COLLEGE OF
LIBERAL ARTS
AND SCIENCES
ADMINISTRATION
Michael L. Mezey, Ph.D.
Dean
Jacqueline Taylor, Ph.D.
Associate Dean for Graduate Programs
Carol Goodman-Jackson
Graduate Administrative Assistant
Randall Honold
Academic Advisor
Marion Blackmon
Student Data 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
Rehabilitation Services
Sociology
Women's Studies
Writing
PHILOSOPHY

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

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

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

MASTER'S PROGRAMS

For the master's degree, all programs involve one or more of the following: 1) credit hours, 2) thesis, 3) paper on approved topic, 4) integrating project, 5) final or comprehensive examination, and 6) program time limitation.

Credit Hours. For the master's degree, most programs for graduate students require 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 and type of paper to be used for the thesis. Responsibility for fulfilling these requirements lies with the student, not the typist.

The student, after completing the thesis, will submit it to the director of his or her thesis committee for consideration. The student will not be permitted to graduate until a subsequent convocation. When the thesis is accepted, the student must file the designated number of typewritten copies in the college office. The binding fee is $10 per copy, to be submitted along with the copies of the thesis. The date for filing is published in the current Bulletin and the class schedule or may be obtained directly from the college office. The responsibility for meeting this deadline lies with the student.

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

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

Integrating Project. Procedures for such a project are set in advance in each specific case through consultation between the student and the department or program advisor.
Final or Comprehensive Examination. The type and the subject matter of the examination follow the regulations established in the various departments and programs. If the student does not pass the examination, the department or program may grant permission for another examination. The examination may not be repeated until after the next convocation nor may the examination be taken more than twice.

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

DOCTORAL PROGRAMS

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

Following are the minimum general requirements for all candidates for the Doctor of Philosophy degree in the areas of 1) credit hours, 2) academic achievement, 3) residence, 4) admission to candidacy, 5) dissertation, 6) final examination and 7) program time limitations. Additional requirements set by the departments are stated in the departmental sections of this Bulletin.

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

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

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

To reflect the diversity of graduate study for the Ph.D. degree at stages other than the residency stage, doctoral candidates are full-time students who are registered for Reading and Research (four quarter hours); for Thesis Research (four quarter hours); or for Candidacy Continuation (zero hours credit).

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

For admission to candidacy the doctoral candidate shall complete three consecutive quarters of full-time study beyond the master’s level. Other requirements may include a comprehensive examination, departmental language or allied field study, and/or a dissertation proposal.
The College Office will issue to each doctoral candidate a letter to authenticate admission to candidacy. Admission to candidacy will be entered on the doctoral candidate’s scholastic record.

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

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

All doctoral dissertations are to be microfilmed. After all requirements have been completed, the doctoral candidate submits to the college office the designated number of typed, unbound, final copies of the dissertation. (The first copy is to be in satisfactory condition for microfilming.) The candidate also prepares and submits a 350-word abstract of the dissertation. The abstract will be published in Dissertation Abstracts and will include an announcement that the dissertation is available in film form. One microfilm copy will be deposited in the University Library and will be available for interlibrary loan.

To defray the costs of microfilming and publication, a fee of $75.00 is collected when dissertation copies are submitted.

Microfilming is considered by the University to be a form of publication. Publication by microfilm, however, does not preclude the printing of the dissertation in whole or in part in a journal or monograph.

**Final Examination.** The dissertation is the principal basis of the final examination. After completing the dissertation, and at least eight months after admission to candidacy, candidates should submit a petition for the final examination to their department. The department chairperson notifies the graduate dean of the date, time and place of the examination and of the names of the members of the examining committee. After the examination, the 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 conferral at the next convocation.

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

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

In accord with these criteria, applicants are admitted in one of three major categories: degree-seeking, non-degree-seeking, and student-at-large.

DEGREE-SEEKING STUDENTS

Applicants are admitted as degree-seeking students in either of two ways: full or conditional.

FULL DEGREE-SEEKING STATUS

The minimum requirements for this status are:

- Bachelor’s degree conferred by a regionally accredited institution.
- Scholastic achievement in undergraduate studies satisfying all requirements for entering a specific graduate program.
- Unconditional approval by the department or program director of the applicant’s proposed course of graduate study.
- Submission to the LA&S graduate office of all required supporting credentials.

Please note these are minimum requirements for full admission. The departmental and program sections of this Bulletin provide additional, more specific and selective, criteria for admission to specific programs.

CONDITIONAL DEGREE-SEEKING STATUS

The minimum requirements for this status are:

Bachelor’s degree conferred by a regionally accredited institution

Scholastic achievement in undergraduate studies indicating a capacity to pursue successfully a specific program of graduate study

Conditional approval by the department or program director of the applicant’s proposed course of graduate study, and

Submission to the LA&S graduate office of all required supporting credentials.

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

NON-DEGREE-SEEKING STUDENTS

The Dean, at his discretion, may admit as students those applicants who do not wish to pursue an advanced degree. Non-degree-seeking students may, at some future date, make application for reclassification to degree-seeking status.

NON-DEGREE-SEEKING STATUS

The minimum requirements for this status are:

Bachelor’s degree conferred by a regionally accredited institution

Scholastic achievement in undergraduate studies indicating a capacity to pursue successfully graduate course work

Approval by the dean, and

Submission to the LA&S office of all required supporting credentials, including a letter of intent addressed to the dean.

When such students file for reclassification, the departmental or program director of their specific graduate course of studies may recommend, in writing, to the dean that a maximum of three courses (12 quarter hours) completed by the student under the non-degree-seeking status be counted toward fulfillment of the advanced degree requirements.
STUDENT-AT-LARGE

The College of Liberal Arts and Sciences may admit as a student-at-large a graduate student currently enrolled in a graduate program in another accredited institution upon the recommendation, in writing, of his or her own graduate dean.

A student-at-large must complete the form for admission to the college office. The only supporting credential required is a letter from the dean of the graduate school where the student is in good standing. This letter should state in general terms the course or courses the student is authorized to take.

Under no circumstances does this classification constitute admission to a degree program at DePaul University.

DEPAUL SENIORS

Seniors in any of the undergraduate colleges or schools of DePaul University are eligible to apply for admission to the College of Liberal Arts and Sciences while completing their undergraduate program.

ADMISSION PROCEDURES

GENERAL PROCEDURES

Procedures for admission to the College of Liberal Arts and Sciences involve a completed application form, supporting credentials, admission fee, deadlines, and the dean’s admission letter.

Application Form: You can obtain a graduate application form either by mailing your request to the LA&S Graduate Office, DePaul University, 2320 North Kenmore, Chicago, Illinois, 60614 or by calling (312) 325-7315. Please include your proposed field of study in your request because the composition of the “application packet” varies from department to department and from program to program.

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

Supporting Credentials: Official transcripts of your academic records from all universities, colleges, and junior colleges attended are required. Please direct the registrar(s) to mail these official transcripts directly to the LA&S Graduate Office, DePaul University. Since there is frequently a delay in the forwarding of transcripts, you are advised to make your request as early as possible.

Note: Several departments and divisional programs require additional supporting credentials. Please consult the specific departments or divisional program directors listed in this Bulletin to determine what additional materials are required for admission to the specific course of graduate study, and to determine deadlines for the completion of all application materials.

An undergraduate DePaul senior, making application, should request the registrar to forward two official transcripts to the LA&S graduate office, a written recommendation for admission from the appropriate chairperson or program director, and written certification by the appropriate undergraduate dean of the senior’s completed and uncompleted requirements for the bachelor’s degree.

Admission Fee: A check or money order payable to DePaul University in the amount of $25.00 must accompany the completed application form. Any application form received in the LA&S office without the fee will be returned unprocessed. The fee is nonrefundable.

Dean’s Admission Letter: The dean will notify you by letter of your admission status. It is the policy not to review, evaluate or act upon any application for admission without having the completed application form, all the supporting credentials, and the application fee.

If you do not enroll at the University within one year of the date of your letter of admission, you must complete an application for readmission.
GRADUATE CREDIT TRANSFER
Credit transfer in degree programs leading to the master’s or doctoral degree ordinarily is not allowed. However, the dean may authorize an exception to this policy when, in the judgment of the dean and the department chairperson or program director, the circumstances justify the exception.

INTERNATIONAL STUDENT ADMISSION
Applicants educated outside of the United States must obtain, in addition to the standard application, the Educational History Form and Information Sheet by writing to the Graduate Admission Office. Candidates must meet academic requirements and demonstrate English proficiency with a TOEFL score of 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:

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<th>Initial Enrollment</th>
<th>Deadline</th>
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<tr>
<td>Autumn quarter</td>
<td>June 4</td>
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<tr>
<td>Winter quarter</td>
<td>October 1</td>
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<td>Spring quarter</td>
<td>January 2</td>
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<tr>
<td>Summer quarter</td>
<td>March 4</td>
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As an international student, you are strongly urged to make application as early as possible. Usually there are long delays in the forwarding of all supporting credentials.

READMISSION PROCEDURES
If you were previously enrolled in a graduate program in the College of Liberal Arts and Sciences but have not been in attendance for a period of one calendar year or longer, but not more than four calendar years, you must file a readmission form with the LA&S Office. (If more than four years have elapsed since you have been in attendance, you must file a new application.) The form must be submitted at least two weeks prior to the day of registration for the term in which you expect to resume your studies. There is a $5.00 service fee for processing a readmission form.

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

RECLASSIFICATION PROCEDURES
Should you desire a change in your major or admission status, you must file a Reclassification Application with the LA&S Office.
DEPARTMENT OF BIOLOGICAL SCIENCES

FACULTY

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

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

JOHN R. CORTELYOU, C.M., PH.D.
Professor
Northwestern University

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

LESTER FISCHER, D.V.M.
Adjunct Associate Professor
(Lincoln Park Zoo)
University of Illinois

ROBERT A. GRIEBACH, PH.D.
Professor Emeritus
University of Chicago

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

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

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

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

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

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

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

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

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

ROBERT C. THOMMES, PH.D.
Professor Emeritus
Northwestern University

JAMES E. WOODS, PH.D.
Professor Emeritus
Stritch School of Medicine,
Loyola University

PURPOSES

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

More specifically the department provides:

- Assistance in planning a specific program or 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 renowned scientists from other institutions.
- Opportunities for research leading to the thesis in accord with the student's and the faculty's research interests.
- Continuing opportunities for interaction between faculty and students in order to promote the existence of a scholarly and collegial environment.

The learning objectives of the department are:

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

PROGRAMS

MASTER OF SCIENCE: BIOLOGICAL SCIENCES
A program of study leading to the Master of Science degree in Biology is designed for students who:
• Have a strong desire to increase their understanding of the life sciences.
• Plan additional education at the master's level for increased proficiency in teaching and/or research, or
• Plan to continue study toward the Ph.D. degree.

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

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

DEGREE REQUIREMENTS
Courses: 56 quarter hours of graduate credit, including graduate core courses, BIO 400 Development of Topics for Research, BIO 495 Introduction to Graduate Study, and up to 12 hours of Research, of which at least eight hours must be BIO 498 Research for Master's Thesis. Graduate students are also required to attend all of the seminars presented in the department's Seminar Series and to enroll in Bio 500 Seminar and/or Bio 501 Seminar Continuation. Note: Students are expected to have at least one course in each of the six core areas of study.

CORE AREAS OF STUDY
Immunology and Microbiology (BIO 425, BIO 471)
Cell and Molecular Biology (BIO 425, BIO 450, BIO 460, BIO 461)
Population Biology/Ecology (BIO 416, BIO 417)
Physiology and Neurobiology (BIO 409, BIO 446, BIO 452)
Endocrinology and Mineral Metabolism (BIO 410, BIO 486)
Development and Genetics (BIO 460, BIO 468)
Advancement to Candidacy: based upon the results of a qualifying examination between the departmental faculty and the student taken near the end of the third quarter of the student's first full year and earning grades of B or better in four credits of Biology 401 and/or Biology 496. Participation in undergraduate laboratory instruction and/or research assisting: minimum of three courses and/or two quarters.

Thesis: results based upon an independent laboratory investigation.

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

CERTIFICATION FOR HIGH SCHOOL (6-12) TEACHING

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

1. Courses:
   School of Education: CUG 400, 403, 408, R&L 446, CDG 405, 525, 590 (student teaching), and SE 339.

2. Other requirements:
   a. Specific courses in general education (such as science or U.S. history) if not taken as an undergraduate.
   b. Basic skills and subject matter tests.
   c. Field experiences.
   Students in this program must apply to and have an advisor in the School of Education.

COURSES

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

GRADUATE COURSES

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

401 Independent Study. Two or four quarter hours. Experimental and/or Library study of selected topics in the life sciences. A-Cell Biology, B-Immunobiology, C-Developmental Biology, D-Physiology, E-Endocrinology, F-Genetics, G-Structural Biology, H-Ecology. Offered in the Autumn, Winter, Spring and Summer quarters.


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

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

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

Neurobiology. Organization and function of vertebrate and invertebrate nervous systems. Lecture.

Problems in Cell Biology. Analysis of basic contemporary problems in cellular morphology and physiology, with emphasis on the regulation of cellular organelles and their movements. Seminar.

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.

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 $25.00.

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

Developmental Toxicology. The toxic effects of drugs and chemicals, especially on the developing mammalian organism including the human. Laboratory project in experimental induction of birth defects. Lecture-laboratory. Laboratory fee $25.00.

Immunobiology. Basic factors governing immune phenomena and antigen antibody reactions. Lecture-laboratory. Laboratory fee $25.00.

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

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

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

RESEARCH

Research. Two or four quarter hours. Experimental work in selected areas of biology. These studies do not necessarily relate to a thesis or dissertation. Autumn, Winter, Spring, Summer. Laboratory. Laboratory fee $15.00 per credit hour. Prerequisite: approval of the department.

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 $15.00 per credit hour. 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. Required of first year graduate students.

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

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

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

PROGRAMS
MASTER OF SCIENCE: CHEMISTRY

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

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

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

**CHEMISTRY: NON-THESIS**

Courses: a minimum of 44 quarter hours, including:

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

Two elective courses.

**BIOCHEMISTRY: THESIS**

Courses: a minimum of 44 quarter hours, including:

- CHE 340, 342, 440 Biochemistry I, II, III or three elective courses (12 quarter hours)
- CHE 341, 343 or 313 Experimental Biochemistry I or II or Computational Chemistry
- CHE 422, 444 Advanced BioChemistry I, II

One set of two courses from:

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

Fourteen quarter hours research credit.
Satisfactory thesis.

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

**BIOCHEMISTRY: LIBRARY THESIS**

Courses: a minimum of 44 quarter hours, including:

- CHE 340, 342, 440 Biochemistry I, II, III or three elective courses (12 quarter hours)
- CHE 341 or 480 Experimental Biochemistry I or Special Topics in Analytical Chemistry
- CHE 343 Experimental Biochemistry II
- BIO 360 Molecular Biology
- CHE 313 Computational Chemistry
- CHE 422, 444 Advanced Biochemistry I, II

One set of two courses from:

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

Four quarter hours library research credit.
Satisfactory thesis.

Oral examination: in two parts. The first part is the thesis presentation and defense; the second part, an oral examination concerning the candidate’s general knowledge of chemistry.
COATINGS TECHNOLOGY AND POLYMER CHEMISTRY: 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 six (substitutions, with other 300- or 400-level Chemistry courses, may be made with permission of chair):

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

and all of the following:
**CHE** 430 Polymer Synthesis
**CHE** 432 Physical Chemistry of Polymers
**CHE** 434 Polymer Characterization
**CHE** 460 Coatings Technology I
**CHE** 461 Coating Technology Laboratory I
**CHE** 462 Coatings Technology II
**CHE** 463 Coatings Technology Laboratory II.

COURSES

All of the following courses are held on the Lincoln Park Campus. Courses with laboratory are odd numbered. All courses carry four quarter hours of credit unless otherwise noted.

**ADVANCED UNDERGRADUATE COURSES:**

- **312** Quantum Chemistry. **Prerequisite:** CHE 211. Offered: Spring.
- **321** Intermediate Inorganic Chemistry. **Prerequisites:** CHE 125 or 175; 210 or consent; and 312 strongly recommended. Offered: Autumn.
- **340** Biochemistry I. **Prerequisite:** CHE 125 or 175. Offered: Autumn of odd-numbered years.
- **341** Experimental Biochemistry I. Two quarter hours. **Corequisite:** CHE 340. Offered: Autumn of odd-numbered years.
- **342** Biochemistry II. **Prerequisite:** CHE 340. Offered: Winter of even-numbered years.
- **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.
- **426** Bioinorganic Chemistry. **Prerequisite:** CHE 422. Offered: By arrangement.
- **430** Polymer Synthesis. **Prerequisite:** CHE 175 or 125 or equivalent. Offered: Spring of even-numbered years.
Physical Chemistry of Polymers. Prerequisite: CHE 215 or equivalent. Offered: Spring of odd-numbered years.

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

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

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

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


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

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

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

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

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

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

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

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

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

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

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. Offered every quarter.

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

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

FACULTY
DONALD MARTIN, PH.D.
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University of Texas, Austin

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University of California, Santa Barbara

RICHARD DECORDOVA, PH.D.
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STEVE WHITSON, PH.D.
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SARAH Wortman, M.F.A.
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Northwestern University

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

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

The Corporate Communication track focuses on communication challenges specific to business and organizational settings. It teaches students to understand and manage the broad communication processes within organizations while enabling them to develop their individual skills as communicators. This track will be of interest to professionals in profit and 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 (either a research paper from undergraduate work or a portfolio of three to five samples of written/creative work on the job).
- Application form with personal essays (see application packet).
- Three current letters of recommendation written by work supervisors and/or by faculty members familiar with the applicant’s academic and/or professional achievements.
- A resume from candidates who have been working full-time for at least two years.
- GRE scores are not required, but may be submitted to strengthen an application.
- The program director and/or the admission committee may request an interview.

Provisional acceptance may require one or more of the following:
- CMN 360: Communication Theory may be required if a student lacks prior course work or employment experience in this area.
- Advanced writing courses may be required if a student lacks sufficient experience with academic writing.
- An English language examination is required for applicants who have completed their undergraduate education outside the USA; a minimum TOEFL score of 590 is necessary for admission. Confirmation of English language ability will occur when the student reaches campus.

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

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

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

II. TWO ELECTIVES chosen with advisor’s permission

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

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

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

COURSES

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

502 Intercultural Communication Theories. Examines and explores intercultural communication theories from a combination of critical, cultural and social scientific perspectives. It aims to familiarize students with different theoretical frameworks and to help students conduct empirical research on particular topics in relation to a particular cultural or national group.

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

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

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

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

521 Language and Power. Reviews the role of language and representation as social power. Topics include rhetorical form as strategy, semiotic analysis of power relations, language and the construction of subjectivity, and discursive structures of empowerment.
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.

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.

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

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.

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.

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).

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

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

Topics in Corporate Communication. Offers topics such as:

Comparative Management and Communication. Examines and contrasts the management philosophies of different cultures around the world, paying special attention to how European and Asian organizational practices influence structure, culture and communication within American corporations.

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

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

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

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

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

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

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

Independent Study. Prerequisites: approval of instructor and chair.

Final Project/Thesis Research. 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.
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JIN CHOI, PH.D.
Assistant Professor
Iowa State University

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

JAMES J. DIAMOND, PH.D.
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Cornell University

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University of Wisconsin

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

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

RICHARD J. WILTGEN, PH.D.
Professor
University of Illinois
PURPOSES
The degree in economics prepares the graduate, as a professional economist, to teach economics in high school and college, and to work as a business or a government economist forecasting and performing other tasks associated with that profession.

PROGRAMS

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

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

DEGREE REQUIREMENTS
The candidate for the master's degree in Economics may choose either the thesis or non-thesis option.

Thesis
Courses: Eleven (44 quarter hours)
Core Courses: Five (20 quarter hours)
ECO 375 Introduction to Econometrics or equivalent
ECO 505 Advanced Microeconomics
ECO 506 Advanced Macroeconomics
ECO 530 History of Economic Thought
ECO 580 Topics in Quantitative Economics OR
ECO 599 Seminar in Economics

Thesis Research ECO 600 Thesis Research (eight quarter hours)

Additional Courses: Four (16 quarter hours) The additional courses, to be chosen from economics and/or allied fields, require the student to have the written permission of the program coordinator or the department chair. Two of the four additional courses must be chosen from the 500 levels.

Thesis: The student must seek the approval of a faculty member in the department to write the thesis under his/her direction. Essential to this approval is acceptance of the thesis topic by the professor. If the thesis is evaluated as "excellent" and the student's grade point is above average, the chair may dispense with the oral examination requirement that follows.

Oral Comprehensive Examination: This examination covers the thesis and the Area of Economics Concentration of the thesis. The examination is taken after submission of the approved final draft of the thesis.
Non-Thesis

Courses: Eleven (44 quarter hours)
Core Courses: Five (20 quarter hours)
ECO 375 Introduction to Econometrics I or equivalent
ECO 505 Advanced Microeconomics
ECO 506 Advanced Macroeconomics
ECO 530 History of Economic Thought
ECO 580 Topics in Quantitative Economics OR
ECO 599 Seminar in Economics

Additional Courses: Six (24 quarter hours). The additional courses, to be chosen from Economics and/or allied fields, require the student to have the written permission of the program coordinator or the department chair. Four of the six additional courses must be chosen from the 500 levels.

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

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

Note: GSB Courses, ECO 500, 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.

ADVANCED UNDERGRADUATE COURSES

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

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

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

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

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

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

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

GRADUATE COURSES

Advanced Microeconomics. An advanced course in microeconomic theory. Extensive reading in the field is required and recent developments are examined. Emphasis is on those modern contributions which have made economic theory more realistic and applicable to the world of business. Prerequisite: graduate standing.

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

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

Applied Time Series and Forecasting (cross-listed as MAT 512). Theory and computer implementation of the Box-Jenkins techniques with emphasis on forecasting business and economic activity. Prerequisite: graduate standing.

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

Business and Public Policy. Critical examination of the roles of government in business. A sketch of the historical relationship of government and business and the options open to the American people of different kinds of social control systems. Prerequisite: graduate standing.

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

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

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

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

Regional and Urban Economics. This course investigates the spatial character of an economic system. The first part of the course is concerned with theories in regional economics, including business and household location theory, urbanization, and regional development. The latter part of the course deals with urban economics, a specialized area concerned with the economic forces behind many urban problems. Topics include the economics of housing, transportation, poverty, crime, and urban public finance. Prerequisite: graduate standing.

International Economics. Modern theories of international trade: classical theory of comparative advantage, factor proportion of theory, factor price equalization, application to international trade of welfare economics, including regional economic integration, commercial policy and tariff problems. Prerequisites: graduate standing; ECO 361 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 306 or its equivalent.**

Development of the American Economy. This course describes the economic development of the United States by tracing the effects of the significant innovations. Consideration is divided among the various American metropolitan economies. **Prerequisite: graduate standing.**

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

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

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

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

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

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 is given upon the successful completion of the thesis. **Prerequisite: permission of the department chair.**

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

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

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

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The Ohio State University

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DARIE BOWDEN, PH.D.
Assistant Professor
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ANNE CALCAGNO, M.F.A.
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University of California, Irvine

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

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

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

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

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

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

KRISTINE GARRIGAN, PH.D.
Professor
University of Wisconsin

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

JONATHAN GROSS, PH.D.
Assistant Professor
Columbia University

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

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

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

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

HELEN MARLBOROUGH, PH.D.
Assistant Professor
Brown University

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

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

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

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

LAVON RASCO, PH.D.
Professor Emeritus
Northwestern University

LUCY RINEHART, PH.D.
Assistant Professor
Columbia University

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

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

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

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

GARY SMITH, PH.D.
Associate Professor
Stanford University

PETER J. VANDENBERG, PH.D.
Assistant Professor
Texas Christian University
PURPOSES
The purposes of the graduate program in English are to provide knowledge of English and American language and literature; to foster scholarly habits in bibliography, literary and cultural history, literary criticism, and the study of language; and to cultivate independent critical ability, that is, the ability to read literary texts flexibly and comprehensively. (For a description of the graduate program in writing offered by the Department of English, see “Writing,” pages 144-48.)

PROGRAM

MASTERS OF ARTS: ENGLISH
The Master of Arts program in English achieves its purposes through graduate courses in different periods of English and American literature, as well as electives in English and American literature, writing and linguistics, literary criticism, and special studies. The program also involves a written master’s examination at the end of the student’s course work, as well as options for independent study and thesis research.

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

In addition to the application for admission and undergraduate transcripts, students should submit a personal statement, from 300 to 500 words long, describing their special interests in English and American literature, and their plans for the future, including their immediate goals in applying to DePaul’s M.A. in English. Students who have not done a B.A. in English are also encouraged to describe the strengths and weaknesses in their preparation for graduate work in English.

