Transcript of Credit Fee ........................................... 5.00
Each Returned Check Fee ........................................... *25.00
* 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 1999-2000 academic year are:

- **Friday, September 3, 1999**—Fall Quarter
- **Friday, December 10, 1999**—Winter Quarter
- **Friday, March 17, 2000**—Spring Quarter
- **Friday, June 9, 2000**—Summer I
- **Friday, July 14, 2000**—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) 362-8480 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) 362-8480. (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) 362-8480 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.

<table>
<thead>
<tr>
<th>Graduate Students</th>
<th>Total Direct Loan Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subsidized Direct Loan</td>
<td>$18,500</td>
</tr>
<tr>
<td>Maximum</td>
<td>$8,500</td>
</tr>
</tbody>
</table>

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.

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.

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 9, 8, or 7 month period. This service is available to all DePaul University students. It is not a loan program, there are no interest or finance changes, or credit or financial-needs requirements.

The student determines the budget amount for the plan. DePUPP requires a minimum budget amount of $750.00. The budgeted amount is the student's total estimated annual charges (tuition, fees, room and board) less the total estimated financial aid awards (annual scholarships, grants, loans). Books and personal expenses are not covered by this budget. The total amount budgeted under the plan will be divided equally over the number of months in the plan at the time you apply.

The plan period is from July to March with payments due the 25th 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 25th, and the current outstanding balance.

Students are urged to apply early. To participate in the nine month program, applications must
be received by the Accounts Receivable Office no later than June 15th. Applications made after this date must be accompanied by any past due payments to catch up to the regular schedule.

Applications received after August 26th but prior to September 26th 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 25th, and the last payment due March 25th.

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 $95.00 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>
</tr>
</tbody>
</table>

All fees are non-refundable.

<table>
<thead>
<tr>
<th>Term</th>
<th>Application Deadline Date</th>
<th>Extended Payment Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall, Winter, Spring (one time application)</td>
<td>Friday, August 27, 1999</td>
<td>January 14, 2000</td>
</tr>
<tr>
<td>Fall quarter</td>
<td>Friday, August 27, 1999</td>
<td>January 14, 2000</td>
</tr>
<tr>
<td>Winter quarter</td>
<td>Friday, December 3, 1999</td>
<td>April 14, 2000</td>
</tr>
<tr>
<td>Spring quarter</td>
<td>Friday, March 10, 2000</td>
<td>July 7, 2000</td>
</tr>
<tr>
<td>Summer Session I</td>
<td>Friday, June 2, 2000</td>
<td>September 8, 2000</td>
</tr>
<tr>
<td>Summer Session II</td>
<td>Friday, July 7, 2000</td>
<td>October 6, 2000</td>
</tr>
</tbody>
</table>

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 312/362-8480.

PRIVATE AGENCIES

Other sources of loan funding are made available through private agencies for those who feel their needs have not been met sufficiently or those who are determined to be ineligible for other types of financial aid.

There are several long term loan programs available, including the TERI PEP Loan and the Nel-lie 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.

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.
# Academic Calendar 1999-2000

## Autumn Quarter
- **September 3**: Friday, Autumn tuition payment date.
- **September 6**: Monday, Labor Day.
- **September 8**: Wednesday, Autumn quarter evening classes begin.
- **October 6-12**: Wednesday-Tuesday, Mid-term week (optional).
- **October 29**: Friday, Last day to withdraw from classes.
- **November 16**: Tuesday, Last day of Autumn quarter evening classes.
- **November 17-23**: Wednesday-Tuesday, Final Examinations for Autumn quarter evening classes.
- **November 24**: Wednesday, End of Autumn quarter.
- **November 25-28**: Thursday-Sunday, Thanksgiving holiday.
- **December 10**: Friday, Winter tuition payment date.

## Winter Quarter
- **January 3**: Monday, Winter quarter evening classes begin.
- **February 1-7**: Tuesday-Monday, Mid-term week (optional).
- **February 18**: Friday, Last day to withdraw from classes.
- **March 10**: Friday, Last day of Winter quarter evening classes.
- **March 13-18**: Monday-Saturday, Final Examinations for Winter quarter classes.
- **March 17**: Friday, Spring tuition payment date.
- **March 18**: Saturday, End of Winter quarter.

## Spring Quarter
- **March 25**: Saturday, Spring quarter Saturday classes begin.
- **March 27**: Monday, Spring quarter classes begin.
- **April 21-23**: Friday-Sunday, Easter holiday—no classes.
- **April 24-28**: Monday-Friday, Mid-term week (optional).
- **May 12**: Friday, Last day to withdraw from class.
- **May 29**: Monday, Memorial Day. Holiday—no classes.
- **June 2**: Friday, Last day of Spring quarter classes.
- **June 3-9**: Saturday-Friday, Final Examinations for Spring quarter classes.
- **June 9**: Friday, Spring quarter ends. Summer I tuition payment date.
- **June 10-11**: Saturday-Sunday, Commencement.

## Summer Sessions
- **June 12**: Monday, First Summer Session begins.
- **July 4**: Tuesday, Independence Day. Holiday—No classes.
- **July 14**: Friday, Summer II tuition payment date. First Summer Session ends.
- **July 17**: Monday, Second Summer Session begins.
- **August 18**: Friday, 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.