DEGREE REQUIREMENTS
A) 48 hours of graduate credit in English
B) Completion of three core courses:

ENG 400 Bibliography and Literary Research
ENG 401 History of the English Language
ENG 470 Studies in Literary Criticism
C) Six courses in literature, one each from these sections: Medieval, Renaissance, Restoration and Eighteenth Century, Nineteenth Century, Modern, and American Literature.
   Note: Students may take no more than three literature courses in any one of the areas listed under c) above.
D) Three electives drawn from English and American period courses, Writing and Language, Literary Criticism, Special Studies, Independent Study (maximum of four hours), or Thesis Research (maximum of four hours; available for students exercising the thesis option.)
E) A passing grade on a written master’s examination, based on a reading list drawn up by a department committee. A student is eligible to write the examination only after he or she has completed all other degree requirements. If a student does not pass the examination, the department may recommend that the dean grant permission for the student to write another examination at the next regular time. The examination may not be taken more than twice.

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

THESIS OPTION

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

CERTIFICATION FOR HIGH SCHOOL (6-12) TEACHING

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

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

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

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

COURSES

Courses carry four hours of credit unless otherwise noted.

WRITING AND LANGUAGE

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

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

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

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

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

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

Topics in Writing. See schedule for current offering.

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

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

Writing Fiction. A course in writing short stories. Emphasis is placed on class discussion of student writing. Prerequisites: previous creative writing experience and permission of instructor.

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

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

Technical Writing. An advanced course in the issues, forms and strategies of technical writing, this course focuses on a variety of topics related to writing technical documentation, including document design, audience analysis, and usability testing. Students will write in several technical-writing genres, such as proposals, progress reports, final reports, manuals, and on-line documents.

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

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


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

Topics in Medieval Literature. See schedule for current offering.

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


Studies in English Renaissance Drama. Tudor-Stuart drama, including works by Kyd, Marlowe, Jonson, Webster and Ford.
Milton. Milton's poetic works in their historical context.

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

Topics in Renaissance Literature. See schedule for current offering.

RESTORATION AND 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.

Topics in Restoration and 18th-Century Literature. See schedule for current offerings.

NINETEENTH-CENTURY BRITISH

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

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


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

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

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

MODERN BRITISH

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

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

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

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

AMERICAN LITERATURE

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


Topics in American Literature. See schedule for current offering.

LITERARY CRITICISM

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

Topics in Literary Criticism. See schedule for current offering.

SPECIAL STUDIES

Teaching Writing. 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.

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

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

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

Studies in Literature. See schedule for current offering.


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

Topics in Comparative Literature. See schedule for current offering.

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

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

Candidacy Continuation. 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 CROAK, C.M., D.A., J.D.
Assistant Professor and Chair
Carnegie-Mellon University

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

ALBERT ERLEBACHER, PH.D.
Professor
University of Wisconsin, Madison

ELLEN T. ESLINGER, PH.D.
Assistant Professor
University of Chicago

BRUCE L. FENNER, PH.D.
Professor Emeritus
Cornell University

ROBERT F. FRIES, PH.D.
Professor Emeritus
University of Wisconsin, Madison

ROBERT GARFIELD, PH.D.
Associate Professor
Northwestern University

ROSEMARY D. GOODEN, PH.D.
Assistant Professor
University of Michigan

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

GREGORY C. KOZLOWSKI, PH.D.
Professor
University of Minnesota

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

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

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

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

THOMAS R. MOCZAFTIS, PH.D.
Assistant Professor
University of Wisconsin, Madison

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

WILLIAM A. PELZ, PH.D.
Adjunct Professor
Northern Illinois University

STEPHANIE QUINN, PH.D.
Adjunct Professor
Vanderbilt University

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

BARBARA RANSBY, M.A.
Instructor
University of Michigan

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

CORNELIUS SIPPEL, PH.D.
Associate Professor
University of Michigan

ARTHUR W. THURNER, PH.D.
Professor Emeritus
University of Chicago
PURPOSES
The degree program is intended to prepare the student for further advanced study, as well as to give him or her a disciplinary background adequate for those professions in which a master's degree is ordinarily considered adequate, such as secondary school teaching and archival work.

PROGRAMS

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

ADMISSION REQUIREMENTS
For full admission, students 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 and include both European and United States history. Remaining 12 hours are to be in other fields of the social sciences.

- Two letters of recommendation.

- A one- to two-page personal statement explaining their reason(s) for studying history in graduate school.

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

DEGREE REQUIREMENTS

Thesis
Courses: minimum of 48 quarter hours, including

HST 400 Issues in Historiography
HST 401 Historical Methods
HST 499 Thesis Research (up to eight credit hours taken in four credit units.)

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

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

Note: Knowledge of a computer or foreign language, appropriate to the 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.
Comprehensive Examination: The final examination for students choosing the thesis option will consist of an oral examination on the student's thesis, on topics selected by the student and his/her advisor in the area of specialization from which the thesis comes, as well as on one outside field chosen from those named above.

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

**HST 400**  Issues in Historiography

**HST 401**  Historical Methods

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

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

Written or oral comprehensive examination: Type to be chosen by student. Examination covers two of the following fields of history:

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

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

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

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

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

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

ADVANCED UNDERGRADUATE COURSES

European

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

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

317  Individual and Society in Renaissance Italy. The flowering of culture, humanism and the arts in 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.

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

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

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

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

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

337  Expansion of Europe II: The Age of Empires. Causes of the establishment of European empires in the 19th and 20th centuries, the nature and effect of empires, the reasons for their disappearance and their legacy for Europe and the non-Western world.

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

348  Europe in the 20th Century. The crisis of democracy and culture, the decline of European ascendency, the growth of pan-Europeanism.

355  Russia Under Khans and Tsars. The Kievan period, the Mongol invasions, Ivan the Terrible, the emergence of modern Russia, 19th-century tsarist autocracy and the formation of the radical tradition.
Russia, 1905 to the Present. The Bolshevik revolution, Stalin's rise to power, the Five Year Plans, the Second World War and Russia's place in the modern world.

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

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

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

Asian and African

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

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

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

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

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

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

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

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

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

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

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

Revolutionary China, 1800 to the Present. A study of China during the 19th and 20th centuries, focusing on the factors that shaped the Chinese revolution, an examination of the various stages of the revolution, and a discussion of how the revolution altered traditional China.

Latin American

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.

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.

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


Inter-American Affairs. A mostly 20th-century survey of political relationships between the United States and Latin American nations, emphasizing dependency and interdependence theories.

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

Latinos in the United States. A survey of the history, politics and culture of the major Hispanic groups in the United States: Mexicans, Puerto Ricans, Cubans, Dominicans and Central Americans. Traces the history of these groups from the 19th century to the present by analyzing their impact on the United States.
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

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

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

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


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

History of Communications in the United States. A survey of major developments in printed media in the United States from the 17th century to the present.

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

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

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

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

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

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.

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

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


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

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

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

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

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

Special

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

Historical Sources and Evidence: Nuremberg to the Gulf War. Designed to develop in the prelaw student analytical and adversarial skills useful in the practice of law, and to confront controversial issues dealing with values of the lawyer and the citizen.

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

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

Independent Study. Prerequisites: approval of instructor and chair.

Graduate Courses

Issues in Historiography.

Historical Method and Bibliography.

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

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

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

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

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

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

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.

Independent Study. Prerequisites: approval of instructor and chair.

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

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

Albert Erlebacher, Ph.D.
Professor, Program Director
University of Wisconsin, Madison

Tom Dolan, M.A.
Administrative Assistant to the Dean College of Commerce
Marquette University

Marianne Murphy, J.D.
Director of Graduate Programs School of Education
Loyola University

PURPOSES

The Interdisciplinary Studies Program (ISP) at DePaul University offers a unique and flexible opportunity for the student to build a master’s program around his or her individual interests.

The program transcends traditional departmental boundaries by allowing the student, with the advice and support of the program director, to design a series of courses in a variety of substantive fields.

For example: an urbanologist interested in communications management can design a sequence of interrelated courses in the Departments of Management, English, Political Science and Public Services; someone interested in Arts and Management may tailor a program of courses selected from Arts and Sciences and the College of Commerce.

With proper planning virtually any combination of courses is open to the self-guided master’s degree candidate.

PROGRAMS

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

MASTER OF ARTS OR MASTER OF SCIENCE: INTERDISCIPLINARY STUDIES

ADMISSION REQUIREMENTS

For full admission, applicants must have the following:

- Bachelor’s degree: adequate background in the appropriate fields required as preparation for the successful completion of the student’s proposed program of study.

- Written rationale for a proposed program of study: rationale to include both a statement of educational and/or vocational objectives and a proposed listing of courses to make up that program.

- Evaluation and approval of proposed program.

- Foreign Language or Research Tool: need to be determined as part of the proposed program evaluation and approval.
DEGREE REQUIREMENTS

**Thesis**
Courses: 48 quarter hours of graduate credit, including
1) SP 499 Thesis Research (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
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MICHAEL ALVAREZ, PH.D.
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JOSE SOTERO, PH.D.
Assistant Professor, Sociology
University of Arizona

K.E. SUPRiya, Ph.D.
Assistant Professor, Communication
University of Illinois, Urbana

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., I.D. or M.B.A., should approach the program as a threshold degree. For them, the M.A. in international studies is a way of deepening their understanding of theory and an opportunity to begin independent research that will empower them as professionals.

PROGRAM

MASTER OF ARTS: INTERNATIONAL STUDIES

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

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

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

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

International political economy focuses on the unevenness in the distribution of resources among various actors and institutions in the world community. It sees the effort to manage this unevenness as the basis for change in that community. It 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.
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.

MASTERS OF ARTS: INTERNATIONAL STUDIES

ADMISSION REQUIREMENTS

The M.A. in International Studies is intended to be a small program of 10 to 20 students each year who move through the course work and thesis colloquia together.

For full admission, students must have the following:

- Bachelor's degree from an accredited institution with a 3.0 (on a 4.0 scale) GPA or higher.
- Admission essay of two to five pages that describes why the student is considering the International Studies program, how it fits into a process of professional development, and what the student hopes to accomplish by enrolling in the program. Students are expected to have some idea of what they want to research at the time of admission. A list of faculty in the College of Liberal Arts and Sciences who supervise theses in the International Studies program and the research areas they are willing to supervise is available to applicants. Only in exceptional cases will students be accepted to the program with personal research interests that are not included on this list.
- GRE, LSAT or GMAT scores are not required but may be submitted to strengthen an application.
- Grade of B or better in introductory (principles of) microeconomics and macroeconomics at an accredited college or university. The economics courses can be taken after admission, either before the start of the Autumn term, or concurrently with the first year courses.
- Proficiency in the speaking, reading, and oral comprehension of a modern language other than English, demonstrated through one of the following:
  a. Grade of B or better in a modern language course beyond the second year, taken within the last three years at an accredited college, university or language institute. If the last language course was taken more than three years from the date of admission, and there has been no significant involvement with the language in the interim, the student may be asked to take refresher courses in the language as a condition of graduation.
  b. Examination for proficiency levels in reading, speaking and listening that would place the student beyond the second year of languages courses (200-level placement), or recent foreign living experience of at least six months (continuous) duration in a single culture outside of the United States (including English-speaking cultures).
c. Native speaker of a modern language who demonstrates reading and writing proficiency equal to the university standard in that language. This means that the applicant will have successfully completed a high school diploma and/or university-level courses in which their native language was the language of instruction. It is not sufficient to have grown up bilingual to satisfy this requirement.

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

Applicants are encouraged to contact the program director at 312-325-7460 to set up a pre-admission information session either in person or by phone. A personal interview is not required for admission.

DEGREE REQUIREMENTS

Standard Concentration

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

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

International Political Economy Concentration

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

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

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

Global Culture Concentration

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

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

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

Calendar

The M.A. program in International Studies is a year-round program. Students are expected to attend classes during the Summer term. This permits students to complete their theses in time to be certified for graduation and receive their degrees at the end of the second year. 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.

The M.A. program in International Studies is an evening program with all of the courses taught on DePaul’s Lincoln Park Campus.

Graduate Writing Assistance

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

Academic Progress

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

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

Program Time Limitation

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

COURSES

CORE COURSES

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

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

403 Movements, Regimes and Ideologies. The seminar focuses on the organization of power in contemporary societies and the processes that legitimatize or impeach authority. Students examine cases from both historical movements and contemporary movements. Through this seminar students acquire a fundamental knowledge of the agendas of modern political movements and the ideological supports for existing regimes.

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

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

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

**Electives**

**Global Culture**

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

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

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

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

**International Political Economy**

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

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

**512 Political Economy of 20th-Century Japan.** Provides a largely historical examination of the political economy of Japan, from the establishment of policies encouraging capitalist industrialization in the 1880s to the present state of Japanese politics and economics.
**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.

**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.** All students take this term of thesis-directed research in Autumn term of their second year in the program.

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

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

**Courses from Other Departments**

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

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

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

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

**Public Services**
- International Dimensions of Public Service (one per year).

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

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

FACULTY
Charles R. Strain, Ph.D.
Professor, Program Director
University of Chicago

Mary Theresa Mirtello, M.A.
Assistant Director
DePaul University

Avrom A. Blumberg, Ph.D.
Professor
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Caryn Chaden, Ph.D.
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Brown University

PURPOSES

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

PROGRAMS

MASTER OF ARTS: LIBERAL STUDIES

The MALS program is grounded in a set of team-designed core courses. These courses establish the aims and themes of the program, orient the student to a multidisciplinary approach to graduate education, and develop in the student advanced learning skills. They are organized around the theme "Sense of Person/Sense of Place."
The other components of the program are colloquia, electives, and the integrating project. Colloquia are five-week topical studies that employ various approaches to one particular theme. Colloquia use various formats—guest lectures, panels, films, field experiences—to provide an intensive examination of an issue.

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

Finally, students complete an integrating project which culminates the learning experience in the graduate Liberal Studies program at DePaul. This final project, typically research-based, approximately 35-50 pages in length, gives MALs students the opportunity to demonstrate the intellectual and creative powers that they have developed over the course of graduate study. Occasionally a student’s project may take a more nontraditional form, such as a community-based project or an artistic project. This nontraditional approach must include a written component that provides a theoretical framework for the creative endeavor.

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

The MALs program offers three areas of study: the Standard Concentration, the Executive Concentration, and the Women’s Studies Concentration. The Standard Concentration is based on a four-course core requirement and is designed to provide maximum flexibility to students who wish to design their own programs of study. The Executive Concentration has been specially designed to enhance the student’s professional training and experience by emphasizing the development of the skills of critical thinking, written communication, and creative imagination. The basis of the Executive Concentration is an expanded, six-course core program. The Women’s Studies concentration focuses on women’s accomplishments, conditions and contributions within their cultural contexts. Using interdisciplinary approaches, the Women’s Studies concentration crosses the boundaries of traditional fields of study, giving fresh views of their subject matter and creating a new coherent way of understanding human experience. The Women’s Studies Concentration is based on a five-course core requirement. Students choose one of the three concentrations with the help of an advisor.

MASTER OF ARTS: LIBERAL STUDIES

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

- Bachelor’s degree from an accredited institution.
- Admission essay: this essay describes why the student is considering the MLS program, how it fits into a process of personal and intellectual development, and what the student hopes to accomplish by enrolling in the program.
- Personal interview with the director or assistant director of the program.
DEGREE REQUIREMENTS

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

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

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

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

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

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

MLS 500 The Integrating Seminar. For the student who prefers a structured, classroom-based approach to the completion of the final project, MLS 500 provides a weekly seminar in which the instructor offers guidance throughout each stage of the writing process. This seminar is offered each Spring quarter. Here, students benefit from sharing, listening, and responding to one another as they make steady progress toward the completion of their projects. Students who plan to enroll in this course should have submitted the Integrating project proposal form and should have obtained approval of the project by February 1st. Preliminary work on the project should begin as soon as the approval has been accepted. All students who enroll in MLS 500 should be prepared to present a progress report at the first meeting of the seminar.
Executive Concentration
Courses: Completion of 48 quarter hours of graduate credit which must include:

Core Courses
401  Visions of the Self
402  Perceptions of Reality or 405  Representations of the Body
403  The American Experience or 404  The City
406  Exploring Other Cultures or 407  Self, Culture and Society in Contemporary Japan or
     441  Women Across Cultures
442  Ethics and the Economy or 444  Computers, Ethics, and Society
452  Great Ideas, Business and Society

Electives: five courses chosen from MAL5 special topics courses or existing departmental graduate courses with the aid of the student's advisor. Courses must be selected from at least two different departments in order to preserve the multidisciplinary character of the program. MAL5 students may take no more than three 300-level courses as part of their program.

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

Women's Studies Concentration
Courses: Completion of 48 quarter hours of graduate credit which must include:

Core Courses
401  Visions of the Self
402  Perceptions of Reality or 405  Representations of the Body
403  The American Experience or 404  The City
440  Feminist Theories
441  Women Across Cultures

Electives: six courses chosen from MAL5 special topics courses or departmental graduate courses with the aid of the student's advisor. Three of the six courses must meet the criteria of the Women's Studies concentration, that is, the topic, content and approach to the course must be focused upon the study of women or gender relations. MLS 445, 467, 468, 474, 477, 478, for example, meet these criteria. Courses must be selected from at least two different areas of study in order to preserve the multidisciplinary character of the program. MAL5 students may take no more than three 300-level courses as part of their program.

Integrating Project: MLS 499 or MLS 500. The topic, content and approach of the integrating project must be focused on the study of women or gender relations. In addition to an MAL5 advisor the student will work with a Women's Studies advisor. Otherwise, the student follows the procedures given under the Standard Concentration.

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

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

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

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

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

COURSES

CORE COURSES

401  **Visions of the Self.** A study of the differing visions of the self as presented in significant documents from the history of ideas. Materials selected from classic texts of literature, philosophy, theology, psychology and social science.

402  **Perceptions of Reality.** A survey, beginning with ancient Greece and ending with the modern world, of models of universal order as developed by natural scientists and literary and visual artists.

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

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

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

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

407  **Self, Culture and Society in Contemporary Japan.** Interdisciplinary examination of the political, economic and social order of contemporary Japan. Relationship of individuals and groups to the social order, as they create the reality of diversity and possibilities for change.
MALS Colloquium. Topics vary. See schedule for current offering.

SPECIAL TOPICS COURSES

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

441 Women Across Cultures (cross-listed as WMS 390). A critical analysis of the roles of women in societies around the world, with special emphasis on economics, politics, and culture. Focus is on African, Asian and Latin American cultures and non-dominant groups within Western Societies. Topics vary each quarter.

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

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

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

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

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

447 Gender and Society (cross-listed as SOC 470). Attention to the growing literature and empirical research on changing patterns in economic, psychological and social outcomes for women and men. Consideration of various theories of gender differentiation and inequality.

450 Chicago: Architecture and Urban Development. A study of urban architecture in Chicago from 1833 to 1984, including the role of planning, the purpose of open space, the place of tradition, the impact of modern design theories and evaluation of contemporary developments.

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

453 Politics, Media and Everyday Life (cross-listed as PSC 321). An examination of various ways in which the mass media influence our perceptions of reality. Political, social and cultural implications of media processes are assessed.
Parable and Imagination: The Literature of Subversion from Jesus to Borges. The self's vision derives from narrative imagination. But parables are the genre that makes imagination self-conscious and narrative self-critical.

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

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

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

Writing in the Professions (cross-listed as ENG 494). Improves writing skills useful in semi- and non-technical professions; emphasis on style, tone, awareness of purpose and audience; effective memo, proposal and report design.

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


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

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

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

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

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

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


Scholars and Samurai (cross-listed as HST 339). Traditional Chinese and Japanese civilizations. An examination of the major elements of traditional Chinese and Japanese civilizations, emphasizing religion, philosophy, ethics, and political and social structures.
The Arts of Japan. The visual arts of traditional Japanese culture.

Islamic Art. The visual arts of traditional Islamic cultures.

Women and Art. Examines the work of the most significant women artists from the Renaissance to the present. It will also investigate how women have been represented in Western art by both male and female artists.

Topics in Contemporary Film. An examination of recent films and their relation to broader tendencies in contemporary culture. Topics vary; see schedule for current offerings.

Chicago in Fiction and Film. This course examines novels and short stories written by Chicagoans during the 20th century. It also includes a few film adaptations of these works.

Feminist Ethics (cross-listed as PHL 660). Critiques of mainstream empirical and philosophical works and of Carol Gilligan's work on ethics will include discussions on 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). A review of research and theory on women including sexist biases and methodology, feminist therapy, violence against women, and gender differences in the development of power and sexuality.

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

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

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

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

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

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

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

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

ADVANCED STUDY

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

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

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

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

FACULTY

JONATHAN COHEN, Ph.D.
Associate Professor and Chair
Washington University

J. MARSHALL ASH, Ph.D.
Professor
University of Chicago

ALLAN BERELE, Ph.D.
Professor
University of Chicago

JEFFREY BERGEN, Ph.D.
Professor
University of Chicago

WILLIAM CHIN, Ph.D.
Associate Professor
University of Wisconsin

BARBARA CORTZEN, Ph.D.
Associate Professor
University of California, San Diego

SUSANNA EPP, Ph.D.
Professor
University of Chicago

EDUARDO GALLO, 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 DUKE, Ph.D.
 Associate Professor
 University of Oregon

EFFAT MOUSSA, Ph.D.
 Professor
 University of Iowa

CAROLYN NARASIMHAN, Ph.D.
 Associate Professor
 Northwestern University

WALTER PRANGER, Ph.D.
 Professor
 Illinois Institute of Technology

PERVEZ RAHMAN, Ph.D.
 Lecturer
 University of Illinois at Chicago

ERIC RIEDERS, Ph.D.
 Assistant Professor
 University of Syracuse

JACOB TOWBER, Ph.D.
 Professor
 University of Chicago

STEPHENVAGI, Ph.D.
 Professor
 University of Chicago

GANG WANG, Ph.D.
 Assistant Professor
 University of Illinois

DAVID WEBB, M.S.
 Instructor
 Rutgers University

YUEN-FAT WONG, Ph.D.
 Professor
 Cornell University
PURPOSES
The Department of Mathematical Sciences provides students with the sound mathematical foundation in pure and applied mathematics required for many areas of study.

PROGRAMS

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

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

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

This six-quarter degree program is offered on an accelerated basis during intensive weekend sessions and may be taken while in-service at the rate of two courses per quarter. The emphasis in the program is on mathematical content, but significant amounts of time are spent on methods of incorporating new teaching strategies and technologies in the classroom. The program is directly tied to secondary and upper elementary curriculum needs and is directed toward previously or currently certified teachers with degrees in non-mathematics fields, to teachers with bachelor's degrees in mathematics who wish to upgrade their command of the field, and to bachelor's degree holders in other fields who wish to enter teaching.

MASTER OF SCIENCE: APPLIED MATHEMATICS

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

- Bachelor's degree.
- Two years of calculus and linear algebra (The equivalent of the undergraduate sequences MAT 150-152 or 160-162, and 260-262).
- A course in statistics.
- A course in scientific computer programming.

DEGREE REQUIREMENTS
Courses: at least 48 quarter hours of graduate level work in applied mathematics
Comprehensive Examination: Offered twice a year in the Autumn and Spring quarters. Part I covers the material in MAT 451, 452 and 453.
Part II is based on the special area of concentration. Student should request syllabi for the comprehensive exams from the department secretary.
All students in the program are required to complete the following eight core courses:

MAT 451 Probability and Statistics I
MAT 452 Probability and Statistics II
MAT 453 Probability and Statistics III
MAT 456 Applied Regression Analysis
MAT 459 Simulation Models and the Monte Carlo Method
MAT 470 Advanced Linear Algebra
MAT 485 Numerical Analysis
MAT 487 Operations Research I

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

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

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

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

COMPUTER USAGE

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

MASTER OF ARTS: MATHEMATICS EDUCATION

This program is administered by the Department of Mathematical Sciences in conjunction with the School of Education through the College of Liberal Arts and Sciences. Details regarding admission requirements, course schedules, etc., may be obtained from the program director in the Department of Mathematical Sciences.

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

DEGREE REQUIREMENTS

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

CERTIFICATION FOR HIGH SCHOOL (6-12) TEACHING

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

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

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

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

COURSES

ACTUARIAL SCIENCE

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

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

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

464 **Actuarial Mathematics I.** Introduction to Risk Theory and Applications. Economics of insurance, individual risk models for short term and single term, collective risk models over an extended period and applications. **Prerequisite: MAT 453.**

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

467 **Actuarial Mathematics III.** Credibility theory and loss distributions with applications to casualty insurance classification and ratemaking. **Prerequisite: MAT 462.**

APPLIED ALGEBRA AND ANALYSIS

470 **Advanced Linear Algebra.** Matrix representation of linear transformations, inner product and rotations, eigenvalues and eigenvectors, diagonalization of symmetric linear transformations, principal axis theorem and positive definite quadratic forms, applications to geometry and statistics. **Prerequisite: 262.**

481 **Fourier Analysis and Special Functions.** The course covers the basic principles of discrete and continuous Fourier analysis and some of its applications currently used in scientific modeling. Students will use the computer to implement the computational algorithms developed in the course. Some of the topics covered will include Fourier transforms and their application to signal and image processing, discrete Fourier series, the fast Fourier transform algorithm and applications to digital filtering, and the Radon transform and its applications to Tomography. **Prerequisite: MAT 262.**

484 **Mathematical Modelling.** Modelling of real world problems using mathematical methods. Includes a theory of modelling and a study of specific models, selected from deterministic stochastic, continuous and discrete models. **Prerequisites: MAT 220 or 262, and 451 or 348.**
QUANTITATIVE METHODS AND OPERATIONS RESEARCH


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

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

STATISTICS AND PROBABILITY

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


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

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

454  Multivariate Statistics. The multivariate normal distribution. The general linear model. Multivariate regression and analysis of variance; discriminant analysis; principal component and factor analysis; applications and use of statistical software. 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. Prerequisites: MAT 453 and MAT 262 or consent.

457  Nonparametric Statistics. Inference concerning location and scale parameters, goodness of fit tests, association analysis and tests of randomness using distribution free procedures. Prerequisites: MAT 453 or MAT 348 and consent.

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

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

Queuing Theory with Applications. Discrete and continuous time Markov chain models, Queueing 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 consent.


Design and Analysis of Experiments. Linear models and quadratic forms. Single, two and several factor experiments, incomplete designs, confounding and fractional factorial experiments. Response surfaces and partially balanced incomplete block designs. Prerequisites: MAT 453 or MAT 348 and consent.

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


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

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.


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

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

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


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

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

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

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

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

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

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

**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, N.S.N., R.N.
Instructor
University of Illinois at Chicago

Marianne Araujo, M.S., R.N.
Adjunct Professor
DePaul University

Sally A. Ballenger, M.S., R.N.
Professor Emeritus
DePaul University

Veronica E. Drantz, Ph.D.
Adjunct Professor
DePaul University

Juanita L. Holliman, Ph.D., R.N.
Assistant Professor
Colorado State University

Mary Ann Kathrein, Ed.D., R.N.
Visiting Associate Professor
Northern Illinois University

Steven Outly, M.D.
Adjunct Professor
University of Illinois

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

Daljeet Singh, M.D.
Visiting Assistant Professor
Rangoon Medical College, Burma

Donald Vidger, M.D.
Adjunct Professor
Chicago Medical School

Patricia Wagner, Ed.D., R.N.
Professor Emeritus
Northern Illinois University

Chang Ho Wee, M.D.
Adjunct Professor
Seoul National University

PURPOSES

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

PROGRAMS

CERTIFICATE OF ADVANCED STUDY: NURSING CASE MANAGEMENT

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

ADMISSION REQUIREMENTS

For full admission, applicants must have the following:

- Bachelor's degree in Nursing from an NLN-accredited institution or equivalent
- Graduate application form with official transcript showing highest degree earned

Required Courses*: (13 credits)

MPS 506 Financing and Costing in Health Care
NSG 372 The Professional Nurse as Coordinator of Care I
NSG 373 Practicum: The Professional Nurse as Coordinator of Care I
NSG 408 Health Policy Issues Related to Nursing Case Management

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

Concentrations
- Nurse Educator
- Nursing Administration
- Nursing and Public Service Administration (combined option)
- Advanced Nursing Practice

The core nursing curriculum includes contemporary theoretic bases for advanced nursing practice, nursing research including informatics, and health policy analysis. Through specifically designed learning experiences the student will pursue professional development in either nursing education, nursing administration, nurse anesthesia or home health care.

The focus in the Nurse Educator concentration is twofold: 1) analysis of theories that predict preventive and health-supportive behaviors in individuals and groups and 2) exploration of strategies for teaching and learning with selected populations. Students' own clinical interests form the basis for developing individualized learning contracts for the teaching practica courses.

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

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

The Advanced Nursing Practice concentration provides theory and clinical experience in 1) expert high technology clinical nursing practice, 2) case and clinical program management, 3) consultation, 4) teaching and learning, and 5) research and evaluation.

The Nurse Anesthesia option is a cooperative program between Ravenswood Hospital Medical Center School of Anesthesia and the graduate nursing program at DePaul University. The Nurse Anesthesia Program is accredited by the American Association of Nurse Anesthetists. An M. S., C. R. N. A. completion option is available to qualified students.

The Home Health Care option is focused on the provision of family-centered, community-oriented home care within an ecologic model of health to individuals, families and high-risk groups. Specific areas of clinical emphasis include women, children, older adults, or other areas negotiated with the faculty advisor.

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

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

DEGREE REQUIREMENTS

Master of Science with a major in Nursing

Core Courses: (20-24 credits)
NSG 400  Theoretical Components of Nursing
NSG 401  Nursing Research I. Prerequisite: Advanced Statistics.
NSG 402  Nursing Research II
NSG 403  Theoretical Basis for Advanced Nursing Practice
NSG 430  Health Policy and Nursing

Other Core Requirements:
NSG 405  Nursing Research III (four credits)
OR
Comprehensive Examination (taken during final quarter)

NURSE EDUCATOR CONCENTRATION

Required Courses: (20-22 credits)
NSG 432  Theories of Health Behaviors
NSG 455  Curriculum Development for Health Care Systems
NSG 458  Teaching in Health Care Systems
NSG 459  Practicum in Teaching in Health Care Systems

Cognates: (eight credits)

NURSING ADMINISTRATION CONCENTRATION

Required Courses: (24 credits)
NSG 451  Organizational Theory
NSG 452  Organizational Management
NSG 456  Practicum in Nursing Administration I
NSG 457  Practicum in Nursing Administration II
MPS 506  Financing and Costing in Health Care

Cognates: (eight credits)

Nursing/Public Service Administration Option

Alternate Core Course:
MPS 452  Policy Design and Analysis may be substituted for NSG 430

Additional Required Courses: (eight credits)
MPS 512  Public Service Organizations in the Public Context
MPS 557  Need Assessment and Program Evaluation

Cognates: (eight credits) chosen from Nursing or Public Service Administration

ADVANCED NURSING PRACTICE CONCENTRATION

Home Health Care Option

Required Courses: (36 credits)
NSG 480  Statistical Methods for the Health Sciences
NSG 481  Physiology for Advanced Nursing Practice
NSG 482  Introduction to Epidemiology
NSG 483  Advanced Assessment and Clinical Decision-Making
NSG 484  Pharmacology for Advanced Nursing Practice
NSG 486  Theory and Research for Home Health Care Across the Lifespan
NSG 487  Practicum in Home Health Care I
NSG 488  Issues and Concepts of Home Health Care
NSG 489  Practicum in Home Health Care II
Nurse Anesthesia Option

Courses in nurse anesthesia are taught in sequence on the Ravenswood Campus.

Required Courses: (40 credits)
Chemistry and Physics
Anatomy, Physiology, and Pathophysiology I
Anatomy, Physiology, and Pathophysiology II
Anatomy, Physiology, and Pathophysiology III
Principles of Anesthesia Practice I
Principles of Anesthesia Practice II
Principles of Anesthesia Practice III
Pharmacology
Anesthesia Practicum I
Anesthesia Practicum II

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

Special Admission Criteria:

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

OR

• Successful completion of the CANAP Self-Evaluation Examination
• Graduation from an NLN-accredited baccalaureate program in nursing *
• Current certification as a registered nurse anesthetist.
• Ongoing employment as a C.R.N.A.
• Satisfactory performance on the Graduate Record Exam.
• Three letters of recommendation.
• Basic Statistics course.
* Individuals with a non-nursing B.S. would be eligible to complete the requirements for a B.S.N. using the accelerated R.N.-M.S.N. program currently in place in the Department of Nursing.

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

NSG 418 Advanced Nurse Anesthesia Practice Symposium

COURSES

All courses are four quarter hours unless otherwise indicated.

UPPER DIVISION UNDERGRADUATE COURSES

372 The Professional Nurse as Coordinator of Care I (cross-listed as NSG 347; Seminar: Case Management and the Managed Care Environment). This course focuses on professional role development and the fundamental components of the professional nurse role from provider to coordinator of care. Selected topics include care coordination, managed care and case management; critical pathways, continuous quality improvement, proposal development, variance analysis, leadership and collaboration. Principles of epidemiology, leadership and change are stressed. The focus of care delivery is case management; specifically, the management of human and material resources necessary for meeting episodic health care needs of individuals and families. Prerequisite: Completion of Level I nursing courses or graduate standing.
Practicum: Professional Nurse as Coordinator of Care I. This course provides the laboratory and clinical experiences for development of the professional nurse role as provider of care and coordinator of care. Learning activities focus on implementing contemporary data-based nursing practice models in both institutional and home health settings; and the diffusion of innovation at the individual, family and organizational levels. Assessment of the individual and family as client are emphasized. The context of nursing practice is episodic dimension of health care delivery. Prerequisites: Nursing 372 or concurrent registration.

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.

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.

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.

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

Nursing Research III. 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 and in the case of a thesis, by the thesis committee members. Students are encouraged to begin discussion of the research question at the beginning of the second full year of taking graduate courses.

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

Health Policy Issues Related to Case Management. This symposium provides an overview of contemporary health-policy issues that affect clinical decision-making across the care continuum. Learning activities focus on promoting awareness of policy development at an organizational level.

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

Theories of Health Behaviors. Six quarter hours. 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.

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

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

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

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

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

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

Practicum in Nursing Administration II. Six quarter hours. An in-depth project based on the analysis of the health care setting selected in NSG 456 is conducted. Project selection is based on the needs and interests of both the student and the selected health care organization. Prerequisites: 451, 452, 456.

Teaching in Health Care Systems. Course explores theories, principles and strategies involved in the teaching-learning process. Emphasis is focused on analysis, planning, and evaluating teaching methods and strategies in a variety of learning environments.

Practicum in Teaching in Health Care Systems. Six to eight quarter hours. Observation, investigation and application of theories, principles and methods of teaching and learning are conducted in selected health care settings. Opportunity is provided for the development and implementation of individual learning goals under the guidance of a preceptor. Prerequisites: 455, 458.

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. 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. 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.

Theory and Research for Home Health Care Across the Lifespan. This course focuses on the analysis and synthesis of theory of the growth, development and life cycle of clients and their families. Application of theory and research in health promotion, maintenance and restoration in home health care is investigated. Prerequisite: Completion of graduate core and advanced practice core courses.

Practicum in Home Health Care I. This course focuses on the primary and long-term care of individuals and families who experience chronic illness and need home health care services. A community-based care delivery system is emphasized. Program development, implementation and evaluation is stressed with a focus on family-centered health promotion with a life span approach. High-risk population-based interventions are emphasized. Corequisite: Theory and Research for Home Health Care Across the Lifespan.

Issues and Concepts of Home Health Care. This course explores the theory, research and practice components of clinical specialization in home health care nursing. Ethical, legal and policy issues related to home health care, including multiculturalism, are analyzed. The advanced nursing practice role is explored in the following areas: research-based therapeutic nursing interventions, communication with individuals, families and groups; consulting with peers and other disciplines; and therapeutic and systems-based case management. Prerequisites: Completion of graduate core and advanced practice core courses.
Practicum in Home Health Care II. 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. **Prerequisite:** Practicum in Home Health Care I.

**ELECTIVE GRADUATE COURSES**

407 **Cultural Sensitivity in Health Care** (cross-listed as Nursing 370). This course is designed to promote the learner's cultural sensitivity by broadening the knowledge base about transcultural issues in health care and developing multicultural communication skills. Implications of age, race, gender, ethnicity, subculture and social class in health care will be explored. Students perform a cultural assessment and examine health care practices in selected diverse cultural settings through visits and interviews.

433 **Legal/Ethical Issues in Health Care.** 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.

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

450 **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.

**NURSE ANESTHESIA COURSES**

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

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

**Anatomy, Physiology and Pathophysiology I.** This course will concentrate on the origin, structure and function of the different divisions of the nervous system, with special emphasis on the autonomic nervous system, conduction and transmission of neural impulses, major motor and sensory pathways, and the intergration of the reflex responses. Pathophysiology of central and peripheral neurological disorders is detailed and analyzed with emphasis on clinical application in the practice of nurse anesthesia.

**Anatomy, Physiology and Pathophysiology II.** Six quarter hours. This course reviews in detail the endocrine and cardiovascular systems, including their structure, function and role in homeostasis. Emphasis is placed on the pathophysiology of endocrine and cardiovascular disorders, to assist the nurse anesthetist in designing and implementing an appropriate anesthetic care plan for persons with these disorders.
Anatomy, Physiology, and Pathophysiology III. Six quarter hours. The structure, function and disorders of the respiratory and renal systems are detailed with emphasis upon breathing mechanics, gas diffusion and transport, and the role of both systems in maintaining homeostasis. The impact of respiratory and renal disease on anesthetic management is stressed to assist the nurse anesthetist in decision-making in the clinical setting.

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

Principles of Anesthesia Practice II. Advanced anesthetic management of the obstetric, pediatric and geriatric patient by the nurse anesthetist is the focus of this course with emphasis placed on the preoperative assessment, fluid management, equipment and anesthetic techniques specific for those patient populations. Administration of regional anesthesia is also included.

Principles of Anesthesia Practice III. This course is designed to prepare the student to make preoperative assessments and develop appropriate nurse anesthesia care plans for the trauma and burn victim, as well as the patient undergoing head, neck and peripheral vascular surgery. The course also includes 12-lead EKG interpretation. Legal aspects of nurse anesthesia practice.

Pharmacology I. Six quarter hours. Pharmacokinetics and pharmacodynamics of anesthetic drugs are discussed in detail and include: inhalation, intravenous and local anesthetics, muscle relaxants and respective antagonists.

Pharmacology II. The pharmacodynamics and pharmacokinetics of drugs used in the treatment of nervous, endocrine, cardiac, renal and respiratory disorders are stressed including anesthetic implications of their use. Ventilator management, pulmonary function testing blood gas analysis are also covered.

Anesthesia Practicum I. Non-credit. First year clinical practicum (2nd, 3rd and 4th quarters) in which the student will gain experience in the clinical application of the basic skills and techniques of anesthesia for elective and emergency surgery. In conjunction with this practicum, the nurse anesthesia student will participate in seminar discussions and lectures of current topics of anesthesia. Prerequisites: Pharm I, PAP I.

Anesthesia Practicum II. Non-credit. Second year clinical practicum (1st, 2nd, 3rd and 4th quarters) in which the student will have the opportunity to practice all aspects of anesthesia including actual administration of regional anesthesia. This practicum includes specialty rotations in obstetrical, pediatric, open-heart and neuro surgery. In conjunction with this practicum, the nurse anesthesia student will participate in seminar discussions and lectures of current topics of anesthesia. Prerequisites: Anesthesia Practicum I, APP I, II, and III.
DEPARTMENT OF PHILOSOPHY

FACULTY
PEG BIRMINGHAM, PH.D.
Associate Professor and Chair
Duquesne University
KENNETH D. ALPERN, PH.D.
Associate Professor
University of Pittsburgh
BERNARD J. BOLEN, PH.D.
Professor Emeritus
University of Louvain
PARVIS EMAD, PH.D.
Professor
University of Vienna
MANFRED S. FRINGS, PH.D.
Professor Emeritus
University of Cologne
JAMES W. KEATING, PH.D.
Professor Emeritus
Catholic University of America
DARYL KOEHN, PH.D.
Assistant Professor
University of Chicago
DAVID FARRELL KRELL, PH.D.
Professor
Duquesne University
GERALD F. KREYCHE, PH.D.
Professor Emeritus
University of Ottawa
MARY JEANNE LARRABEE, PH.D.
Professor
University of Toronto
ROBERT LECHNER, C.PP.S., PH.D.
Professor Emeritus
University of Fribourg
BILL MARTIN, PH.D.
Assistant Professor
University of Kansas
WILL McNEILL, PH.D.
Assistant Professor
University of Essex
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.
Assistant Professor
State University of New York,
Stony Brook
DAVID W. PELLAUER, PH.D.
Associate Professor
University of Chicago
KATHERINE RUDOLPH, M.A.
Instructor
Yale University

PURPOSES

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

In keeping with the interests of its faculty and the need for focus on the graduate level, the department concentrates on 19th- and 20th-century Continental Philosophy and the historical sources of these movements. The department also specializes in theoretical and applied ethics.

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

PROGRAMS

MASTER OF ARTS

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

The department offers courses, seminars, independent studies and dissertation direction culminating in the award of a Ph.D. in philosophy. While the program touches diverse areas of philosophy, its chief orientation is toward Continental Philosophy, with many members of the department concentrating on issues in ethics and values studies within this tradition or in relation to the broader philosophical tradition.

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

MASTER OF ARTS: PHILOSOPHY

ADMISSION REQUIREMENTS

For full admission, students must have the following:

- Bachelor's degree in Philosophy or a related field, with evidence of excellent undergradu-
  ate 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 condi-
  tionally, 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 Appli-

- cation Form; (2) official transcripts of all previous academic work; (3) Graduate Record Exami-
  nation 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 appli-
  cant desires to pursue graduate work in this program, including areas of proposed research;
  and (6) a writing sample (e.g., a term paper, seminar paper, or a senior thesis or portion thereof).

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

DEGREE REQUIREMENTS

Non-Thesis Option

Courses: 44 quarter hours of graduate study, including:

- 36 quarter hours of philosophy courses numbered 400 and over.

- 8 quarter hours in philosophy courses numbered 300 and over or, if the necessary prereq-
  uisites are met and the graduate affairs committee gives written approval, the eight quarter
  hours may be taken in fields related to philosophy.

Each year the full-time student will submit two research papers which will be kept on file in the
  general office of the department. These papers will be double-marked, first by the instruc-
  tor 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 com-
  mittee 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 a reading
  knowledge of French or German. Other modern languages or Greek or Latin may be substi-
  tuted if appropriate to the general direction of a student's research.
Thesis Option:
As above, except that, in addition to the satisfactory completion of their course work, students are required to write a short thesis of approximately 50-60 pages, including scholarly apparatus. The thesis will be double marked and under exceptional circumstances the readers may require an oral examination. Students who wish to continue into the PhD program must take the thesis option.

DOCTOR OF PHILOSOPHY: PHILOSOPHY

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

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

DEGREE REQUIREMENTS
The following are the minimal degree requirements. Additional study may be required depending on the student's academic background and his or her achievement in the program. Residency: three consecutive quarters of full-time residence, i.e., registration for eight credit hours each quarter.

Courses: minimum of 112 quarter hours of post-baccalaureate credit including:
68 quarter hours of work in addition to the work required for the M.A., to comprise 52 quarter credit hours of course work and 16 credit hours of PHL 699: Thesis Research. Until admitted to doctoral candidacy, students will be required to submit two research papers per year. These papers will be double-marked, first by the instructor of the course for which they were prepared, then by a second member of the faculty. In cases of discrepancy, the faculty members will meet to discuss the final grade; irresolvable differences will be adjudicated by the director of graduate studies. Students deemed not to be making satisfactory progress may be placed on probation or required to leave the program.

Foreign language requirement: For students whose research interests lie in Continental Philosophy, a reading knowledge of both French and German will be required. Students pursuing research in predominantly Anglo-American topics will be required to achieve reading competence in either French or German. Competence in classical Greek or Latin as well in other languages may be used to fulfill the language requirement if deemed appropriate to the research undertaken.

Admission to doctoral candidacy: A student will be recommended to the graduate school for admission to doctoral candidacy when he or she has: 1) completed the residency requirement; 2) completed all course requirements (excluding PHL 699: Thesis Research) and the submission of required research papers (which shall count as fulfilling the University's qualifying examination requirement); 3) completed the foreign language requirement; and 4) submitted a dissertation proposal (8-10 pages in length, including critical bibliography) acceptable to the student's dissertation committee and to the graduate affairs committee.

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

Completion of the doctoral dissertation, ordinarily of 200-275 pages including scholarly apparatus, and a public oral defense of this work before the dissertation committee.
The dissertation committee will consist of minimally three members, including a director (who must be a permanent full-time member of the department) and two readers, at least one of whom must be a DePaul Philosophy department member. Other members of DePaul faculties, or philosophers and scholars from outside the University, whose expertise is pertinent to the topic of the dissertation may serve as readers upon the consent of the dissertation director and the director of graduate studies.

Submission of a dissertation abstract of up to 350 words and filing of the completed final version of the dissertation with the Graduate Division by the required date prior to graduation.

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

**COURSES**

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

**COGNITIVE SKILLS**

301  Basic Logic.
302  Symbolic Logic. (301 recommended, but not required.)
303  Critical Thinking.

**HISTORY SEQUENCE**

310  Greek and Medieval Thought.
312  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.
368  German Idealism.
369  Kant.
370  Hegel.
371  19th-century Philosophy.
372  Marx.
373  Nietzsche.
374  20th-century Philosophy.
375  Phenomenology and Existentialism.
376  American Pragmatism.
377  Philosophy and Deconstruction.
378  Analytic Philosophy.
379  Eastern Thought.
380  Selected Figures and Texts.
PHILOSOPHICAL THEMES
320  Metaphysics.
321  Epistemology.
322  Philosophy of Language.
325  Basic Concepts of Phenomenology.
327  Topics in Ethics.
328  Topics in Economic, Social and Political Philosophy.
340  Philosophy of Religion.
341  Aesthetics.
342  Philosophy of Law.
350  Philosophy and the Natural Sciences.
353  Philosophy and History.
354  Philosophy and Psychology.
381  Dramatic Theory: Tragedy.
382  Dramatic Theory: Comedy.
383  Philosophical Themes in Literature.
385  Feminist Theories.
390  Selected Topics and Controversies.
392  Philosophies of Africa.

GRADUATE COURSES
Courses in the 400-690 series deal with individual philosophers, topics, or issues. Normally they are open only to students with graduate academic standing. All courses carry four quarter hours of credit unless otherwise noted.

TRADITIONAL PHILOSOPHERS
410  Plato I. A study of Plato's life and early dialogues.
411  Plato II. A study of the middle and later dialogues.
415  Aristotle I. A study of Aristotle's life and selected topics of his theoretical philosophy: organon, physics, psychology, and metaphysics.
416  Aristotle II. A study of aspects of Aristotle's practical and productive philosophy: ethics, politics, rhetoric, and poetics.
420  Augustine. A study of Augustine's philosophy through an examination of some of his major writings.
425  Aquinas. A study of his philosophy, especially its relations to theology, through an examination of selected major works.
435  Descartes. An examination of Descartes' role as the father of modern philosophy; issues of the Regulae, the Discours, and the Meditations.
438  Leibniz. A study of the major philosophical works.
440  Spinoza. A study of the Ethics and/or the Theologico-Political Treatise.
510  Kant I. An introduction to the critical philosophy of Kant by concentrating on the Critique of Pure Reason.
511  Kant II. A study of the Critique of Practical Reason or the Critique of Judgment.
515  Hegel I. An Introduction to Hegel: The Phenomenology of Spirit.
516  Hegel II. Readings in the Science of Logic or the Philosophy of Right.
517  Holderlin. An examination of the major theoretical writings, ca. 1797-1804.
518  Schelling. An examination of the treatise on human freedom (1809).
520  Marx. A study of selected topics and works from both Marx/Engels and their disciples.
20TH-CENTURY PHILOSOPHERS

German Philosophers

525  **Nietzsche**. An introduction to the philosophy of Nietzsche through Beyond Good and Evil, Thus Spake Zarathustra and selected topics and works.

535  **Husserl I**. An introduction to Husserl through a study of selected topics and works.

536  **Husserl II**. Selected topics and works.

540  **Scheler I**. An introduction to Scheler, with emphasis on the phenomenology of value.

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

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

551  **Heidegger II**. Selected topics and questions.

557  **Topics in Continental Philosophy**.

French Philosophers

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-Genèse.

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

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

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

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

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

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

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

ETHICS AND VALUE STUDIES

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

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

527  **Philosophy, Ethics and Economics**. An examination of classical and contemporary theories from Smith and Marx to Friedman, 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 seminar in business ethics that centers on theoretical, practical, and pedagogical issues.

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

650  **Topics in Religious Ethics**. A study of religious influences on theoretical and practical ethics.
Seminar on Social and Political Thought. A study of selected writings of key social and political thinkers.

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

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

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

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

SPECIAL STUDIES COURSES


Independent Study.

Candidacy Continuation. Students admitted to candidacy for the doctoral degree who have completed all course and dissertation registration requirements and who are using the facilities of the University for study and research are required to be registered each quarter of the academic year until the dissertation and final examination have been completed. Non-credit, $40.00 per quarter. Prerequisite: admission to candidacy.
FACULTY
Anthony F. Behof, Ph.D.
Associate Professor and Chair
University of Notre Dame
Mary L. Boas, Ph.D.
Professor Emeritus
Massachusetts Institute of Technology
Zuhair M. El Saffar, Ph.D.
Professor Emeritus
University of Wales, Great Britain
Christopher G. Goedde, Ph.D.
Assistant Professor
University of California, Berkeley
Julius J. Hupert, Ph.D.
Professor Emeritus
Northwestern University
Gerard P. Lietz, Ph.D.
Associate Professor
University of Notre Dame
John W. Milton, C.S.V., M.S.
Instructor
Saint Louis University
Mark T. Ratafack, Ph.D.
Associate Professor
Northwestern University
Edwin J. Schilling, Ph.D.
Professor Emeritus
University of Notre Dame
Thomas G. Stinchcomb, Ph.D.
Professor Emeritus
University of Chicago
John R. Thompson, Ph.D.
Assistant Professor
Georgia Institute of Technology
Donald O. Van Ostenburg, Ph.D.
Professor
Michigan State University

PURPOSES
The purpose of the Graduate Physics Program is to develop professional competence in its students. To fulfill this purpose, the department offers the following degree programs: Master of Science in Physics, Master of Science in Applied Physics, and Master of Science in Teaching Physics.

As a public service to the educational, scientific and technological communities of the Chicago area, the department offers graduate and advanced undergraduate courses in the evenings for industrial scientists and engineers. The evening offerings emphasize the physics and the mathematical skills so necessary for the successful mastery of sophisticated and rapidly changing technologies.

PROGRAMS

MASTER OF SCIENCE:
Physics
Applied Physics
Teaching of Physics

MASTER OF SCIENCE: PHYSICS

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

• Bachelor's degree: satisfactory completion of a suitable program in advanced physics beyond a general physics course. Candidates with less extensive backgrounds should consult with the chairperson of the departmental graduate committee about course prerequisite(s) to graduate study.

  Note: It is strongly recommended that the student submit the results of the GRE Physics examination at the time of application. Results are required for an application for a graduate teaching assistantship.

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

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

PHY 395  Methods of Theoretical Physics III
PHY 410  Classical Mechanics I, PHY 411  Electrodynamics I, PHY 412  Quantum Mechanics I
PHY 480  Thesis Research

Two of the following:

PHY 420  Electrodynamics II
PHY 440  Classical Mechanics II
PHY 460  Quantum Mechanics II

Two 400-level physics courses.

Additional courses from 300 or 400 level. Selection from courses in biological sciences, chemistry, mathematics, physics, or other minor field with the written approval of the departmental graduate committee. The exact number of the additional courses required is dependent upon credit earned from PHY 480 Thesis Research.

Candidacy Examination: A three hour written examination based on student's general knowledge of physics.

Degree Candidacy: upon satisfactory completion of the candidacy examination and upon satisfactory completion of all course requirements, excluding PHY 480 Thesis Research, the student may make application for degree candidacy. Upon advancing to degree candidacy, the student is eligible to enroll in PHY 480.

Thesis: based on independent research in theoretical or experimental physics is generally required. However, a review thesis reflecting study of a broad subject or development of an interdisciplinary, historical or educational theme is also acceptable.

As a rule, one course credit of 4 quarter hours in PHY 480 is applicable to the thesis research. An additional course credit (4 credit hours) for thesis research may be allowed with the written approval of the student's faculty advisor. In no case will more than two thesis research course registrations be applied to the Master of Science degree.

An oral examination on the thesis.

MASTER OF SCIENCE: APPLIED PHYSICS

ADMISSION REQUIREMENTS
The science requirements in the program are the following: complete sequence of courses in general physics; complete sequence of courses in mathematics including integral calculus.

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

PHY 395  Methods of Theoretical Physics
PHY 410  Classical Mechanics I, PHY 411  Electrodynamics I, PHY 412  Quantum Mechanics I
PHY 478  Topics in Applied Physics
PHY 480  Thesis Research
PHY 490, 491  Solid State Physics I, II

Other courses may be substituted for the above with the approval of the Applied Physics committee.

A choice of the following:

PHY 333  Electronic Communication Systems
PHY 342  Numerical Methods in Physics
PHY 351  Analog Integrated Circuits
PHY 352  Digital Signal Processing
PHY 362  Solid State Device Physics
PHY 363  Integrated Circuit Fabrication
PHY 420  Electrodynamics II
PHY 425  Laser Physics
PHY 442  Computational Physics
PHY 454  Fourier Optics
PHY 456  Fiber Optics
PHY 465  Nuclear Physics
PHY 466  Radiation Physics
PHY 493  Introduction to Nuclear Magnetic Resonance

Additional courses from 300 or 400 level. Selection from courses in biological sciences, chemistry, mathematics, computer science or other minor fields with the written approval of the Applied Physics committee. The exact number of the additional courses required is dependent upon credit earned from PHY 480 Thesis Research.

Thesis: The thesis requirement is the same as Master of Science: Physics.

MASTER OF SCIENCE: TEACHING OF PHYSICS

ADMISSION REQUIREMENTS

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

DEGREE REQUIREMENTS

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

COURSES

ADVANCED UNDERGRADUATE COURSES

The following list represents courses scheduled as undergraduate courses. To be used as graduate credit, a grade of B or better must be earned.

310  Mechanics.
320  Electricity and Magnetism.
325  Laser Physics.
331  Active Circuits.
333  Electronic Communication Systems.
340  Thermal Physics.
342  Numerical Methods in Physics.
350  Optics.
351  Analog Integrated Circuits.
352  Digital Signal Processing.
360  Modern Physics I.
361  Modern Physics II.
363  Integrated Circuit Fabrication.
380, 381, 382  Experimental Physics I, II, III. (Two quarter hours each.)
393  Methods of Theoretical Physics I.
394  Methods of Theoretical Physics II.
395  Methods of Theoretical Physics III.
397  Computer Interfacing.
GRADUATE COURSES

These courses carry, as a rule, four quarter hours of credit. When a deviation from this rule is justified, the applicable number of credit hours is shown in the specific schedule applicable to the academic quarter in question. Scheduling of courses is announced quarterly.

405  **Physical Principles of Telecommunications.** This course intended for 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 combinatorial and sequential digital circuits. The format consists of lecture and laboratory exercises. **Prerequisite: Mathematics 151 or equivalent.**

410  **Classical Mechanics I.** Lagrangian formalism; angular momentum; central forces and celestial mechanics; particle systems and rigid body rotation about fixed axis; accelerated coordinate systems. **Prerequisite: 395 or equivalent.**

411  **Electrodynamics I.** Electrostatics and magnetostatics in vacuum and in media; Poisson’s equations; Green’s Theorem; use of Green’s functions; electromagnetic induction; Maxwell’s equations; the Poynting vector; electromagnetic wave propagation. **Prerequisite: 395 or equivalent.**

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

420  **Electrodynamics II.** Further studies of electromagnetic wave propagation; scattering; dispersion; bounded structures and guided waves; electromagnetic radiation, including multipole radiations and radiation from systems of radiators; special theory of relativity as applied to electrodynamics; charged particle collisions and radiations. **Prerequisite: PHY 411.**

424  **Electrodynamics of Plasma.** Introduction to plasmas; single particle motions in electric and magnetic fields; treatment of plasmas as fluids; electrodynamic properties of plasmas. **Prerequisite: PHY 411.**

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

440  **Classical Mechanics II.** Variational principles; Lagrangian and Hamiltonian mechanics; rigid body dynamics; small oscillations; special relativity theory; canonical transformations; Hamilton-Jacobi theory. **Prerequisite: PHY 410.**

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

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

454  **Fourier Optics.** Fourier Optics and optical processing of information. Topics include diffraction theory, optical transfer functions and holography. The Fourier Transform, Discrete Fourier Transform and Fast Fourier Transform are used extensively.

456  **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.
460 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.

465 Nuclear Physics. Theoretical and phenomenological approaches to nuclear structure and strong, electromagnetic, and weak interactions of nuclei. Topics of study include the theory of scattering and decay of nuclei, resonances, nuclear models. Prerequisite: PHY 412 or equivalent.

466 Radiation Physics. Interactions of X-rays, nuclear radiations, etc. with matter; radiation detectors; dosimetry; shielding; applications to medical physics. Prerequisites: PHY 361 and 395 or equivalent.

490 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.

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

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

SEMINARS AND INDEPENDENT STUDY COURSES

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

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

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

GRADUATE COURSES FOR MASTER OF SCIENCE IN THE TEACHING OF PHYSICS

These courses are offered by arrangement. (Not accepting students in 1995.)

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

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

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

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

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

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

FACULTY

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

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

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

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

SHELDON COTLER, PH.D.
Professor
Southern Illinois University

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

JOSEPH R. FERRARI, PH.D.
Visiting Assistant Professor
Adelphi University

KATHRYN E. GRANT, PH.D.
Visiting Assistant Professor
University of Vermont

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

GARY W. HARPER, PH.D.
Visiting Assistant Professor
Purdue University

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

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

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

DAVID NGREN, C.M., PH.D.
Associate Professor
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.
Assistant Professor
New York University

ALICE STUHLMACHER, PH.D.
Assistant Professor
Purdue University

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

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

MIDGE WILSON, PH.D.
Professor
University of North Carolina

EDWIN S. ZOLIK, PH.D.
Professor Emeritus
Catholic University of America

ADJUNCT FACULTY

BETTY BURROWS, PH.D.
DePaul University

ROBERT W. CAVANAGH, PH.D.
Loyola University

GARY CHILDREY, PH.D.
Boston University

DANIEL CONTI, PH.D.
DePaul University

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

JOSEPH A. ORBAN, PH.D.
Virginia Polytechnic & State University

CATHERINE PINES, PH.D.
Emory University

LISA RAZZANO, PH.D.
DePaul University

WILLIAM TERRIS, PH.D.
Illinois Institute of Technology

PATRICK TOLAN, PH.D.
University of Tennessee

MIRIAM UKERITS, C.S.I., PH.D.
University of Pittsburgh
PURPOSES

The general purpose of the graduate programs in Psychology is to provide qualified students with the opportunity to become thoroughly acquainted with the methodology and content of scientific psychology and trained in the quantitative methods and scientific rigor necessary for the understanding of human behavior and personality.

A specific purpose is application: the utilization of psychology for the benefit of individuals and society. A major function of the graduate programs in Psychology is to help the student develop an awareness of the unity of psychological study and practice. The student comes to appreciate that psychology is both a "pure" and "applied" science, and that these aspects are not mutually exclusive.

PROGRAMS

The Department of Psychology offers graduate work leading to the degrees of Master of Arts and Doctor of Philosophy. The M.A. is not a terminal degree; it leads directly to the Ph.D. Students are not admitted for the M.A. program only. Available programs leading to graduate degrees are as follows:

MASTER OF ARTS/DOCTOR OF PHILOSOPHY

Clinical Psychology
Experimental Psychology
Industrial/Organizational Psychology

(Application materials for the Psychology graduate programs may be obtained by contacting the Department of Psychology.)

ADMISSION REQUIREMENTS

The department accepts as graduate students only those who show definite promise for completing the requirements for advanced degrees. Meeting the minimum admission standards or having extensive undergraduate course work in psychology does not guarantee acceptance, since the number of applicants who can be admitted is limited.

Preference is given to those applicants who have a well-balanced background of psychology courses and some background in science and mathematics. Students who do not have an undergraduate major in psychology but who otherwise satisfy these requirements may apply.

For consideration for admission, the applicant must have the following:

- Bachelor's degree (official transcript(s) required to verify degree).
- Satisfactory undergraduate scholastic average.
- Minimum of 32 quarter hours (24 semester hours) in psychology. A three semester hour (four quarter hour) elementary statistics course is to be included in this minimum, as well as a course in experimental psychology. A course in History and Systems should also be considered.
- The departmental graduate admission committee will determine, on the basis of a consideration of each student's proposed program of study, whether the minimum 32 quarter hours in psychology is sufficient for advanced study. The student judged to be deficient in prerequisites or other respects will be required to take, without graduate credit, such courses as necessary to remedy any deficiencies before entering graduate school.
- Official Graduate Record Examination results of the Verbal and Quantitative tests and of the Subject Test in Psychology.
- Three letters of recommendation.
- Applicants must complete both a departmental application form and the general LA&S graduate application. These forms and a departmental brochure may be obtained by contacting the Department of Psychology.
Students considering application to the M.A.-Ph.D. programs in Clinical Psychology should be aware of the following:

Approximately 400+ students applied to the doctoral program in clinical psychology last year. Of the applicants, 10 students were offered admission. The clinical faculty wishes applicants to know that the faculty carefully evaluate all the application materials and emphasize the following criteria:

Completeness of credentials: When important pieces of information, such as transcripts, are lacking, the faculty is compelled to reject the application. Approximately one applicant in seven is rejected on this basis. Application materials should be complete by January 15.

GRE scores and Grade Point Average: Combined Verbal and Quantitative GRE scores of about 1200 are expected of applicants to the doctoral program. Typically, successful applicants to our program have an undergraduate GPA of at least 3.5 (B+) and combined GRE scores of over 1200. However, these criteria are not followed rigidly.

Undergraduate preparation: Students are expected to have had courses in statistics, experimental psychology, abnormal psychology, and other areas in psychology to enable advanced study in this field. A total of eight courses in psychology is required.

Prior graduate study: The department considers students with prior graduate study in clinical psychology or closely related fields, but most of our students enter the program without other advanced degrees. Minimal credit is available for prior graduate work.

Interests: The clinical programs emphasize training in clinical child psychology and clinical community psychology. Obviously those who have no special interest in those areas would be better served elsewhere. Further, we accept only those applicants who intend to work toward the doctorate and do not consider applicants for a terminal master's degree.

Minority status: The clinical faculty strongly encourages applications from minority students. About ¼ of the graduate students in clinical psychology admitted in the last 3 years were members of minority groups.

Students considering application to the M.A.–Ph.D. program in Industrial/Organizational Psychology should be aware of the following:

Each year, this program can accept 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 15 deadline cannot be evaluated, and thus those applicants must be rejected.

GRE scores and grade point average. While numerical standards are not followed rigidly, doctoral applicants are expected to have combined Verbal and Quantitative GRE scores of about 1200 or better, with an undergraduate GPA well above 3.0.

Preparation. Students are expected to have had courses in statistics, experimental psychology, and other core areas of psychology. While an undergraduate class in I/O psychology is not required, such a class (or one in business or management) is helpful. The department considers students with prior graduate study in I/O psychology or closely related fields, but most of our students enter the program without other advanced degrees. Transfer credit for prior graduate work is severely limited.

Interests. Successful applicants in the past have been those whose personal statements reflect an understanding of the nature and content of the field of I/O psychology, and goals which are compatible with that field. We accept only those applicants who intend to work toward the doctoral degree. Students who desire a terminal master's degree are not admitted.

Diversity. The I/O faculty strongly encourages applications from minority students.
MASTER OF ARTS: CLINICAL PSYCHOLOGY

DEGREE REQUIREMENTS

Courses: minimum of 72 quarter hours including four quarter hours of thesis credit, but not including credit for prepracticum or practicum courses. (Note: Students are expected to carry a minimum of 12 hours per quarter.)

Core Courses: Four of the following:
- PSY 402 Perceptual Processes or 404 Learning Processes
- PSY 406 Physiological Processes
- PSY 430 Advanced Social Psychology
- PSY 437 Advanced Personality or 439 Advanced Developmental Psychology

STATISTICS AND METHODOLOGY COURSES
- PSY 410, 411, 420 Advanced Statistics I, II, Advanced Research Methodology

ADDITIONAL COURSES
- PSY 481 Intelligence Testing
- PSY 482 Personality Assessment
- PSY 483 Advanced 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
- PSY 577-583 Practicum

Degree Candidacy: during the Winter quarter of the second year of graduate study, each student is evaluated for acceptance as a candidate for the doctoral degree. Only those students who have given evidence of satisfactory academic performance as graduate students, and have had a research proposal for the master's thesis approved, will be advanced. The department reserves the right to require the student to take special or oral examinations to fulfill this requirement. Students denied candidacy will be required to withdraw from the program or withdraw after completion of the M.A.

Research Thesis: complete a thesis on a topic approved by the department.

Thesis Examination: the examination, in the field of the graduate student, may be, but is not necessarily, limited to a defense of the student's thesis.

Clinical Practicum: Six quarters of clinical practica need to be successfully completed. The director of clinical training needs to approve in advance the practicum placement.

MASTER OF ARTS: EXPERIMENTAL PSYCHOLOGY

DEGREE REQUIREMENTS

Courses: minimum of 48 quarter hours including 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

98
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
PSY 404 Learning Processes
PSY 406 Physiological Processes
PSY 430 Advanced Social Psychology
PSY 437 Advanced Personality
PSY 439 Advanced Developmental Psychology

STATISTICS AND METHODOLOGY COURSES


Core Courses in the Industrial Psychology Area:

PSY 440 Psychology of Work and Motivation
PSY 441 Psychology of Leadership
PSY 442 Personnel Psychology
PSY 444 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 Psychology 590, Thesis Seminar. These courses should be taken with the consent of the student's advisor.

Degree Candidacy: during the Winter quarter of the second year of graduate study, each student is evaluated for acceptance as a candidate for the doctoral degree. Only those students who have given evidence of satisfactory academic performance as graduate students, and have had a research proposal for the master's thesis approved, will be advanced. The department reserves the right to require the student to take special or oral examinations to fulfill this requirement. Students denied candidacy will be required to withdraw from the program or withdraw after completion of the M.A.

Research Thesis: complete a thesis on a topic approved by the department.

Thesis Examination: either written or oral, the examination, in the field of graduate study, may be, but is not necessarily, limited to a defense of the student's thesis.
DOCTOR OF PHILOSOPHY: PSYCHOLOGY

The department offers doctoral programs in Clinical, Experimental, and Industrial/Organizational Psychology. The Clinical Program offers special emphasis in Clinical Community or Clinical Child Psychology. Within the Experimental Program, an integrated approach to cognition, emotion, personality, social and developmental psychology is emphasized. An innovative course of study can be developed in consultation with an advisor.

ADMISSION REQUIREMENTS

Students holding a bachelor's degree are not admitted directly into doctoral programs. During the second week of the Winter quarter of the student’s second year, an evaluation of the student’s progress in meeting course and degree requirements is made by the faculty. Assuming such progress is satisfactory, the student is formally admitted into the doctoral program.

DOCTOR OF PHILOSOPHY: CLINICAL PSYCHOLOGY

DEGREE REQUIREMENTS

Courses: minimum of 120 quarter hours beyond the bachelor’s degree, including the following:

Core Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 361</td>
<td>History and Systems of Psychology or passing a special exam in this area</td>
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<tr>
<td>PSY 402</td>
<td>Perceptual Processes or 404 Learning Processes</td>
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<td>PSY 406</td>
<td>Physiological Processes</td>
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<td>PSY 410, 411, 420</td>
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<td>PSY 418 or 419</td>
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<td>PSY 482</td>
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<td>PSY 487</td>
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<td>Principles of Psychotherapy</td>
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<td>PSY 493</td>
<td>Clinical Community Psychology</td>
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<tr>
<td>PSY 500</td>
<td>Professional Ethics (two quarter hours)</td>
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<td>PSY 520</td>
<td>Principles of Human Diversity</td>
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<tr>
<td>PSY 569</td>
<td>Seminar in Program Evaluation</td>
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<tr>
<td>PSY 596</td>
<td>Internship (0 hours)</td>
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<tr>
<td>PSY 597</td>
<td>Master's Thesis Research (4 hours)</td>
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<tr>
<td>PSY 599</td>
<td>Dissertation Research (12 hours)</td>
</tr>
</tbody>
</table>

Note: The student is required to take additional courses consistent with an area of specialization in Clinical Child or Clinical Community Psychology.

Clinical Practicum: Nine quarters of clinical practica need to be completed. The director of clinical training must approve the practicum placement in advance.

Doctoral Candidacy Examination: designed to assess the student’s general knowledge of clinical psychology and the student’s area of specialization (child or community). The examination is given in two sections. A section for clinical students consists of an examination in the areas represented by the required courses in Clinical Psychology. A second section consists of an examination in the student’s area of clinical child or clinical community specialization.
Admission to Doctoral Candidacy: formally given to the student who has successfully passed the Doctoral Candidacy Examination; the student has no more than five years from this date to complete requirements for the doctorate.

Candidacy Continuation: registration in course(s) or candidacy continuation required each quarter between admission to candidacy and graduation.

Internship: one-year internship in facility approved by the director of clinical training. Student's fourth or fifth year in the program is usually the internship year.

Dissertation: departmental committee approval and acceptance of topic and outline of dissertation given only after admission to candidacy approved.

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

Time Limitations: 1) between admission to the doctoral program and admission to doctoral candidacy: not more than four years; and 2) between admission to candidacy and the final doctoral oral examination: not less than eight months and not more than five years.

DOCTOR OF PHILOSOPHY: EXPERIMENTAL PSYCHOLOGY

AREAS OF SPECIALIZATION

A goal of the program is to present an integrated interpretation of humans as social, emotional and cognitive beings. Within this framework, traditional approaches to cognition, emotion, personality, social and developmental psychology are re-examined. A unifying theme is that humans construct interpretations of themselves and reality based on relationships with others. Students may also develop their own area of specialization by combining their specialty with another experimental area in which a faculty member has expertise, or with industrial/organizational psychology or clinical psychology.

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

DEGREE REQUIREMENTS

Courses: a minimum of 120 quarter hours beyond the bachelor's degree, including the following:

Core Courses:

PSY 361 History and Systems of Psychology or passing a special exam in this area
PSY 402 Perceptual Processes
PSY 404 Learning Processes
PSY 406 Physiological Processes
PSY 430 Advanced Social Psychology
PSY 437 Advanced Personality
PSY 439 Advanced Developmental Psychology

Statistics and Methodology:

PSY 410 Advanced Statistics I
PSY 411 Advanced Statistics II
PSY 418 Multivariate Statistical Analysis
PSY 420 Advanced Research Methodology
**Computer Programming:**  
PSY 422 Computing for the Behavioral Scientist

**Advanced Courses:**
PSY 435 Psychology of Interpersonal Relationships  
PSY 473 Psychology of Judgment and Decision-Making  
PSY 555 Social and Emotional Development  
PSY 556 Seminar in Social Psychology  
PSY 557 Seminar in Learning and Cognitive Processes  
PSY 560 Social Cognition  
PSY 561 Advanced Psychology of Women  
PSY 563 Mental Imagery

**Electives:**
PSY 413 Time Series  
PSY 414 Nonparametric Methods  
PSY 419 Factor Analysis  
PSY 450 Psychological Measurement  
PSY 520 Principles of Human Diversity  
PSY 558 Seminar in Advanced Statistics  
PSY 592 Directed Research  
PSY 594 Psychological Research  
CSC 578 Neural Networks I  
CSC 587 Cognitive Science

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

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

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

**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 each quarter between admission to candidacy and graduation.

**Dissertation:** departmental committee approval and acceptance of topic and outline of dissertation given only after admission to candidacy approval. Research for the dissertation should normally be completed during the student’s fourth year in the program.

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

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

DEGREE REQUIREMENTS

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

Core Courses: four core courses plus either a course in history and systems of psychology or passing a special exam in this area. The core courses must include Psychology 404 Learning Processes and Psychology 430 Advanced Social Psychology and any two of the remaining core courses.


Electives: additional courses with consent of the student's advisor to attain the required 120 credit hours. Electives are grouped into two areas: methods and content. At least one course must be taken in each area. Method courses include Math 454, 456, 457; Computer Science 423, 424, and 432. Content courses include Management 526, 560; Marketing 545; Psychology 429, 434, and 443.

Doctoral Candidacy Examination: designed to assess the student's knowledge of psychology and the student's area of specialization. The examination is given in two sections. A section consists of an examination in the areas represented by the required courses in industrial/organizational psychology. The second section is an oral examination in the area of I/O psychology. A coursework minor sequence is required.

Admission to Doctoral Candidacy: formally given to the student who has successfully passed the Doctoral Candidacy Examination; the student has no more than 5 years from that date to complete requirements for the doctorate.

Candidacy Continuation: course(s) or registration candidacy continuation required each quarter between admission to candidacy and graduation.

Dissertation: departmental committee approval and acceptance of topic and outline of dissertation given only after admission to candidacy approval. Research for the dissertation should normally be completed during the student's fourth year in the program.

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

Time Limitations: 1) between admission to the doctoral program and admission to doctoral candidacy: not more than four years; and 2) between admission to candidacy and the final examination: not less than eight months and not more than five years.

COURSES

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

COURSES FOR ADVANCED UNDERGRADUATE AND GRADUATE STUDENTS

333 Child Psychology. Description and evaluation of principles and theories of development from conception through childhood. Prerequisite: PSY 105 or 106.

334 Adolescent Psychology. Biological, cognitive, emotional and social development. Covers theories and research on normal and abnormal development during adolescence. Prerequisite: PSY 105 or 106.

340 Statistics II. Introduction to advanced statistical techniques such as analysis of variance and regression models. Prerequisites: PSY 240, 241, 242.
Methods in Qualitative Research (cross-listed as PSY 416). Principles and techniques of research design in behavioral, social, and clinical research; questionnaires, interview schedules, rating scales involving multivariable analysis. Application of parametric and nonparametric tests. Application of research findings to professional practice. **Prerequisites:** PSY 105 or 106 and 240 and 340.

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

Cultural Diversity in the United States. Race and ethnic relations in the U.S. is not a fixed and static phenomenon, but rather a dynamic, ever-changing pattern of relationships. This course assists students in understanding the diversity, heterogeneity and complexity of race relations in American society. **Prerequisite:** PSY 105 or 106.

Psychology of the African-American Child (cross-listed as PSY 521). Development and socialization of African-American child from infancy to adolescence. Emphasis on psychological and cultural factors which influence these processes. Understanding the child, family and the child, language and IQ, education and learning styles, and cultural identity are all emphasized. **Prerequisite:** PSY 105 or 106.

Social Psychology. Survey of social psychological theory and research on how individual behavior, thoughts, and feelings are influenced by the social context in which they occur. **Prerequisite:** PSY 105 or 106.

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

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

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

Community Psychology. Systemic and ecological theories of human behavior. Focus on community effects on individuals and community as a psychological concern. Also consideration of topics such as prevention and social level interventions. **Prerequisite:** PSY 105 or 106.

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

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

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

Seminar in Cognition (cross-listed as PSY 563). Consideration of a current important topic area in cognitive psychology. **Prerequisite:** PSY 105 or 106.
Alcoholism, Drug Addiction and Recovery. Survey of major research findings in the area of alcoholism and drug addiction. Description of treatment programs for recovery and explorations of drug-free ways to alter consciousness. **Prerequisite:** PSY 105 or 106.

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

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

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

Social and Emotional Development (cross-listed as PSY 555). This course focuses on the development of emotions, social relationships and social interaction. Both theoretical perspectives and research findings are presented and analyzed. Topics to be covered may include: primary emotions and their development, nonverbal communication of emotion, socialization within the family, friendship and peer relations, aggression, moral development, sex role development, and attachment.

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

The Psychology of Judgment and Decision-Making (cross-listed as PSY 473). An introduction to research in judgment and choice behaviors. Judgment refers to how people evaluate information and make predictions. Choice concerns how people select a course of action among alternatives. **Prerequisites:** PSY 105 or 106, and 240.

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

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

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

Personnel Psychology. Application of concepts from differential psychology and measurement to employee selection, performance appraisal, placement and training in business and other organizations. **Prerequisite:** PSY 380 or consent.

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

Consumer Behavior and Advertising. Application of psychological principles and methods to advertising, marketing, product development, sales and propaganda. **Prerequisite:** PSY 380 or consent.
Training and Development in Organizations. Issues related to training in industry and other organizations. Such topics as needs assessment, training program design, and program evaluation will be covered, along with relevant ethical, social and economic issues. Prerequisite: PSY 380 or consent.

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

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

Field Work and Study. Supervised experience in selected off-campus settings and associated readings. Prerequisites: junior standing and consent of chair.

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

GRADUATE COURSES

When prerequisites are stated in numbers below 400, an equivalent course taken elsewhere is acceptable. Where no prerequisite is listed, students not majoring in psychology must obtain the consent of the instructor. Psychology majors who do not meet the prerequisites for a given course must obtain the consent of the instructor.

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

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

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


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

Advanced Statistics II. Point estimation procedures are compared for a variety of parameters. Analyses of variance; planned and post-hoc contrasts; orthogonal polynomials. Linear and nonlinear regression and correlation. Prerequisite: PSY 410.

Time Series. Study of variation across a discrete or continuous dimension of "time." Two approaches will be taken: time-domain and frequency-domain analyses. Descriptive and Inferential techniques will be presented. Bivariate time-series analysis will be stressed.

Nonparametric Methods. Logic and application of distribution-free techniques and log-linear approaches to the analysis of qualitative data.

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

419 **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.

420 **Advanced Research Methodology.** Design and analysis of basic and applied psychological research with an emphasis on statistical software.

421 **Advanced Experimental Design.**

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

423 **Instrumentation.** Variable credit. Design, construction and use of instrumentation in the behavioral sciences.

430 **Advanced Social Psychology.** Advanced study of social psychological methodology, ethics and deception, attitudes, altruism, aggression, and interpersonal processes and attraction.

432 **Attitude Analysis.** Theory and research in attitude formation and organization, communication and persuasion, resistance to persuasion, and measurement techniques.

433 **Social Judgment.** Theory and research in judgment of social stimuli, perceiving and evaluating persons, and social comparison processes.

434 **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.

435 **Psychology of Interpersonal Relationships** (cross-listed as PSY 317). Theory and research on selected aspects of close relationships.

437 **Advanced Personality.** Critical analysis of research in personality with emphasis on the development and testability of major constructs in contemporary research.

439 **Advanced Developmental Psychology.** Current research and theories in child development relating to the preschool child, elementary school child, and adolescent. Emphasis on cognitive, language, and social/emotional development.

440 **Psychology of Work and Motivation.** Current research and theories in organizational psychology relating to motivation, job satisfaction, work attitudes, employee withdrawal, and counterproductivity.

441 **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.

442 **Personnel Psychology.** Contemporary methods in the testing, selection and placement of persons in an organizational setting. Emphasis on methodological techniques and legal ramifications for personnel practices.
Performance Appraisal. Theory of criterion development, the evaluation process, and measurement in performance appraisal. Emphasis on design and development.

Advanced Training and Development in Organizations. In-depth exposure to issues related to training in industry and other organizations. Such topics as needs assessment, training program design, program evaluation, and relevant social and economic issues will be covered.

Psychological Theories of Organizations. Theory and research in the psychology of organizations relating to organizational design, analysis, systems, processes and change.

Organizational Consultation. Applies behavioral science and managerial theories and methodologies to organizational consultation and change processes.

Job Analysis and Professional Ethics. Theory, research and application in job analysis, job evaluation, and compensation systems. Ethical issues in the practice of I/O psychology.

Psychological Measurement. Logical and mathematical principles underlying test construction with emphasis on evaluating the reliability and validity of scores.

Applied Statistical Prediction. Applications of statistics and psychological measurement to the problems of predicting human performance. Several computer programs will be used to analyze data.

Behavior Modification. Analysis of principles, practices and research related to learning theory and the modification of human behavior.


Individual Intelligence Testing I. Theories of intelligence and cognitive development. Introduction to the administration of verbal and various nonverbal tests including the Stanford Binet, Wechsler Intelligence Scale for Children and Wechsler Adult Intelligence Scale and the clinical use of these instruments. Materials fee $10.00.

Personality Assessment. Administration and scoring of the Rorschach and Thematic Apperception Test and other tests. Evaluation of tests and related areas of research and development.

Advanced 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.
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<tr>
<th>Course Code</th>
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<tr>
<td>486</td>
<td>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.</td>
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<tr>
<td>488</td>
<td>Principles of Psychotherapy. Analysis of theoretical approaches to psychotherapy.</td>
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<tr>
<td>491</td>
<td>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.</td>
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<tr>
<td>492</td>
<td>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.</td>
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<tr>
<td>493</td>
<td>Clinical Community Psychology. Advanced course which examines alternative service delivery models.</td>
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<td>495</td>
<td>Evaluation and Research in Community Mental Health. Examination of methodological approaches to assessing program and intervention effectiveness related to community psychology interventions.</td>
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<tr>
<td>500</td>
<td>Professional Ethics. Two quarter hours.</td>
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<tr>
<td>501</td>
<td>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.</td>
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<tr>
<td>511</td>
<td>Health Psychology. A survey of the psychological factors involved in health and illness. Also explores the psychological issues in prevention of illness, and psychological considerations in treatment.</td>
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<tr>
<td>520</td>
<td>Principles of Human Diversity. Considerations related to minority status and issues specific to diagnostics and interventions with minority populations.</td>
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<tr>
<td>521</td>
<td>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.</td>
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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.

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<tr>
<th>Course Code</th>
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<tr>
<td>550</td>
<td>Seminar in Teaching Psychology. Non-credit.</td>
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<tr>
<td>551</td>
<td>Seminar in Experimental Psychology.</td>
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<td>552</td>
<td>Seminar in Neuropsychology.</td>
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<tr>
<td>553</td>
<td>Seminar in Personality Research.</td>
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554  Seminar in Comparative Psychology (cross-listed as PSY 378).

555  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.

556  Seminar in Social Psychology.

557  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.

558  Seminar in Advanced Statistics. Prerequisites: PSY 411 and 420.

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

560  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.

561  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.

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

563  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.

564  Seminar in Clinical Research. Prerequisite: PSY 488.

565  Advanced Clinical Seminar.

566  Seminar in Psychopathology.

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

569  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.

570  Seminar in Psychotherapy Research.

572  Psychobiology of Social Cognition. Explores social cognition in the frame of evolutionary, neurophysiological, and developmental biology. Comparison of human with other animal social-cognitive characteristics will be examined. Neuropsychological data and developmental psychobiology will be studied.
All practicum courses numbered 574 through 583 require the consent of the Director of Clinical Training. Nine practica courses must be taken for graduation. Pre-practica should be taken Fall, Winter and Spring Quarters of the student's first year. All practica carry 0 credit hours unless otherwise noted.

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

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

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

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

582 **Advanced Practicum in Clinical Psychology.**

583 **Practicum in Community Mental Health.**

584 **Practicum in Special Areas in Psychology.**

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

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

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

**SPECIAL STUDIES**

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

590 **Thesis Seminar.** Non-credit.

591 **Colloquium in Industrial/Organizational Psychology.** Non-credit. Required of all I/O students. Register in Fall term; continues throughout the year. Presentations on research and other topics by students, faculty, and invited speakers.


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

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

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

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

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

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

Steven Andes, Ph.D.
Assistant Professor
University of Illinois, Urbana

Melissa A. Apcel, J.D.
Lecturer
Northwestern University

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

Grace Budrys, Ph.D.
Professor
University of Chicago

E. Christopher Caravette, J.D.
Lecturer
DePaul University

Thomas Dart, J.D.
Lecturer
Loyola University of Chicago

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

Peter Frumkin, Ph.D.
Lecturer
University of Chicago

Ronald F. Gibbs, M.P.A.
Lecturer
Harvard University

Patricia Horne, J.D.
Lecturer
DePaul University

Elaine Falk Katz, Ed.D.
Lecturer
Vanderbilt University

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

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

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

Anna Marie Schuh, M.S.
Lecturer
DePaul University

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

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

Yvonne S. Sor, M.S., J.D.
Lecturer
DePaul University

Anna L. Waring, Ph.D.
Assistant Professor
Stanford University

The following faculty members from the College of Law teach elective courses in the Health Law and Policy Program:

Jeff Atkinson, J.D.
Lecturer
DePaul University

Richard Benson, C.M.
Lecturer
St. Mary's of the Lake

Samuel J. Brakel, J.D.
Lecturer
University of Chicago

Harold Bressler, J.D.
Lecturer
DePaul University

Diane Cernivivo, J.D.
Lecturer
DePaul University

James Dechene, Ph.D.
Lecturer
University of Michigan

Katheryn M. Dutenhaver, J.D.
Associate Professor
DePaul University

Lynn D. Fleisher, Ph.D.
Lecturer
Mt. Sinai School of Medicine

Donald H. J. Hermann, Ph.D.
Professor
Northwestern University
PURPOSES

The Public Services Graduate Program promotes effective management of nonprofit organizations and government agencies, and fosters development of sound public policies affecting the delivery of social services. Programs of instruction, research, and community involvement prepare adult learners to pursue administrative careers in a broad range of public service organizations. Following the tradition of St. Vincent de Paul, the Public Services Graduate Program devotes special attention to policies and practices that promote social equity through delivery of affordable, quality services to those in greatest need.

While the knowledge and skills required to administer organizations in the public sector are becoming indistinguishable from the best practices used in the private sector, the ultimate goals of not-for-profit versus for-profit organizations provide a sharp distinction. The Public Services Graduate Program keeps this distinction firmly in view in its course offerings. Degree and certificate programs are interdisciplinary, drawing primarily upon the knowledge bases of sociology, economics, political science, law and the human-service professions. The curriculum carefully balances theoretical and applied approaches to contemporary challenges of administration and policy analysis.

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

PROGRAMS

MASTER OF SCIENCE:
Public Service Management
Health Law and Policy
Nursing and Public Service Administration (see Nursing Department)

CERTIFICATE:
Administrative Foundations in Public Service
MASTER OF SCIENCE: PUBLIC SERVICE MANAGEMENT

ADMISSION REQUIREMENTS

Admission to the degree program in Public Service Management is selective. Application for admission may be made at any time during the year. To be considered for full admission, an applicant is required, at a minimum, to supply the following:

- Bachelor's degree from an accredited institution.
- Undergraduate grade-point average of at least 2.7 on a scale of 4.0.
- Two current letters of recommendation.
- A resume from candidates who have been working full-time for at least two years.
- Typewritten statement (2-5 pages) describing applicant's educational and career goals, relevant work or volunteer experience, and any special circumstances affecting past or prospective academic performance.

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

An otherwise highly qualified applicant whose undergraduate grade-point average falls slightly below the stated criterion may seek conditional admission by submitting additional evidence of competence, including an extended writing sample. An interview with the program director also will be required.

A student who lacks prior coursework or work experience in economics, accounting, budgeting or finance may be required to take a prerequisite course or a non-credit workshop during the first year in the program in preparation for MPS 533. Any such coursework does not count toward the required hours for the graduate degree.

An English language examination is required for applicants who completed their undergraduate education outside the United States; a minimum TOEFL score of 550 plus an extended writing sample in English are needed for admission.

ACADEMIC PROGRESS

A grade of C- or better must be earned in each course that is to be counted toward degree requirements. If a grade of D+ or below is earned, that course must be repeated or substituted for as required by the program director. Students must maintain a cumulative grade-point average of B- (2.70) or higher in order to remain in good standing and complete requirements for the M.S. in Public Service Management. A student is placed on departmental probation as soon as his/her cumulative GPA falls below 2.70. If during the next four courses, a student on probation either receives another grade below B- or falls to raise his/her GPA to at least 2.70, the student may be dismissed for poor scholarship and prohibited from registering for further coursework.

A student who attains a cumulative grade-point average of 3.75 or higher in all 500- and 600-level courses will graduate "with distinction."

DEGREE REQUIREMENTS

Courses: successful completion of a minimum of 52 quarter hours of graduate credit. Each course carries four credit hours unless otherwise specified. Included in this total are the following required courses:

Core Courses (34 quarter hours)
- MPS 500 Introduction to Public Service Management
- MPS 512 Public Service Organizations in the Public Context
- MPS 533 Financial and Economic Foundations of Public Service
- MPS 542 Policy Design and Analysis or MPS 543 Health Care Policy
- MPS 557 Need Assessment and Program Evaluation
MPS 580  Quantitative Methods in Public Service or MPS 581 Advanced Quantitative Methods
MPS 582  Research Methods in Public Service
MPS 585  Practicum/Thesis Design (Two quarter hours)
MPS 595  Practicum in Administration and Policy Analysis I or MPS 598 Thesis Research I

Elective Courses (18 quarter hours)

Students are free to select elective courses according to their personal interests. If warranted by a student's special needs, up to two elective courses may be taken in other departments of the University. Permission of the program director must be obtained prior to registration for such courses.

MASTER OF SCIENCE: HEALTH LAW AND POLICY

ADMISSION REQUIREMENTS

This master's program is offered by the Public Services Graduate Program in cooperation with the College of Law. It is designed for students whose administrative careers require a detailed understanding of case law applicable to the health fields. Admission to the Health Law and Policy Program is selective. Application for admission may be made at any time during the year. To be considered for full admission, an applicant is required, at a minimum, to supply the following:

• Bachelor's degree from an accredited institution.
• Undergraduate grade-point average of at least 3.0 on a scale of 4.0.
• Two current letters of recommendation.
• A resume from candidates who have been working full-time for at least two years.
• Paralegal or health-related work experience, or equivalent formal schooling.
• Typewritten statement (2-5 pages) describing applicant's educational and career goals, relevant work or volunteer experience, and any special circumstances affecting past or prospective academic performance.
• Interview with the program director.

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

An otherwise highly qualified applicant whose undergraduate grade-point average fails slightly below the stated criterion may seek conditional admission by submitting additional evidence of competence, including an extended writing sample concerning a relevant topic.

A student who lacks prior coursework or work experience in economics, accounting, budgeting or finance may be required to take a prerequisite course or a non-credit workshop during the first year in the program in preparation for MPS 533. Any such coursework does not count toward the required hours for the graduate degree.

An English language examination is required for applicants who completed their undergraduate education outside the United States; a minimum TOEFL score of 550 plus an extended writing sample in English are needed for admission.

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

Note: Students whose primary interest is in the study of law should consider application to the College of Law for admission to the Juris Doctor program. The Health Law and Policy Program is not designed to serve as a preparatory program for law school admission.
ACADEMIC PROGRESS

A grade of C- or better must be earned in each course that is to be counted toward degree requirements. If a grade of D+ or below is earned, that course must be repeated or substituted for as required by the Program Director. Students must maintain a cumulative grade-point average of B- (2.70) or higher in order to remain in good standing and complete requirements for the M.S. in Health Law and Policy. A student is placed on departmental probation as soon as his/her cumulative GPA falls below 2.70. If during the next four courses, a student on probation either receives another grade below B- or fails to raise his/her GPA to at least 2.70, the student may be dismissed for poor scholarship and prohibited from registering for further coursework.

A student who attains a cumulative grade-point average of 3.75 or higher in all 500- and 600-level courses will graduate "with distinction."

DEGREE REQUIREMENTS

Courses: successful completion of a minimum of 34 quarter hours of graduate credit in Public Service Management and 15 semester hours in the College of Law. Each Public Service Management course carries four quarter hours and each Law course three semester hours, unless otherwise specified.

Core Courses—Public Services (34 quarter hours)
MPS 500 Introduction to Public Service Management
MPS 533 Financial and Economic Foundations of Public Service
MPS 543 Health Care Policy or MPS 537 Health Care Delivery Systems
MPS 557 Need Assessment and Program Evaluation
MPS 570 Introduction to Health Law
MPS 580 Quantitative Methods in Public Service or MPS 581 Advanced Quantitative Methods
MPS 582 Research Methods in Public Service
MPS 585 Practicum/Theis Design (two quarter hours)
MPS 595 Practicum in Administration and Policy Analysis I or MPS 598 Thesis Research I

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

One course on ethical policy:
LAW 201 Genetics and the Law
LAW 250 Legal Issues of AIDS
LAW 250 Legal and Public Policy Aspects of Medical Ethics

One course on public health:
LAW 434 Public Health Law
LAW 472 Mental Health Law
LAW 728 Food and Drug Law

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

Elective Courses—College of Law (six semester hours)
One or two Law courses will be chosen in consultation with the director of the Health Law Institute.
MASTER OF SCIENCE: NURSING AND PUBLIC SERVICE ADMINISTRATION

The Public Services Graduate Program cooperates with the Department of Nursing to offer courses leading to the M.S. degree in Nursing and Public Service Administration. For details, see the listing under the Nursing Department.

CERTIFICATE PROGRAM: ADMINISTRATIVE FOUNDATIONS IN PUBLIC SERVICE

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

A certificate is awarded upon successful completion of 12 quarter hours of graduate credit. Students may select courses of interest, subject to approval by the program director or designated advisor. Certificate students desiring to take more than 12 hours must be admitted to a degree program. Credit hours earned in 500-level courses for a certificate may be applied toward the M.S. degree.

ADMISSION REQUIREMENTS

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

ACADEMIC PROGRESS

Students must earn a grade of C- or better in each course that is to be counted for graduate credit. Students must maintain a cumulative grade-point average of B- (2.7) or better in order to remain in good standing and complete requirements for a certificate.

COURSES

Courses are taught during the evening hours and occasionally on Saturdays, primarily at the Loop campus. All courses carry four quarter hours of degree credit unless otherwise indicated.

PUBLIC SERVICE MANAGEMENT

Core Courses

500 Introduction to Public Service Management. Introduces students to organizational theories and practices useful to public service managers. Teaches how to use structural, human resource, political and symbolic perspectives to rethink public service organizations and their managerial problems. Stresses writing skills.

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

533 Financial and Economic Foundations of Public Service. Introduces students to financial and microeconomic issues affecting the governmental and nonprofit sectors. Explores principles of taxation, regulation and public finance. Techniques for effective fiscal planning, budgeting and financial management are discussed. Specific applications to local government and nonprofit organizations are considered. Prerequisite: consent of the instructor.
Policy Design and Analysis. Focuses on processes and techniques of analyzing and designing public policies. Students are introduced to an analytical way of thinking that includes: defining and modeling policy problems; designing policy alternatives; evaluating policy alternatives using ethical, legal, economic, organizational, and political criteria; and anticipating problems of policy implementation.

Need Assessment and Program Evaluation. Prepares students to conduct need assessments and program evaluations, which are foundational components of effective administration in public service programs. Focuses on how to identify indicators of need and then how to use diverse evaluative methods to assess a program’s effectiveness.

Quantitative Methods in Public Service. Prepares students to use and produce quantitative analyses for policy studies and administrative decision making; focuses on descriptive and beginning-level inferential statistics.

Research Methods in Public Service. Introduces students to principles and methods of applied research, including the proper use of surveys, interviews, focus groups, and quasi-experimental designs.

Practicum/Thesis Design. (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: six core courses including MPS 582; consent of the program director and instructor.

Practicum in Administration and Policy Analysis I. Students carry out practicum projects designed in MPS 585. Field work is encouraged but not required. The final product of this course is a substantial analytical report. Prerequisite: MPS 585. (Binding fee)

Elective Courses

Elective courses are to be taken concurrently with or upon completion of core courses.

Organizational Culture. Overview of how organizational cultures are created and maintained, the roles of leaders in managing organizational culture, and the characteristics of functional and dysfunctional cultures. Prerequisite: MPS 500.

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

Working with an External Board. Examines the functions and structures of external boards, with special attention to effective methods of composing a board and managing board-administration relations.

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.

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

Fund Accounting in Nonprofit Organizations. Overview of principles, practices and procedures of fund accounting in nonprofit organizations, including financial reporting and ratio analysis. Prerequisite: MPS 533.

Case Analysis in Health Care Administration. Case-study approach to analyzing effective administration of health care organizations. Prerequisite: MPS 537 or MPS 543.

Seminar on Health Issues. Analysis of selected issues regarding health care systems. Students select issues of interest and write a review of relevant literature.

Human Resource Administration. Introduces general and special functions of the human resources department and its relationship to other organizational units and functions. Special emphasis on human resource planning, development and evaluation.

Administrative Case Analysis. Simulates administrative problem-solving using a case analysis format. Cases involve identification of problems, gathering relevant background information, and evaluating direct and indirect effects of various courses of action. Prerequisite: MPS 500.

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

Intergroup Relations. Examines social, economic, racial, ethnic and religious diversity, with emphasis on effective methods of managing inter-group relations both in the workplace and in the provision of public services.

Small Groups. Examines the attributes and functions of small groups in large organizations, including behavioral theories underlying small-group dynamics and managerial practices that make the best use of small groups.

Strategic Planning. Introduces the purposes and methods of strategic planning in service organizations, including environmental scanning, goal setting and prioritization of alternatives.

Total Quality Management in Service Organizations. Overview of principles and practices of total quality management as applied in service organizations. Examines theories as well as case studies. Prerequisite: MPS 580 or consent of instructor.

Law and Nonprofit Organizations. Introduces laws and regulations governing nonprofit organizations, including procedures for incorporation, maintenance of tax-exempt status, and compliance with relevant labor laws. No legal background is assumed.

Health Care Delivery Systems (cross-listed as SOC 437). Overview of the structure of the U.S. health system followed by a selective international comparison of other health delivery systems including their relationships to social policies and economic factors.

Political Feasibility Analysis. Introduces students to methods of assessing the political feasibility of policies being considered at local, state, and federal levels. Emphasizes identification of relevant elected politicians, non-elected officials, and interest groups; their positions and political resources; policy variables and areas of negotiation and compromise; and strategies for affecting the processes of policy formation and adoption. Prerequisite: MPS 542.
International Dimensions of Public Service. Seminar on the organization and
delivery of public services outside the United States. Topics include a compara-
tive analysis of the service sector in other nations, the role and impact of inter-
national service agencies, and international involvements of U.S. foundations
and nonprofit agencies. Features case studies and guest speakers.

Policy Implementation in a Bureaucratic and Political Context. This course
addresses the question, "Why do good programs or policies so often go astray?"
It emphasizes how policies change when managers and analysts try to imple-
ment them in a bureaucratic or political environment.

Health Care Policy. Overview of the development and analysis of state and
national health care policy, using selective case studies to illustrate how the pol-
icy process works and how policies can be analyzed.

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

Community Organizations and Urban Development (cross-listed as SOC 426).
Examines community organizations as problem-solving bodies that interact
with government agencies in affecting urban development and the formation of
urban public policy.

Medical Sociology (cross-listed as SOC 431). Overview of social systems of health
care in the United States, including the health-seeking behavior of patients, rela-
tionships among health care providers, and organizational settings in which ser-
dices are delivered.

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

Association Management. Examines membership associations as a special type
of public service organization, with emphasis on managing both the external
policy roles of associations and internal roles related to directly serving con-
stituent members and organizations.

Principles and Practices of Supervision. Focuses on factors affecting employee
behavior and the nature and purposes of supervisory roles. Deals with selecting,
motivating, evaluating and terminating employees.

Urban and Community Analysis (cross-listed as SOC 422). Quantitative analy-
sis of urban issues, including social area analysis, patterns of segregation and
neighborhood change, and other selected topics. Uses computer applications.

Economics of Health Care. Analyzes who consumes, who pays and who benefits
in the American system of health care, with special attention to issues of equity,
pricing, cost containment, and methods of financing health care. Prerequisites:
MPS 533 and either 543 or 537; or consent of instructor.

Labor Relations and Government Policy. Examines legal requirements and con-
straints which affect the collective bargaining process. Emphasizes the historical
background of labor laws and Supreme Court decisions affecting the applica-
tion of these laws to labor relations. Reviews current public policy
regarding labor law and its impact on services.

Seminar on Youth Services. Selective survey and analysis of issues concerning
the provision of services to youth. Students select and study specific issues,
agencies, or policies affecting youth.
570  **Introduction to Health Law.** Introduces students from nonlegal backgrounds to the legal system. Examines legal materials, including statutes, judicial opinion, and administrative regulations. Basic legal research and writing skills are taught.

571  **Metropolitan Planning.** Variable credit. 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.** Readings, case studies, and student projects which explore the causes and conditions of urban poverty, together with a selective analysis of how public policy and service agencies address human need.

579  **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.

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

583  **Survey Design and Administration.** Two quarter hours. Advanced guide to principles and practices of designing questionnaires and administering surveys. **Prerequisite:** MPS 582.

584  **Interviewing.** Two quarter hours. Advanced guide to principles and practices of face-to-face and telephone interviewing; oriented toward research uses, not employment interviews. **Prerequisite:** MPS 582.

586  **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.

588  **Volunteerism in American Society.** Two quarter hours. Analysis of volunteerism in American society, including its historical development, contemporary trends, social significance and organizational implications.

589  **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.

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

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

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

597  **Seminar in Administration.** In-depth examination of selected issues in public service administration. Topics vary each term. (May be taken more than once).
598 **Thesis Research I.** Students carry out a theoretically-based research project designed in MPS 585. The final product of this course is a master's thesis. **Prerequisites:** MPS 585 and consent of a full-time faculty thesis advisor.

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

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

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

602 **Candidacy Continuation.** Non-credit. Required of students who are not registered for regular courses but who use University facilities (libraries, computers) during an academic quarter while completing course requirements or research. $40.00 per quarter.

603 **Team Project.** Variable credit. In a supervised group project, advanced students undertake either a team consultation with a public service organization or a collaborative research project. Field work may be required. Enrollment is limited by the nature of each project; projects vary and are posted in advance of registration. Does not substitute for MPS 595 or 598; may not be used for internship or independent study credit. **Prerequisite:** consent of instructor.

**HEALTH LAW AND POLICY**

**Core Courses**

MPS 500, 533, 543, 557, 570, 580, 582, 585, and 595. Descriptions are given on previous pages.

**Note:** Core Courses MPS 500 through MPS 570 must be completed prior to enrollment in any of the following courses. Law courses are taught on a semester basis (14 weeks of class). The courses listed below are each worth three semester hours (4.5 quarter hours).

**LAW 250 Genetics and The Law.** This course explores new medical and genetic techniques and the legal and ethical controversies they have engendered. Among the topics covered are: new reproductive technologies; the fetus as a source of cells and tissues for therapeutic transplantation; new techniques in prenatal diagnosis; fetal therapy and surgery; managing severely affected newborns; genetic biotechnology; genetic screen in the workplace. The format for the course is a series of presentations by medical specialists, as well as by students of their seminar papers. **Prerequisite:** MPS 570.

**LAW 250 Legal Issues of AIDS.** This course will examine a number of significant legal and policy issues raised by acquired immune deficiency syndrome (AIDS). This seminar will involve discussion of materials assigned for each class period. In addition, each student will select a research topic and write a paper on that topic. A schedule of assignments for the research paper will be provided. **Prerequisite:** MPS 570.
LAW 250  **Legal and Public Policy Aspects of Medical Ethics.** This course explores the interaction of law and ethics in providing the policy and moral limits of medical practice and science. The readings in the seminar are drawn from works in law, philosophical and religious ethics, history, political science, as well as medicine and biology. The course includes discussion of the following topics: ethical dimensions of the physician-patient relationship; moral bases of medical ethics; regulation, compulsion and consumer protection in clinical, medical and public health; truth-telling and the physician-patient relationships; medical experimentation on human subjects; procreation discussion; suffering and dying; rights and priorities in provision of medical care. **Prerequisite:** MPS 570.

LAW 425  **Hospital Law.** An overview of the common law and statutory law impacting institutions which provide health care. Among subjects to be considered are: licensing and accreditation; organization of the institution and staff; staff privileges and their alteration by suspension or revocation; labor relations and employment discrimination; financing and corporate restructuring; tax and accounting problems; and federal legislation affecting reimbursement. **Prerequisite:** MPS 570.

LAW 434  **Public Health Law.** An examination of the past and present aspects of the law concerning the health of the public by identifying the various governmental entities involved and reviewing specific areas of public health policy law, common law and regulation. The aspects covered include the federal basis for public health regulation, the state and local government basis for public health regulation, the constitutional and statutory limitations of the methods of public health regulation and current public health problems which require legal responses. **Prerequisite:** MPS 570.

LAW 472  **Mental Health Law.** The course examines significant issues in law and psychiatry and involves in-depth research and writing. Subjects include regulation of mental health professionals, malpractice, informed consent, confidentiality, incompetency, guardianship, commitment and mental health issues related to the criminal law. **Prerequisite:** MPS 570.

LAW 706  **Health Policy and the Law.** Designed to introduce students to a broad variety of policy issues affecting health care, and briefly touches on economics, sociology, antitrust, tort law, administrative law and important questions of national health policy. Among other things, the course asks whether government can or will provide health care to those who cannot afford it, and whether business can place the goal of good health above that of good profits. It asks whether the health care "industry" needs to be regulated in the public interest and whether the best "regulator" is the federal government, the courts, the marketplace, or some combination of the three. **Prerequisite:** MPS 570.

LAW 722  **Employment Law for Health Care Providers.** This course examines a range of issues involving employment and labor law as it relates to health care workers. Among the issues examined are bargaining units for hospitals, OSHA regulations of the health care workplace, employment-at-will, drug testing and inpatient health care provider, employment discrimination, impact of the National Labor Relations Act to the health care environment, and other employment issues.
LAW 728  **Food and Drug Law.** This course will deal with the development of regulations of food, drug, biologics and blood products, medical devices and cosmetics. Emphasis will be placed on Federal Drug Administration (FDA) enforcement, with some attention to state statutes. FDA practices and procedures will be examined in detail. Special emphasis will be given to regulations of human drugs and medical devices. **Prerequisite:** MPS 570.

**ELECTIVE COURSES**

**Note:** MPS 570 must be completed prior to enrollment in any of the following courses. The courses listed below are each worth 3 semester hours (4.5 quarter hours).

**LAW 250  Mental Health and the Homeless.** This seminar examines the plight of the homeless mentally ill and the institutional and legal causes of this phenomenon. An effort will be made to determine policy alternatives including increased use of the mental health system, public provision of housing, as well as new and inventive proposals.

**LAW 250  Women's Health and the Law.** This seminar permits students to address in depth, both through a paper and classroom presentation, any one of a broad range of topics dealing with women's health. Opening lectures will provide an overview of the mechanics by which federal and state governments regulate health care issues generally, and women's health specifically. Following this, the class will be led by students, who will assign readings they have chosen and will present their research on topics chosen in consultation with the professor.

**LAW 401  Health Care Contracts.** This course covers a variety of contractual issues related to health care: employment agreements, staff privileges, fraud and abuse provisions of the Medicare Act, breach of contract resulting from treatment, disputes over fees, waiver of liability, the use of independent contractors, and the validity of contracts for exclusive services and preferential fee structures for insurers.

**LAW 413  Seminar in Health Law: Selected Topics.** The course reflects current issues of public debate. Topics may include legal aspects of bio-genetics, experimentation and research in medicine, or antitrust issues in health law.

**LAW 416  Health Law Legislative Drafting.** Involves drafting of proposed legislation and supporting memoranda under an instructor's supervision, with the objective of developing a body of bills to be introduced in the state's legislature. Student work forms the basis of a conference with legislators, experts in selected topics, and concerned citizens.

**LAW 421  Law and Medicine.** This course covers numerous topics concerning the interrelationship of law, health and medicine. Among these are regulation of the health care industry, professional responsibility to patients, choice of services and treatment, mental health and bioethical issues. The issues discussed in the seminar depend in large part on the interests of the class.

**LAW 424  Health Care Reimbursement Programs.** An examination of the types of reimbursement systems, including charge-based preferred provider organizations, cost-based reimbursement, prospective reimbursement, budget review, diagnosis-related groups, capitalization, case management. A study of Medicare including inpatient, outpatient, and physician services; conditions of participation; co-payments and deductibles, conditions of participation for providers, fiscal intermediaries, utilization, and fraud and abuse. Medicaid including reimbursement principles, review activities, fraud and abuse, and audits.
LAW 442 Science and Medicine in the Legal Process. Uses of medical evidence, evidence of crime obtained by health care personnel during treatment, biological sciences evidence, and behavioral science evidence in various types of litigation.

LAW 705 Tax Issues in the Health Care Industry. The study of federal income tax laws as applied to tax-exempt health care institutions; unrelated business income, private foundation status, federal income tax laws as applied to corporate re-structuring, tax-exempt financing, joint ventures, mergers and acquisitions, conversions and physician recruitment and retention programs of tax-exempt health care organizations; state and local taxes and tax-exempt aspects of the employment relationship.

LAW 724 Medical Malpractice. Analysis of various aspects of medical malpractice litigation in Illinois. Topics discussed include evolution of medical malpractice, theories and causes of action, provisions of the Medical Malpractice Tort Reform Act, procedural areas such as drafting the complaint, affidavits, pleadings, discovery and trial considerations. The course will also cover analysis of medical records and medical experts. The student will be expected to present a case synopsis based on hypothetical facts and will be expected to draft pleadings and discovery, outline expert depositions, and give an oral presentation of the strategy for the case and medical research.

LAW 732 Alternative Dispute Resolution.

LAW 738 Health Care Reform. This course will focus on alternative programs for universal health care. The course also will cover related topics such as health care budgeting, allocation of health care resources, medical malpractice reforms, and the interrelationship of health care reform proposals to existing laws (such as the Americans with Disabilities Act and the Employment Retirement Income Security Act).
FACULTY

WILLIAM A. CALZARETTA, PH.D.
  Associate Professor and Program Director
  Northwestern University

JAMES E. BORDIERI, PH.D.
  Adjunct Lecturer
  Illinois Institute of Technology

CAROL A. CALZARETTA, M.M.
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JAMES E. CIECKA, PH.D.
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ALEX DEVENCE, J.D.
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  Loyola University

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  Adjunct Lecturer
  University of Michigan

PETER P. GRISWOLD, M.A.
  Adjunct Lecturer
  Michigan State University

ANTHONY C. KRAUTMANN, PH.D.
  Adjunct Lecturer
  University of Iowa

CATHY LORBER, PH.D.
  Adjunct Lecturer
  Northwestern University

R. BAILEY MARKHAM, M.A.
  Adjunct Lecturer
  Northwestern University

JOHN F. NEWMAN, PH.D.
  Adjunct Lecturer
  Emory University

DON A. OLSON, PH.D.
  Adjunct Lecturer
  Northwestern University

DOMINIC G. PARISI, PH.D.
  Adjunct Lecturer
  Northwestern University

MARJORIE P. PIECHOWSKI, PH.D.
  Adjunct Lecturer
  University of Wisconsin

STEVEN E. SIMON, PH.D.
  Adjunct Lecturer
  Kent State University

HARRY SMITH, M.A.
  Adjunct Lecturer
  Michigan State University

MARK C. WEBER, J.D.
  Adjunct Lecturer
  Yale University

PURPOSES

The purpose of the program is to provide qualified students with the knowledge and skills to function effectively in supervisory, managerial and administrative positions. Program graduates are typically employed in private and not-for-profit rehabilitation organizations which develop the vocational and personal competence of persons with disabilities.

Four core areas of concentration provide the foundation for developing these skills:

  **Programmatic**: Provision of services to rehabilitate persons with disabilities;

  **Resource Utilization**: The organization of resources such as staff, board of directors, funding sources, and rehabilitation research for effective management;

  **Community**: Interagency collaboration leading to the development and use of community resources and the formation of rehabilitation facility/agency networks; and
Planning: Use of socioeconomic data and current trends in legislative, professional and advocacy areas to plan for effective rehabilitation facility programs and the professional development of staff within the rehabilitation profession.

PROGRAMS

CERTIFICATE:
Community Rehabilitation Program Administration

MASTER OF SCIENCE:
Management of Rehabilitation Services

CERTIFICATE: COMMUNITY REHABILITATION PROGRAM ADMINISTRATION
May be taken by persons not entering the degree program.

- Designed to provide students with a background in accounting, economics, management, and the legal and philosophical fundamentals of rehabilitation.

ADMISSION REQUIREMENTS

- Employment in a related rehabilitation work setting and/or Program Director approval.

CERTIFICATE REQUIREMENTS
Courses (12 quarter hours)

RSA 402 Introduction to Rehabilitation Philosophy (3 credit hours)

RSA 403 Organization Behavior and Principles of Management (3 credit hours)

RSA 406 A Economic Principles for Rehabilitation Services (1.5 credit hours)

RSA 406 B Disability Law/Legal Aspects of Human Resources (1.5 credit hours)

RSA 407 A Business Law for Rehabilitation Organizations (1.5 credit hours)

RSA 407 B Introduction to Accounting for Rehabilitation Organizations (1.5 credit hours)

Note: A student may request in writing a waiver of three to six quarter hours of credit, based upon previous academic course work taken within the last five years. The request must be submitted at time of application or at least four weeks prior to the first scheduled class meeting. Official course descriptions from an accredited institution must accompany all requests and official transcripts must be forwarded to the department.

MASTER OF SCIENCE:
MANAGEMENT OF REHABILITATION SERVICES

ADMISSION REQUIREMENTS

- For full admission, student must have the following:
  
  - Bachelor's degree conferred by an accredited institution.
  
  - Grade point average of 2.0 or higher on a scale of 4.
  
  - An interview with the director or two letters of recommendation.
DEGREE REQUIREMENTS

Courses: 48 quarter hours (core courses), 6 quarter hours (independent study research courses). Successful completion of an acceptable master’s project.

Successful completion of the certificate course requirements in Community Rehabilitation Program Administration, or their equivalent, is a prerequisite.

Core Courses:
RSA 636  Leadership and the Human Factor
RSA 637  Budgeting for Rehabilitation Organizations
RSA 638  Computer Applications in Rehabilitation and Introduction to Management Sciences.
RSA 640  Theories and Concepts of Rehabilitation Services
RSA 641  Management Theories and Concepts
RSA 642  Rehabilitation Programming Planning: Principles and Practices
RSA 643  Management of Organizations: A Case Approach
RSA 646  Rehabilitation Program Design for Persons with Emotional, Sensory and Cognitive Disabilities
RSA 647  Research Methods and Statistics in Rehabilitation Administration
RSA 648  Rehabilitation Program Design for Persons with Physical and Organic Disabilities
RSA 650  Social Psychology of Rehabilitation Administration
RSA 653  Program Planning, Development, and Evaluation in Rehabilitation Organizations
RSA 655  Marketing and Strategic Planning of Community Rehabilitation Programs
RSA 657 A  Job Placement/Supportive Employment Strategies
RSA 675 B  Technical Communication in Rehabilitation
RSA 691  Management Seminar and Advanced Organization Concepts
RSA 692  Emerging Issues and Trends in Rehabilitation

Note: Degree students, with the written consent of the program director, may waive one or two of the core courses and replace them with other approved relevant courses.

SPECIAL STUDIES COURSES
RSA 660  Topics in Rehabilitation Research
RSA 661  Selected Topics in Rehabilitation Research
RSA 662  Candidacy Continuation

Master’s project: Completed under the guidance of a departmental faculty advisor. The M.S. project policy and procedure manual may be obtained from the department.

Note: Detailed information on the above certificate or degree requirements and program policies are listed in a separate departmental brochure. This brochure may be obtained from the department.
SCHEDULES FOR COMPLETING PROGRAMS

INTENSIVE SCHEDULE

This schedule accommodates the educational goals of working students who reside in the Rehabilitation Services Administration Federal Region V.

Off-campus intensive schedules are often available locally and regionally.

A course offered on an intensive schedule covers a 10-week period, but contains only six days of actual class meetings. Students receive a syllabus prior to the class meetings. The first weeks of the quarter are devoted to independent reading and preparation as recommended by the instructor. The class then meets for 2 three-day sessions in Chicago, at the University, or in other off-campus locations locally or regionally.

Typical length of time for completion of the degree program on the intensive schedule is 10 quarters or 2 1/2 years. The certificate programs are completed in two quarters. Each course, offered on the intensive schedule, carries three quarter hours of academic credit and is the full academic equivalent of a 10-week resident course. Entry into intensive schedules (both on and off-campus) is typically in the Autumn and Spring quarters of the academic year.

PROFESSIONAL DEVELOPMENT SEMINAR SERIES

Today's rehabilitation professional is faced with a rapidly changing work environment. Faced with changing federal laws and programs, advancing medical and engineering technology, changing funding priorities, and increasingly complex management problems, rehabilitation professionals want educational programming which will keep them abreast. The Professional Development Seminar Series offered by DePaul University provides one- and two-day seminars on topics responding to current trends and issues in rehabilitation. Registration fees vary by seminar.

Commission on Rehabilitation Counselor Certification continuing education units are offered in CRCC-approved seminars. To be added to the mailing list for brochures, contact the Rehabilitation Services Program. (This program is contingent on external funding.)

COURSES

Unless otherwise stated, all courses carry three quarter hours of credit.

CERTIFICATE COURSES: COMMUNITY REHABILITATION PROGRAM ADMINISTRATION

402 Introduction to Rehabilitation Philosophy. A review of the historical and philosophical foundations of rehabilitation. Emphasis is on the development of societal values, attitudes, and beliefs as applied to persons with disabilities. A descriptive overview of the federal/state rehabilitation system is provided.


406 A Economic Principles for Rehabilitation Services. 1.5 quarter hours. An introduction of basic economic behavior concepts and principles in understanding the development of health services in general and rehabilitation in particular.

406 B Disability Law/Legal Aspects of Human Resources. 1.5 quarter hours. This course will discuss disability law topics that include income security, education rights, personal liberty, and protection against discrimination; it will cover topics in human resources management law that include prohibitions on discrimination, personal rights of workers, and collective bargaining.
407 A  **Business Law for Rehabilitation Organizations.** 1.5 quarter hours. This course comprises the study of three fundamental areas of business law: contract law, agency law, and corporation law. Basic procedural aspects of contract law will be discussed such as a statute of frauds, illegality, illegal bargains, and third party contracts as applied to rehabilitation services.

407 B  **Introduction to Accounting for Rehabilitation Organizations.** 1.5 quarter hours. Accounting concepts and fundamentals applied to the for-profit and not-for-profit rehabilitation organization.

*Note:* The above courses or their equivalent are required to meet the admission requirements for the master’s degree program in the Management of Rehabilitation Services.

**DEGREE COURSES**

When prerequisites are stated, an equivalent course taken elsewhere is acceptable upon written consent of the program director.

636  **Leadership and the Human Factor.** A seminar with emphasis placed on the human factor in the rehabilitation process. Specifically, behavioral decision-making, motivation, accountability, programmatic and professional aspects of supervision, leadership styles and qualities are addressed.

637  **Budgeting for Rehabilitation Organizations.** This course is designed to give students an understanding of the budgeting process related to the management functions of planning and control. While the course will emphasize line/object budgeting techniques, all contemporary budgeting methods will be considered. It will also review the accounting aspect of budgeting. **Prerequisite:** RSA 407B or equivalent.

638  **Computer Applications in Rehabilitation and Introduction to Management Sciences.** The use of the computer in rehabilitation administration and quantitative methods for decision-making in management are explored. **Prerequisite:** RSA 647 or equivalent.

640  **Theories and Concepts of Rehabilitation Services.** An examination of the philosophical, behavioral, and cultural foundations of rehabilitation services. **Prerequisite:** RSA 402 or equivalent.

641  **Management Theories and Concepts.** A critical review of management theories and the underlying management philosophy. A specific emphasis will be placed upon the consideration of current trends related to the management of an organization’s social and community responsibility to persons with disabilities. **Prerequisite:** RSA 403 or equivalent.

642  **Rehabilitation Program Planning: Principles and Practices.** The goals, objectives, methods, and techniques used in rehabilitation programs are studied. **Prerequisite:** RSA 640 or equivalent.

643  **Management of Organizations: A Case Approach.** Operations systems, employing the case methods, development of analytical skills and problem-solving ability; administrative management operations, concepts and philosophies are studied. **Prerequisite:** RSA 641 or equivalent.
Rehabilitation Program Design for Persons with Emotional, Sensory and Cognitive Disabilities. This course discusses the clinical, philosophical, fiscal, legal and political issues which have an impact on the design of programs for persons with these disabilities. **Prerequisite:** RSA 642 or equivalent.

Research Methods and Statistics in Rehabilitation Administration. Formulation of empirical questions, basic design, statistical analyses, and the utilization of research in rehabilitation and management are explored.

Rehabilitation Program Design for Persons with Physical and Organic Disabilities. This course discusses the clinical, philosophical, fiscal, legal and political issues which have an impact on the design of programs for persons with these disabilities. **Prerequisite:** RSA 642 or equivalent.

Social Psychology of Rehabilitation Administration. Contemporary issues in rehabilitation and management are examined in the context of human interaction. Emphasis will be placed on social cognition and social behavior with implications for managerial action.

Program Planning, Development and Evaluation in Rehabilitation Organizations. Strategies used to plan and develop a diversified funding base for rehabilitation programs are examined. Methods to evaluate program outcomes and processes are also explored.

The Cornell Management Game. A seminar employing the technique of learning by discovery. Stimulated workshop experiences focus on the decision-making processes of the rehabilitation facility manager.

Marketing and Strategic Planning of Community Rehabilitation Programs. This course utilizes a case study approach. The primary focus is on such management responsibilities as strategic planning and marketing, program design and implementation in response to community demands; interagency relations; and board relations.

Job Placement/Supportive Employment Strategies. 1.5 quarter hours. Principles and practices in programming associated with job placement and supportive employment of persons with disabilities are examined.

Technical Communication in Rehabilitation. 1.5 quarter hours. Fundamentals of the business writing skills needed by rehabilitation administrators and supervisors are examined.

Management Seminar and Advanced Organization Concepts. Emphasis on analyzing the tasks and problems encountered in managing rehabilitation program and facilities. An examination is made of the current issues confronting management.

Emerging Issues and Trends in Rehabilitation. Identification and examination of emerging trends and issues in the field of rehabilitation are studied.
SPECIAL STUDIES COURSES

660  **Topics in Rehabilitation Research.** Independent Study. A research-oriented course which allows the student to work independently (under the guidance of the instructor), to review existing literature pertaining to the management of rehabilitation programs and the development of a M.S. project topic.

661  **Selected Topics in Rehabilitation Research.** Independent Study. Continued supervised investigation of the student's identified M.S. project. (Binding fee required).

662  **Candidacy Continuation.** Non-credit. This registration provides for degree-seeking students who have been admitted to candidacy who are not enrolled in a course in a given quarter and need occasional use of the University's facilities. Required of all students completing previous course requirements and/or M.S. project research.
DEPARTMENT OF SOCIOLOGY
AND ANTHROPOLOGY

FACULTY

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

NANCY M. ABBATE, B.A.
Lecturer
Mundelein College

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

NOEL BARKER, M.A.
Lecturer
University of Illinois, Urbana

JUDITH A. Bootcheck, Ph.D.
Associate Professor
Purdue University

GRACE BUDrys, PH.D.
Professor
University of Chicago

ALICIA CHAVIRA, PH.D.
Assistant Professor
University of California, Los Angeles

KENNETH FIDEL, PH.D.
Associate Professor
Washington University

ROBERTA GARNER, PH.D.
Professor
University of Chicago

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

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

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

JOSE SOTERO, PH.D.
Assistant Professor
University of Arizona

CHARLES STEVENS, PH.D.
Associate Professor
Northwestern University

CHARLES SUCHAR, PH.D.
Professor
Northwestern University

JOYCE SWEEN, PH.D.
Professor
Northwestern University

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

PURPOSES

The purpose of the graduate program in Sociology is to enable students to study sociological principles, ways of knowing, and sociological findings in areas of current interest and commitment.

Training at the master's level in sociology is applicable to employment in such areas as law enforcement, corrections services, urban planning, public and private administration, health and welfare services, youth services, community organizations, and education.

A limited number of assistantships and traineeships are available to graduate students, as well as internships. Additional information is available upon written request to the chair of the Department of Sociology.

PROGRAMS

MASTER OF ARTS: SOCIOLOGY

The course Sociological Perspectives serves as a foundation for the graduate program in Sociology and is required for all students. This course gives an overview to both the theoretical and methodical issues which guide the discipline.

Three specialized areas offer more detailed training in applied sociology: Urban Studies, Law and Society, and Health and Human Services with a special emphasis on Youth Services. As an alternative to specialized training, the student may develop a program in general sociology.
MASTER OF ARTS: SOCIOLOGY

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

Bachelor's degree.
The department accepts as graduate students only those who show definite promise for completing the requirements for the advanced degree. Preference is given to applicants who have had undergraduate study in social science, who are currently employed in jobs related to the department areas of specialization, or who have an expressed interest in these specialized areas.

One page written statement describing the applicant's reason for wishing to undertake graduate study in sociology is required.

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

Master of Arts in Sociology with Essay
SOC 405  Sociological Perspectives.
SOC 411  Social Research Methodology. Required for students who have not already complete a course in research methodology at the undergraduate level.

Ten additional courses. Students must complete 40 hours in courses from specialized areas. If Methodology course has been taken, 11 additional courses (44 hours) must be completed.

Essay: A literature review or analytical essay indicating mastery over a body of literature. It should be prepared in conjunction with one of the specialized courses.

Master of Arts in Sociology with Research Project
SOC 405  Sociological Perspectives
SOC 411  Social Research Methodology
SOC 412  Data Analysis (A course in qualitative methods may be substituted for Soc 412.)

Nine additional courses. Students must complete 36 hours in courses from specialized areas.

Research Project: Students will design and carry out a research project and prepare a final research report in the two-quarter methods sequence.

Master of Arts in Sociology with Thesis
SOC 405  Sociological Perspectives
SOC 411  Social Research Methodology
SOC 500  Thesis Research I
SOC 501  Thesis Research II

Eight additional courses. Students must complete 32 hours in courses from specialized areas.

Thesis: The design for the thesis project may be set up in SOC 411. A student must select an advisor and together they will set up a committee of three faculty. A thesis proposal hearing is required at the commencement of the project and an oral presentation at its completion.

Internships
Students are encouraged to serve as 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

ADVANCED UNDERGRADUATE COURSES

Graduate students may take 300-level undergraduate courses for graduate credit with permission of the chair. A graduate student in an advanced undergraduate course must receive a grade of B or better to obtain graduate credit.

The Sociology Department offers advanced undergraduate courses in the areas of law and society, urban studies, social services, juvenile justice, foundations of sociology, and anthropology. Please refer to the Undergraduate Bulletin for the complete listings.

GRADUATE COURSES

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

Core Courses

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

Methods Courses

411 Logic of Research Design and Evaluation. This course focuses on the logic of sociological inquiry, ethical issues of research, the various methods social scientists use, and research in applied settings.

412 Data Analysis (cross-listed as MPS 599). The implementation of a research project. Analytic techniques, data processing and the preparation of a written research report.

Sociological Background

240 Introductory Statistics for the Social Sciences. Presentation and description of data, contingency table construction and interpretation, introduction to multivariate analysis, correlation and hypothesis testing. This course is desirable for students who have not had a previous statistics course. It does not carry graduate credit. Prerequisite: MAT 101 or two years of high school math or consent of instructor.

401 Sociological Theory: Concepts and Perspectives. Introduction to the major theories of sociology in the development of the discipline. Desirable for students taking essay option.

Courses in Specialised Areas

Urban Studies

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

421 Urban Anthropology. Theories and methods of contemporary anthropology are employed to analyze a variety of topics of urban phenomena including the process of urbanization, urbanism—urban culture, subcultures, ethnic life styles—and the notion of images of cities.

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

423 Urban Cultural Areas. Ethnological approach to urban life stressing the qualitative analysis and evaluation of different types of urban communities, community organizations, and urban life styles.
The Sociology of Housing. An in-depth approach to a major urban issue with a focus on federal and Chicago-area policies.

Strategies of Community Organizations (cross-listed as MPS 555). Strategies and techniques used in the formation and process of community organizations. Primary conceptual emphasis from sociology, but a considerable interdisciplinary content included; an application of social science knowledge to bring about social change.

Policies and Urban Development (cross-listed as MPS 545). Sequel to SOC 425. Community agencies viewed as problem-solving organizations. Concentration on the impact of state and local government on community organizations and how community organizations influence social policy.

Other courses recommended for students in this area include Intergroup Relations, Social Deviation and Collective Behavior.

Health, Education and Welfare

Medical Anthropology. Issues in the health care fields arising from cultural diversity in the clinical context. Topics include culturally-based theories of disease and treatment-expectations, ethnic differences in locating symptoms and responding to pain and problems of intercultural communication.

Medical Sociology (cross-listed as MPS 547). Analysis of the social system of health care: practitioners, organizations, patients, and their multiple interrelationships. An evaluation of problems in health care delivery systems.

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

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

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

The Structure of Health Care Organizations (cross-listed as MPS 567). A case study approach emphasizing the interaction of the clinical, administrative, and other components of the health care team, the formulation of policy, and the control and distribution of resources.

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

Health Care Delivery Systems (cross-listed as MPS 537). Consideration of the current state of health care delivery in the United States, the growth and projected direction of health care in the future. Implications of national policy on local delivery; cross-national comparisons and economic conditions will be considered.

Other courses recommended for students in this area include Sociology of Youth, Socialization, Social Deviance, Sex Roles, and Social Inequality.
Law and Society

440 Law and Social Science. Analysis of the American legal system as an instrument of social control, social change, and social reform. The impact of social science research on public policy decisions.

442 Crime, Delinquency and Systems of Correction (cross-listed as MPS 563). Study of major criminological theories and their application to systems of corrections. Present trends at federal, state, city and private correctional institutions.

443 Law and Administration of Justice (cross-listed as MPS 562). Analysis of legal systems and their implementation; jurisprudence and its role in the development and change of legal systems; role of the courts and the police as related to community social problems.

444 Law Enforcement and Community Relations (cross-listed as MPS 556). Examination of the policies and practices of law enforcement agencies and personnel and their impact on the communities they serve.

446 Law Enforcement Policy Issues (cross-listed as MPS 544). Theory, application and impact of policies in criminal law on police, corrections and the courts.

447 Institutional Reaction to Deviants (cross-listed as MPS 564). Examines theories and research on the social organization of institutions that label and process deviants.

Other courses recommended for students in this area include Intergroup Relations, Social Deviation and Collective Behavior.

General Electives

403 Social Policy and Social Change. Examines the process of policy-making and the effects of policies on individuals, organizations, and communities.

415 Information Systems and Society. Examines the societal impact of information systems and computer technology. A social scientific perspective for comprehending technologically induced social change at the level of the larger social system and in terms of the life styles and careers of individuals in society.

416 Applied Anthropology. Advanced-level studies on the organized interaction between practicing anthropologists and both private and public policy-making bodies; the application of anthropological theories and research toward the solution of contemporary social, economic and technical problems.

450 Advanced Statistics I (cross-listed as PSY 410). An introduction to sample spaces, random variables, distributions and parametric statistics, sampling, and the concept of sampling distribution.

451 Advanced Statistics II (cross-listed as PSY 411). Point estimation procedures are developed for a variety of parameters. Internal estimation and hypothesis testing are compared. Linear regression, correlation, and analysis of variance are studied.

460 Sociology of the Family. Examines demographic trends in this century, recent literature on women and men, wives and husbands, children and parents. Some comparative material is included.
461 Sociology of Youth (cross-listed as MPS 566). Critical analysis of literature on nondelinquent youth; focus on the social contexts within which the transition to adulthood occurs.

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

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

464 Social Inequality. An analysis of inequalities in power, wealth and prestige with an emphasis on the concept of social class, trends in social mobility, and relationships to current social topics such as housing, welfare and political participation.

465 Intergroup Relations. Theoretical perspectives on minority groups emphasizing processes of group formation, patterns of prejudice and discrimination, and an evaluation of methods to reduce prejudice and/or discrimination.

466 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.

467 Organizations (cross-listed as MPS 553). The functioning, premises, and consequences of formal organizations will be considered using a variety of perspectives.

468 Social Deviation. An analysis of the various theoretical positions and findings in the sociology of deviant behavior, emphasis upon such topics as the labeling of deviants, the analysis of deviant careers, patterns of deviant socialization, and the roles of agents or agencies of social control.

469 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.

470 Gender & Society. Attention to the growing literature and empirical research on changing patterns in economic, psychological and social outcomes for women and men. Consideration of various theories of gender differentiation and inequality.

471 Sociology of Knowledge. An analysis of the social forms of knowledge and the social processes by which individuals acquire this knowledge. The institutional organization and social distribution of knowledge.

472 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.

473 The Dilemma of the Modern Age (cross-listed as MLS 460). The crisis of the individual's place in society and in the world itself—the dilemma of modernity—is exposed through social science, philosophy, literature, art, and music. The distinctive features of and responses to modern culture—individualism, alienation, and depersonalization—are illuminated through the multiple perspectives that form the modern mind.
Population Problems. This course examines basic population processes and their impact on society. Special attention is given to the interaction between population and the environment, how population characteristics effect social processes, and the nature of population problems in developing nations.

Work, Leisure and the Quality of Life. This course will examine: (1) the nature, meaning and history of work and leisure in Western culture; and (2) the relationship of work and leisure to issues associated with the contemporary concept of "quality of life."

Afro-American Culture (cross-listed as EDU 450). Intended for teachers in order that they may examine the contributions of the black community to American culture; gain a functional understanding of the social, economic and political development of blacks in America; gain an insight into problems created in America because of nonacceptance relationships.

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

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

Independent Study.

Thesis Research

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

Thesis Research II. Four quarter hours, one registration. The student works independently toward the completion of the thesis.

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

CAROL KLIMICK CYGANOWSKI, PH.D.
Associate Professor (English) and Program Director
University of Chicago

MARIA A. BELTRAN-VOCAL, PH.D.
Associate Professor (Modern Languages)
University of California, Irvine

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

KATHRYN DEGRAFF, M.L.S.
(Library)
University of Illinois

PENELLOPE ENGELBRECHT, M.A.
Lecturer (English and Women's Studies) DePaul University
DePaul University

ELLEN ESLINGER, PH.D.
Assistant Professor (History)
University of Chicago

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

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

LISA K. GUNDY, PH.D.
Assistant Professor (Management)
Northwestern University

JANE HALPERT, PH.D.
Associate Professor (Psychology)
Wayne State University

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

KATE KANE, PH.D.
Assistant Professor (Communication)
Northwestern University

ELIZABETH KELLY, PH.D.
Assistant Professor (Political Science)
Rutgers University

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

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

MARJORIE PIECHOWSKI, PH.D.,
(Sponsored Programs and Research)
University of Wisconsin

BARBARA RANSBY, M.A.,
Instructor (History)
University of Michigan

INCA RUMOLD, PH.D.
Associate Professor
(Modern Languages)
Stanford University

BARBARA SPEICHER, PH.D.
Assistant Professor (Communication)
Northwestern University

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

ALICE STUHLMACHER, PH.D.
Assistant Professor (Psychology)
Purdue University

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

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

The Woman's Studies program focuses on women's accomplishments, conditions and contributions within their cultural contexts. Using interdisciplinary approaches, the Woman's Studies concentration crosses the boundaries of traditional fields of study, giving fresh views of their subject matter and creating a new coherent way of understanding human experience.

PROGRAMS

The department offers graduate work leading to the master's degree through either the Master of Arts in Liberal Studies program or the Master's in Interdisciplinary Studies Program as well as a nondegree certificate program which may serve as a minor in selected DePaul graduate programs or as an entry way to a master's degree with a Woman's Studies concentration.

ADMISSION REQUIREMENTS

For the master's degree consult the section of the Bulletin which discusses the admission requirements for the appropriate program (Master's of Arts in Liberal Studies or Interdisciplinary Studies).

The nondegree certificate program requires the completion of the graduate admission application and submission of undergraduate and (if applicable) graduate transcripts. In addition, prospective certificate students must submit a personal statement of approximately 300-500 words, describing their interest in Women's Studies, any prior experience in the field, and their goals (personal or professional) for pursuing the certificate.

CERTIFICATE REQUIREMENTS

The Women's Studies certificate requires the successful completion of any four Women's Studies courses from those listed below or in the class schedule under LA & S Graduate Division Women's Studies (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 historical and a topical approach.

410 Feminist Ethics (cross-listed as MLS 477 and PHL 660). Critiques of mainstream empirical and philosophical works and of Carol Gilligan's work on ethics will include discussions on the women's voice in morality, the nature of theories by women 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). Attention to the growing literature and empirical research on changing patterns in economic, psychological, and social outcomes for women and men. Consideration of various theories of gender differentiation and equality.

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.

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

499 Independent Study. Permission of Women's Studies Program Director required.
FACULTY

DAVID A. JOLLIFFE, PH.D.
Associate Professor (English) and
Program Director
University of Texas, Austin

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

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

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

BRUCE EVENSEN, PH.D.
Associate Professor (Communication)
University of Wisconsin, Madison

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

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

DONALD MARTIN, PH.D.
Associate Professor (Communication)
University of Texas, Austin

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

CRAIG A. SIRLES, PH.D.
Assistant Professor (English)
Northwestern University

BARBARA SPEICHER, PH.D.
Assistant Professor (Communication)
Northwestern University

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

STEVE WHITSON, PH.D.
Assistant Professor (Communication)
University of Pittsburgh

PURPOSES

By combining applied writing courses with courses that take historical and theoretical approaches to language, rhetoric and writing, the Master of Arts in Writing offers practical writing experience within the broad context of a liberal arts degree.

PROGRAM

MASTER OF ARTS: WRITING

The Master of Arts in Writing at DePaul University is an interdisciplinary degree administered through the Department of English but drawing on courses offered in both the English and Communication Departments.

The program seeks to meet the needs of a wide range of students, including the following:

• Professionals for whom writing is an essential component of their work.
• Aspiring professional writers.
• Teachers of writing at the secondary and post-secondary levels.
• Students seeking a master’s-level foundation for further graduate work in English, rhetoric and composition, or mass communication.
• Returning students desiring an advanced degree in a liberal arts field.

With the guidance of an advisor, a student may select courses in order to define a concentration within the degree that serves his or her educational or professional objectives.
ADMISSION REQUIREMENTS

Students with bachelor's degrees in any field will be considered for admission. For full admission, a student must also present the following:

- A strong record of previous academic achievement.
- A personal statement, from three hundred to five hundred words long, describing the student's objectives in applying to DePaul's M.A. in Writing program and his or her plans for the future.
- A portfolio (approximately 25 pages) of representative nonfiction writing (for example, academic papers or work-related writing) for evaluation.

DEGREE REQUIREMENTS

Courses: Successful completion of 48 quarter hours of graduate credit, including the following courses:

Two courses from each of the three main categories below (Historical, Theoretical, Applied).

Three additional courses (12 quarter hours) from any of the categories below (excluding MWR 499, Thesis Research).

Three electives (12 quarter hours) chosen from among the graduate courses in literature offered by the Department of English. Students pursuing the thesis option substitute four quarter hours of MWR 499, Thesis Research, for one of these electives.

Examination: A passing grade on a written master's examination. Normally taken after the student has completed all course work, the examination is based on a published reading list. Examinations are composed and evaluated by a committee of three members of the program faculty. If a student does not pass the examination, the M.A. in Writing committee may recommend that the dean grant permission for the student to write another examination on the next regularly scheduled examination date. The examination may not be taken more than twice.

GOOD STANDING

To achieve good standing in the program, students must

1) complete at least three courses within 12 months of their admission to the program (one of these courses must be ENG 402 History of English Prose Style; ENG 403 History of Rhetoric I: Classical Rhetoric; ENG 407 History of Rhetoric III: Modern Rhetoric; or ENG 408 Stylistics; and

2) maintain an overall grade-point average of at least 3.0 in their coursework. Students whose cumulative GPA falls below 3.0 will be placed on probation and given two quarters to raise their average to the minimum 3.0 level. Students on probation are required to consult with the program director before registering for classes.

Failure to meet these requirements constitutes grounds for dismissal.

THESIS OPTION

A thesis option is available to students who wish to pursue an extended independent project related to the historical, theoretical, pedagogical, or applied aspects of the program. A written proposal for a thesis must be submitted to the program director no later than the fifth week of the quarter preceding the quarter in which the student intends to begin work on the thesis. A student proposing a thesis must also procure an advisor from among the M.A. in Writing faculty to supervise and evaluate the thesis. A maximum of four quarter hours of MWR 499, Thesis Research, may, with permission from the program director, be applied to the 48 quarter hours required for the degree, but students may, with permission from the program director, begin their thesis research by registering for MWR 498, Independent Study.
INTERNSHIPS
A limited number of internships are available for qualified students who wish to acquire significant on-the-job experience in the writing and publishing fields. A maximum of four quarter hours of MWR 497, Internship, may be applied to the 48 quarter hours required for the degree.

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

HISTORICAL

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

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

ENG 403 History of Rhetoric I: Classical Rhetoric. 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.


CMN 443 History of Journalism. An analysis of the significant changes in the American news media and the role of the press in important periods in American history. Attention is also given to the evolution of modern advertising and public relations. This course may not be taken for credit by a Master of Arts in Communication student.

ENG 409 Topics in Writing. Certain courses offered under this number will fulfill an elective in this category. See schedule for current offering.

THEORETICAL

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

CMN 421 Rhetorical Criticism. Focuses on the analysis of public discourse. Aesthetic, pragmatic and ethical criteria are applied to speeches, advertisements, campaigns and other forms of persuasive messages. Promotes a critical awareness of the messages that surround us and compete for our assent. Previous exposure to courses in communication, literature, philosophy, or religion is recommended. This course may not be taken for credit by a Master of Arts in Communication student.
CMN 460  **Communication Theory.** Explores four major theoretical models in communication and criteria for their evaluation.

ENG 480  **Teaching Writing.** 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 481  **Teaching Literature.** Prepares English teachers to teach literature at the secondary and college undergraduate levels. The course develops methods of teaching all literary genres, addresses problems in literacy, and focuses on the transactional nature of reading and writing.

ENG 482  **Writing Center Theory and Pedagogy.** Introduction to current theories and practices in writing instruction; prepares students to develop and administer writing centers and to work as writing consultants. (Writing Center practicum required. This four-credit-hour course will be offered over a two-quarter time span during the Autumn and Winter quarters only. See instructor for further information.)

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

ENG 409  **Topics in Writing.** Certain courses offered under this number will fulfill an elective in this category. See schedule for current offering.

APPLIED

ENG 490  **Writing for Magazines.** Covers the range of skills necessary for magazine writing. Discussion of the elements of style, humor, research, concept and imagery that characterize the literature of fact. Students investigate, compose and edit finished magazine articles to be submitted for publication.

ENG 491  **Science Writing.** An introduction to the forms of current science writing, from technical descriptions to highly crafted magazine pieces. Students develop a final project that may be marketed to magazines or journals.

ENG 492  **Writing Fiction.** A course in writing short stories. Emphasis is placed on class discussion of student writing. **Prerequisites:** previous creative writing experience and permission of instructor.

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

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

ENG 495  **Technical Writing.** An advanced course in the issues, forms and strategies of technical writing, this course focuses on a variety of topics related to writing technical documentation, including document design, audience analysis and usability testing. Students will write in several technical-writing genres, such as proposals, progress reports, final reports, manuals and on-line documents.
ENG 496  Editing. An introduction to editing principles and practices in professional and technical fields.

ENG 409  Topics in Writing. Certain courses offered under this number will fulfill an elective in this category. See schedule for current offering.

SPECIAL STUDIES

MWR 497  Internship. 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.

MWR 498  Independent Study. Variable credit. Prerequisite: written permission of the supervising faculty member and of the program director.

MWR 499  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.
ADMINISTRATION
BARBARA A. SIZEMORE, PH.D.
Dean
RAFAELA WEFFER, PH.D.
Associate Dean
CHARLES DOYLE, M.A.
Assistant Dean and Certification Officer
MARIAHNE C. MURPHY, J.D.
Director of Graduate Programs and Certification Officer
CHARLES LUTZOW, ED.D.
Student Teaching
ALVIN LUBOV, M.ED.
Director of Clinical Experiences
LYNN BRYAN, M.ED.
Placement Director
DENISE KEITHLEY, B.A.
Academic Advisor
MARGARET STEKETEE, B.A.
Academic Advisor

PURPOSES
FACULTY
PHILOSOPHY
ADMISSION REQUIREMENTS
PROGRAMS
Curriculum Development
Educational Leadership
Human Development and Learning
Human Services and Counseling
Reading and Learning Disabilities
Teaching and Learning

COURSES
PURPOSES

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

FACULTY

BARBARA A. SIZENMORE, PH.D.
Dean and Professor
University of Chicago

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Assistant Professor
University of Wisconsin, Madison

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

MARGARET CAHILL-MCGOVERN, M.A.
Lecturer
DePaul University

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

SR. THERESIE DUGAN, PH.D., SND.
Associate Professor
Kent State University

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

URBAN H. FLEECE, PH.D.
Professor Emeritus
The Catholic University of America

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

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

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Professor Emeritus
Northwestern University

ERIC GUTSTEIN, PH.D.
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University of Wisconsin, Madison

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Professor
Loyola University of Chicago

STEPHEN HAYMES, PH.D.
Assistant Professor
Miami University

HARIETTE HERRERA, M.A.
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DePaul University

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University of California, Berkeley

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Vanderbilt University

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University of Denver

BARBARA KIMES MYERS, PH.D.
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University of Illinois, Champaign-Urbana

ROXANNE F. OWENS, M.ED.
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PETER PEREIRA, A.M.T.  
Associate Professor  
Harvard University

BARBARA R. RADNER, PH.D.  
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University of Chicago

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

SR. FRANCES RYAN, A.C.S.W., PH.D.  
Associate Professor  
Loyola University of Chicago

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

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

HANS A. SCHIESER, PH.D.  
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Loyola University of Chicago

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Champaign-Urbana

DUNCAN SYLVESTER, M.S.  
Instructor  
University of Wisconsin-Stout

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

RAFAELA WEFFER, PH.D.  
Professor  
Illinois Institute of Technology

KATHRYN C. WIGGINS, PH.D.  
Assistant Professor  
Michigan State University

NANCY WILLIAMS, PH.D.  
Associate Professor  
Northwestern University

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

BARBARA ZABROSKE, M.S.  
Lecturer  
National-Louis University

The following faculty members from The Institute of Psychoanalysis teach in the Human Development and Learning Program:

CAROL S. SONNENSHEIN, M.A.  
Lecturer and Director of The Human Development and Learning Program  
Northwestern University

MARIA ADLER, M.A.  
Lecturer  
University of Chicago

KAY FIELD, M.A.  
Director Emeritus  
Northwestern University

MARTIN FINE, M.D.  
Lecturer  
Chicago Medical School

DANIEL FRANK, PH.D.  
Lecturer  
University of Chicago

DENNIS MCCAUHGAN, PH.D.  
Lecturer  
University of Chicago

CARYLE PERLMAN, M.S.  
Lecturer  
Columbia University

CHARLES SALZMAN, B.S.  
Lecturer  
Brooklyn College

ERIKA SCHMIDT, M.S.W.  
Lecturer  
Simmons College

RITA SUSSMAN, PH.D.  
Lecturer  
University of Chicago

EILEEN TRAFTERW, PH.D.  
Lecturer  
Loyola University of Chicago

GLORIYE WOOL, M.D.  
Lecturer  
University of Illinois
PHILOSOPHY
The faculty of the DePaul University School of Education assumes that contemporary educational settings require professional urban educators who exercise skills, understanding and, above all, sound judgment. The school embraces a holistic orientation toward education, and strives for the positive transformation of persons and society.

The School of Education seeks students with intellectual promise, social responsibility, and those personal leadership qualities appropriate to graduate-level education.

In light of the urban, Catholic and Vincentian mission of DePaul University, and the public need for quality education, the School of Education intends:

1. To prepare professionals to work in schools, and in settings which support the work of schools;
2. To provide practicing professional educators with degree programs, in-service programs, and other opportunities to develop advanced skills;
3. To provide the University community, professionals in related fields, and the public-at-large with programs and other opportunities for them to examine educational issues in a larger social and cultural context, and with the perspective of life-long learning.
4. To promote scholarly activity which may lead to the improvement of educational practices (e.g., quantitative and qualitative research, inquiries leading to understanding and insights into current practices or changes in education, projects resulting in innovation or improvement in schools, or collaborative endeavors with professionals in schools);
5. To sponsor programs of service to children and youth, as well as their families and communities, and to collaborate with private and public agencies in formulating and delivering these services.

ADMISSION REQUIREMENTS
Please consult specific programs for admission requirements.

PROGRAM REQUIREMENTS
Courses: All graduate programs require 48-73 quarter hours of coursework, depending on degree and concentration.

Research: Completion of a thesis and an oral defense before a committee of three faculty members leads to a Master of Arts degree. The Master of Education degree requires two 3,000 word papers related to coursework, one which reviews literature in an area of interest, the other an integrative paper relating theory and practice. Both papers are supervised by a faculty member. Consult Student Handbook.

CERTIFICATION REQUIREMENTS
DePaul University School of Education offers approved programs for State of Illinois certification in five areas of study. This means students may be eligible for the following certificates upon completion of the respective programs:

Type 03  K-9 Teaching
Type 09  6-12 Teaching
Type 10  Special (K-12): Learning Disabilities
Type 73  School Service Personnel Certificate: Guidance
Type 75  Administrative Certificate:
         General Supervisory
         General Administrative
Please note that state certificates include requirements beyond program requirements. For example, a test of basic skills and a test of subject-matter knowledge is required. The test is given at four regularly scheduled administrations per year. Students are advised to confer with program faculty, the certification director, or the director of graduate programs for further information.

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

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

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 245 of the Graduate Bulletin for additional university requirements and deadlines.
CURRICULUM DEVELOPMENT

Curriculum design and implementation have become increasingly significant concerns for schools, hospitals, community organizations, businesses and industries, all confronted with the necessity of keeping their students or employees up to date in a milieu of fast-moving social and technological change. Continuing education and training are being viewed as major responsibilities by schools, institutions and businesses, and by museums and civic agencies that are perceived as educational organizations. A growing number of senior citizens have far more leisure time available to them and are contributing to the demand for adult education programs.

There are important challenges in responding to this growing demand. The educational skills needed are in many respects similar to those already well-developed in the public schools; in other respects they are quite different.

The education of children and youth demands the capabilities of a professional urban education. The active participation in curricular and instruction also demand it.

Both the Master of Arts and the Master of Education in Curriculum Development offer essential courses which include:

- DELIBERATIVE SKILLS involving the clear formulation of curriculum problems;
- DEVELOPMENT SKILLS in program planning, content selection and the creation as well as the arrangement of materials;
- EVALUATION SKILLS;
- KNOWLEDGE about CURRICULAR DESIGNS, their underlying assumptions and implications for different settings;
- KNOWLEDGE OF INSTRUCTIONAL METHODOLOGIES and their influence on the success of curriculum planning.

The structuring of this program should include a set of carefully chosen electives which support the student's career goals. Usually this course sequence is especially designed as a career emphasis in light of personal goals and interests. Program development is done in conjunction with a faculty advisor. When the complete rationale for the course sequence is approved a copy is placed in the student's graduate office file.

ADMISSION REQUIREMENTS

- A bachelor's degree conferred by an accredited instruction.
- A previous grade point average of 2.75 or above on a 4.0 scale.
- Two years of successful teaching, pupil personnel work or other appropriate work experience.
- Two letters of recommendation from professors or supervisors.
- One official transcript from all colleges and/or universities attended.
- Evidence of adequate background for the program.

DEGREE PROGRAMS

Master of Arts or Master of Education: Curriculum Development

DEGREE REQUIREMENTS

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

COURSES: 52 quarter hours
Three Foundations courses (12 hours)
CUG 410 Introduction to Research: Purposes, Issues and Methodologies

Choose one of the following:
CUG 401 Advanced Developmental Psychology
CUG 402 Psychology of Learning
CUG 403 Human Development and Learning
Choose one of the following:

**CUG 408**  Education and the Social Order

**CUG 601**  Reflective Seminar: Sociology

**CUG 603**  Reflective Seminar: Philosophy

Three Curriculum Design and Evaluation courses chosen from the following (12 hours):

**CDG 485**  Curriculum/Program Evaluation

**CDG 487**  Introduction to Curriculum Deliberation

**CDG 488**  Designing and Interpreting Curriculum

**CDG 489**  Instructional Strategies to Develop Critical and Creative Thinking

One course in Supervision or Human Relations from the following (four quarter hours):

**A&S 498**  Principles and Practices of Supervision

**A&S 590**  Organizational Development

**HSC 458**  Facilitating Human Services Through the Group Process

One course in Instructional Methodology (four quarter hours and chosen with consent of a faculty advisor from offerings in the Teaching and Learning Program or another appropriate course in light of a specific concentration)

Four (M.A.) or Five (M.Ed.) Career Emphasis courses chosen with the consent of a faculty advisor (16 or 20 quarter hours) including one practicum.

One course (4 quarter hours) from:

- Master of Education: elective course (one of five Career Emphasis courses)
- Master of Arts: CDG 589 Thesis Research in Curriculum Development

**THESIS ORAL EXAMINATION OR PAPERS**

- Master of Arts: CDG 589: Thesis Research in Curriculum Development. The master's thesis is written to fulfill the requirements of this course. Oral examination on thesis.
- Master of Education: two papers in conjunction with faculty advisement.

**CDG 606**  Review of Literature

**CDG 607**  Integrative Paper

**EDUCATIONAL LEADERSHIP**

The major purpose of the Educational Leadership program is to prepare educational personnel for administrative and supervisory positions in schools, business and a variety of human services agencies. These programs are

- **DISCIPLINE-BASED:** concepts, research findings and models of inquiry in social sciences;
- **THEORY-BASED:** relevant theories of organization, leadership and curriculum;
- **PROBLEM-BASED:** contemporary issues and problems likely to confront administrators and supervisors;
- **CAREER-BASED:** examination of administrative and supervisory functions and objectives within a variety of settings and for different purposes.

**DEGREE PROGRAMS**

**MASTER OF ARTS OR MASTER OF EDUCATION: EDUCATIONAL LEADERSHIP**

Administration and Supervision

Physical Education Concentration

**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 12 courses (48 quarter hours)

Foundations (12 quarter hours)

- **CUG 401** Advanced Developmental Psychology  
  OR
- **CUG 402** Psychology of Learning
- **CUG 408** Education and the Social Order
- **CUG 410** Introduction to Research: Purposes, Issues and Methodologies

Curriculum (four quarter hours)

- **CDG 485** Curriculum/Program Evaluation
- **CDG 487** Introduction to Curriculum Deliberation
- **CDG 488** Designing and Interpreting Curriculum

Administration and Supervision (20 quarter hours)

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

Clinical Experiences (4 quarter hours)

- **A&S 593** Practicum in Educational Leadership
- **A&S 594** Internship in Educational Leadership

Electives (4 quarter hours)

- **A&S 492** The Principalship
- **A&S 499** Clinical Supervision
- **A&S 590** Organizational Development
- **A&S 596** Personnel Administration
- **A&S 597** Politics of Education
  - Master of Education: Elective Course

Courses in cognate disciplines: students who have career needs in a subject matter field may substitute one course in that field. This course needs the written approval of the program advisor.

**Thesis and Oral Examination or Papers**

Master of Arts:

- **A&S 599** Thesis Seminar in Education Leadership

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

Master of Education: Two papers with Faculty Supervision:

- **A&S 606** Review of Literature
- **A&S 607** Integrative Paper
Illinois Administrative Certificate

Students holding valid Illinois teaching certificates with two years successful teaching or other pupil personnel experience may be eligible for the Illinois Administrative Certificate upon completion of the program. See the Director of Graduate Programs for information.

Physical Education Concentration

Degree Requirements

COURSES: minimum of 12 courses (48 quarter hours)

Foundations (12 hours)
CUG 401 Advanced Developmental Psychology
CUG 402 Psychology of Learning
CUG 408 Education and the Social Order
CUG 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.

Master of Education: two papers with faculty supervision:
A&S 606 Review of Literature
A&S 607 Integrative Paper

Illinois Athletic Coaching Certification

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

PE 450 Psychology of Sport Behavior and Athletic Performance
PE 451 Current Issues and Trends in Athletics and Physical Education
PE 452 Exercise Science and Sport
PE 456 Medical and Legal Aspects of Coaching
PE 457 Advanced Coaching Theories and Techniques
HUMAN DEVELOPMENT AND LEARNING

A joint degree program between The School of Education and The Institute for Psychoanalysis. The program is designed to respond to the changing educational needs of our society. The two-year, part-time program prepares professionals for leadership roles in early childhood, primary, elementary and secondary school education. The program provides students with a comprehensive understanding of human development within the context of learning and education. A clinical and theoretical approach to psychodynamic, cognitive, behavioral and educational perspectives is applied toward understanding diagnosis and intervention strategies. The clinical component integrates theory and practice through planned observations, personal experience, individual supervision of student cases and supervised internships in a variety of work settings. Course work addresses biological, psychological and social-cultural factors as they relate to problems in school and in learning.

ADMISSION REQUIREMENTS

- A bachelor's degree conferred by an accredited institution.
- A previous grade point average of 2.75 or above on a 4.00 scale.
- Two years of successful teaching, pupil personnel experience or other appropriate work experience.
- Two letters of recommendation from professors or supervisors.
- One official transcript from each college or university attended.
- Interview with program advisor.
- Evidence of adequate background for the program.

Students in each entering class proceed through the courses taught at the Institute for Psychoanalysis as a group. To promote the exchange of ideas, problems and experiences, these courses are offered in seminar style. In their coursework at DePaul University students will encounter professional educators and others working on master's level programs.

The Human Development and Learning Program accepts students for an Autumn class each year.

DEGREE REQUIREMENTS

COURSES: minimum of 13 courses (52 quarter hours)

Courses taken at The Institute for Psychoanalysis

HDL 510  Life Course Personality Development I: Infancy through Middle Childhood
HDL 520  Life Course Personality Development II: Adolescence through Older Adulthood
HDL 530  Psychological and Neurological Disorders of the Learning Process
HDL 540  The Diagnostic Process and the Learning Experience
HDL 550  The Family and Life Course Development
HDL 560  Dynamics of Small and Large Groups
HDL 501  Practicum in Human Development and Learning
HDL 500  Integrative Seminar (non-credit)

Courses taken at DePaul University

R&L 404  Child Rearing Across Cultures
A&S 590  Organizational Development
CUG 410  Introduction to Research: Purposes, Issues and Methodologies
CUG 487  Introduction to Curriculum Deliberation
CDG Elective Course

Master of Education: Elective Course
THESIS AND ORAL EXAMINATION OR PAPERS

Master of Arts:

CDG 598  Thesis Research in Human Development and Learning

The master's thesis is written to fulfill the requirement of this course. An oral examination on the thesis is required. DePaul faculty or coordinator must approve.

Master of Education: Two papers with supervision of faculty and DePaul coordinator.

CDG 606  Review of Literature
CDG 607  Integrative Paper

HUMAN SERVICES AND COUNSELING

The Human Services and Counseling programs present a core of courses designed to provide professionals with skills, mastery and competencies which will enable them to provide comprehensive counseling and consulting services in many educational and community environments.

Some of the specific career opportunities for Human Services and Counseling graduates include private and public school elementary and secondary counseling, ministerial counseling, teaching, work in social welfare and community agencies, junior college personnel work, human relations consulting, migrant-family counseling, general hospital-service counseling, work in institutional-care settings, counseling and aging, and marriage and family counseling.

The Human Services and Counseling programs are competency- and outcome-based in their approach. Emphasis is placed on assisting students from a variety of professional disciplines in developing 1) theory and practice related to personal identity and the human life cycle, 2) leadership skills which facilitate understanding of and influence within organizational systems, and 3) effective communication skills, and actualizing human potential through group and individual counseling approaches.

ADMISSION REQUIREMENTS

- A bachelor's degree conferred by an accredited institution.
- One year of successful teaching or full-time work experience.
- Two letters of recommendation from professors or supervisors.
- One official transcript from each college or university attended.
- Interview with program advisor.
- Evidence of adequate background for the program.

DEGREE PROGRAMS

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

Human Services Management Concentration

School Guidance Concentration

Higher Education, Agencies and Family Concerns Concentration

Family and Early Intervention At-Risk-Child Specialist (Requires two years experience, and a GPA of 2.75 on a 4.0 scale.)

Human Services Management Concentration

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

Degree Requirements

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

Master of Education: minimum of 12 courses (48 quarter hours) plus Internship I and II. Review of Literature Paper and Integrative Paper required.
CUG 401 Advanced Developmental Psychology
CUG 410 Introduction to Research: Purposes, Issues and Methodologies
HSC 452 Seminar in Human Services Organization
OR
HSC 453 Human Services Information Systems
HSC 458 Facilitating Human Services through the Group Process
HSC 464 Consulting in Human Services
HSC 467 Counseling Theory and Practice
HSC 468 Current Issues in Human Services and Counseling
HSC 501 Counseling Skills for Effective Human Interaction
HSC 556 Family and Marriage Counseling
A&S 498 Principles and Practices of Supervision
A&S 590 Organizational Development
A&S 596 Personnel Administration
HSC 553 Human Services and Counseling I: Internship/Research
HSC 554 Human Services and Counseling II: Internship/Research
HSC 553 Internship in Human Services and Counseling I (150 clock hours; action-oriented research; prerequisite: 9 completed courses including HSC 462, HSC 500, HSC 458, HSC 459 plus required permission)
HSC 554 Internship in Human Services and Counseling II (150 clock hours; action-oriented research)

Master of Education papers with faculty supervision:
HSC 606 Review of Literature
HSC 607 Integrative Paper

School Guidance Concentration

Illinois School Service Personnel Certification Requirements:
The State of Illinois requires a 58 quarter hour master's degree in Human Services and Counseling: Guidance concentration. Students holding valid teaching certificates may be eligible for the Illinois State Certificate in School Service Personnel with an endorsement in Guidance upon completion of the appropriate master's sequence.
The following major sequence in School Guidance concentration is recommended:

Degree Requirements
COURSES: Master of Arts: minimum of 13 courses (60 quarter hours) plus Internship/Research Project I and II. Thesis required. An oral examination is required on the thesis.
Master of Education: minimum of 13 courses (60 quarter hours) plus Internship I and II. Review of Literature Paper and Integrative Paper required.
CUG 401 Advanced Developmental Psychology
CUG 408 Education and the Social Order
CUG 410 Introduction to Research: Purposes, Issues and Methodologies
HSC 452 Seminar in Human Services Organization
OR
HSC 453 Human Services Information Systems
HSC 456 Counseling the College-Bound Student
HSC 458 Facilitating Human Services through the Group Process
HSC 459 Clinical Studies in Human Services and Counseling
HSC 461 Use of Tests in Appraisal and Development
HSC 463 Techniques of Human Services and Counseling in Elementary and Junior High School
HSC 467  Counseling Theory and Practice
HSC 468  Current Issues in Human Services and Counseling
HSC 501  Counseling Skills for Effective Human Interaction
HSC 556  Family and Marriage Counseling

HSC 553  Internship in Human Services and Counseling I (150 clock hours; action-oriented research; prerequisite: 9 completed courses including HSC 462, HSC 500, HSC 458, HSC 459 plus required permission)

HSC 554  Internship in Human Services and Counseling II (150 clock hours; action-oriented research)

**Master of Education papers with faculty supervision:**
HSC 606  Review of Literature
HSC 607  Integrative Paper

**Higher Education, Agencies and Family Concerns Concentration:**
This sequence does not lead to licensure or certification.

**Degree Requirements**

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

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

CUG 401  Advanced Developmental Psychology
CUG 410  Introduction to Research: Purposes, Issues and Methodologies
HSC 452  Seminar in Human Services Organization

Or

HSC 454  Human Services and Counseling for Career Development
HSC 458  Facilitating Human Services through the Group Process
HSC 459  Clinical Studies in Human Services and Counseling
HSC 461  Use of Tests in Appraisal and Development
HSC 467  Counseling Theory and Practice
HSC 468  Issues in Human Services and Counseling
HSC 501  Counseling Skills for Effective Human Interaction
HSC 556  Family and Marriage Counseling

Electives: (A minimum of two of the following courses chosen in consultation with your advisor)
HSC 405  Life Span: Adolescents through the Aging Years
HSC 406  Characteristics of High-Risk Young Child
HSC 408  Early Intervention Strategies and Relationships
HSC 409  Child, Family and Multicultural Community
HSC 416  Administration/Supervision of HSC Programs: Early Interventions
HSC 440  Family and Child Assessment Techniques
HSC 453  Human Information Systems
HSC 456  Counseling the College-Bound Student
HSC 464  Consulting in Human Services
HSC 465  Principles and Practices of Higher Education Personnel
HSC 555  Counseling Adults through the Aging Process
HSC 566  Assessment and Treatment of Chemical Dependency

HSC 553  Internship I in Human Services and Counseling (150 clock hours; action-oriented research; prerequisite: 9 completed courses including HSC 458, HSC 462, HSC 500, HSC 459 plus required permission)

HSC 554  Internship in Human Services and Counseling I (150 clock hours; action-oriented
research)

Master of Education papers with faculty supervision:

HSC 606 Review of Literature
HSC 607 Integrative Paper

Family and Early Intervention At-Risk-Child Specialist
The Early Intervention Family Specialist sequence prepares human service professionals for work with young children and their families. Emphasis will be on the family and the family system as central to the fostering of healthy development in early childhood. The family as partner in the choice and use of early intervention strategies with young children will be stressed.

Admission Requirements
- A bachelor's degree conferred by an accredited institution.
- A previous grade point average of 2.75 or above on a 4.0 scale.
- Two years of successful teaching or full-time work experience.
- Two letters of recommendation from professors or supervisors.
- One official transcript from each college or university attended.
- Interview with program advisor.
- Evidence of adequate background for the program.

Degree Requirements
COURSES: Master of Arts: minimum of 16 courses plus Internship/Research Project I and I (72 quarter hours). Thesis required.
Master of Education: minimum of 16 courses plus Internship I and II (72 quarter hours). Review of Literature Paper and Integrative Paper required.

I. Human Development
HSC 404 Child Growth and Development: The Early Years
HSC 405 Life Span: Adolescents through the Aging Years
HSC 406 Characteristics of High-Risk Young Child

II. Early Childhood Education
HSC 468 Current Issues in Human Services (eight seminars)
HSC 407 History and Philosophy of Early Intervention Programs
HSC 408 Early Intervention Strategies and Relationships
HSC 410 Administration/Supervision of HSC Programs: Early Intervention

III. Family
HSC 556 Marriage and Family Counseling
HSC 409 Child, Family and Multicultural Community
HSC 440 Family and Child Assessment Techniques

IV. Family/Child Specialist Skills and Processes
HSC 462 Counseling Theory and Practice for Human Services
HSC 458 Facilitating Human Services through the Group Process
HSC 459 Clinical Studies in Human Services
HSC 452 Seminar in Human Services Organization
OR
HSC 452 Human Services Information Systems
HSC 464 Consulting in Human Services
V. Research
CUG 410  Introduction to Research: Purposes, Issues and Methodology
HSC 559  Thesis in Human Services and Counseling
OR
HSC 606  Review of Literature
HSC 607  Integration Paper

VI. Action-Oriented Research and Clinical Experiences
HSC 095  Clinical Experiences
  Infants–25 clock hours
  Toddlers–25 clock hours
  Preschool–25 clock hours
  Family Interventions–25 clock hours
HSC 553  Internship in Human Services and Counseling I (150 clock hours; action-oriented research)
HSC 554  Internship in Human Services and Counseling II (150 clock hours; action-oriented research includes research project, orals)

Licensure Requirements:
Licensure Requirements: (For student information only.)
Licensure for Professional Counselor, in the State of Illinois, requires graduation from a 72 quarter hour master’s program (by 1998-99). After the master’s degree in Human Services and Counseling is completed, students will be eligible to proceed towards licensure in professional counseling or family and marriage counseling by completing two years of supervision with a licensed clinical professional and passing the Mental Health Counselor Examination, State of Illinois.

For a Licensed Professional Counselor, the following major sequence in Family Concerns and Higher Education concentration is recommended:

Degree Requirements
COURSES: Master of Arts: minimum of 16 courses (72 quarter hours) plus Internship/Research Project I and II. Thesis required. An oral examination on the thesis is required.
  Master of Education: minimum of 16 courses (72 quarter hours) plus Internship I and II. Review of Literature Paper and Integrative Paper required.
CUG 401  Advanced Developmental Psychology
CUG 410  Introduction to Research: Purposes, Issues and Methodologies
HSC 452  Seminar in Human Services Organization
HSC 453  Human Services Information Systems
HSC 454  Human Services and Counseling for Career Development
HSC 458  Facilitating Human Services through the Group Process
HSC 459  Clinical Studies in Human Services and Counseling
HSC 461  Use of Tests in Appraisal and Development
HSC 467  Counseling Theory and Practice
HSC 468  Current Issues in Human Services and Counseling
HSC 501  Counseling Skills for Effective Human Interaction
HSC 556  Family and Marriage Counseling
Electives: (A minimum of four courses chosen in consultation with your advisor)
HSC 405  Life Span: Adolescents through the Aging Years
HSC 406  Characteristics of High-Risk Young Child
HSC 408  Early Intervention Strategies and Relationships
HSC 409  Child, Family and Multicultural Community
HSC 416  Administration/Supervision of HSC Programs: Early Interventions
SCHOOL OF EDUCATION

HSC 440 Family and Child Assessment Techniques
HSC 456 Counseling the College-Bound Student
HSC 464 Consulting in Human Services
HSC 465 Principles and Practices of Higher Education Personnel
HSC 555 Counseling Adults through the Aging Process
HSC 566 Assessment and Treatment of Chemical Dependency

HSC 553 Internship in Human Services and Counseling I (150 clock hours; action-oriented research; prerequisite: 14 completed courses plus required permission)

HSC 554 Internship in Human Services and Counseling II (150 clock hours; action-oriented research)

READING AND LEARNING DISABILITIES

Combining the disciplines of Special Education (Learning Disabilities) and Reading Education (Developmental and Remedial Reading), the 13 course sequence leads to either a Master of Arts or a Master of Education degree. Beginning with a theoretical understanding of both fields, coursework proceeds to develop for the graduate student, assessment techniques and diagnostic strategies that produce appropriate remedial programming. Coursework focuses on a theoretical understanding of reading and learning disabilities in individuals of all ages, and practical courses provide experiences in the assessment, diagnosis and remediation of children and adolescents with reading and other learning disabilities. Coursework culminates in 1) the completion of a thesis and an oral defense before a committee of three faculty members (Master of Arts) or 2) the completion of two papers: Review of Literature and Integrative Paper (Master of Education). Graduates of the program are entitled to apply for Type 10 State of Illinois Certification in Learning Disabilities.

READING AND LEARNING LABORATORY

Operated in conjunction with this degree program in Reading and Learning Disabilities, the Reading and Learning Laboratory provides diagnostic and remedial services for children and adolescents with specific reading and learning disabilities. Graduate students who are enrolled in advanced courses provide assessment, diagnostic and remedial services to children and adolescents in the Chicago area. These advanced graduate students, supervised by trained instructors and professors, are taught these skills through observation and participation.

ADMISSION REQUIREMENTS

- A bachelor's degree conferred by an accredited institution.
- A previous grade point average of 2.75 or above on a 4.0 scale.
- Evidence of one year of successful teaching.
- Two letters of recommendation from professors or supervisors.
- One official transcript from each college or university attended.
- Interview with program advisor.
- Evidence of adequate background for the program.

DEGREE PROGRAMS

MASTER OF ARTS OR MASTER OF EDUCATION: READING AND LEARNING DISABILITIES

Certifications, Endorsements, and Approvals
Type 10 Certification: Learning Disabilities
Supervisory Endorsement
Reading Specialist Approval
Behavioral Disorders Approval
Specializations
Bilingual/Multicultural Learning Disabilities

Certification Requirements
In order to earn a Type 10-Learning Disabilities Certificate, the individual must possess a valid teaching certificate from the State of Illinois (Early Childhood, Elementary, Secondary, or Special), and one year teaching experience by the time one applies for the Type 10 Certification.

Students may earn elementary or secondary certification at the graduate level concurrently with the degree in Reading & L.D. (See program advisor for additional requirements)

Approval in Learning Disabilities is not available from this program. Students who take courses in the program are expected to complete the masters degree.

See the certification officer or faculty advisor for information concerning the Supervisory Endorsement, Reading Specialist Approval, and Behavior Disorders Approval.

READING AND LEARNING DISABILITIES

Degree requirements
COURSES: Minimum of 13 courses (52 quarter hours)
CUG 401 Advanced Developmental Psychology
OR
CUG 402 Psychology of Learning
CUG 408 Education and the Social Order
CUG 410 Introduction to Research: Purposes, Issues and Methodologies
R&L 441 The Psychology of Reading
R&L 442 Characteristics of the Exceptional Learner
R&L 443 Psychological Tests and Methods in Diagnosis
R&L 444 Characteristics and diagnosis of Reading and Learning Disabilities
R&L 445 Remediation of Reading and Learning Disabilities
R&L 451 Characteristics and Diagnosis of Behavior Disordered Children and Adolescents
R&L 542 Testing and Diagnosis of Reading and Learning Disabilities: Practicum I
R&L 543 Diagnosis and Remediation of Learning Disabilities: Practicum II
R&L 544 Diagnosis and Remediation of Reading Disabilities: Practicum III
Master of Education: one elective course in place of R&L 549

Thesis and Oral Examination or Papers
Master of Arts:
R&L 549 Thesis Research in Reading and Learning Disabilities.

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

Master of Education: two papers with faculty supervision.
R&L 606 Review of Literature
R&L 607 Integrative Paper

Clinical Hours
The program requires a minimum of 150 clinical hours working with students with reading and learning disabilities.

Student teaching
Student teaching is available based on student's need and prior experience. This option is in addition to the required program. See faculty advisor.

BILINGUAL (SPANISH) MULTICULTURAL LEARNING DISABILITIES
In addition to the Reading and Learning Disabilities course, students may specialize in Bilingual Learning Disabilities. If certification in Bilingual Education is desired, see a faculty advisor for details.
Admission Requirements

In addition to those requirements stated at the beginning of this section the following are necessary:

- Proficiency in both English and Spanish
- Teaching Certificate from the State of Illinois

Specialization Requirements

COURSES:
- R&L 404 Child Rearing Across Cultures
- R&L 406 Psychology and Education of the Bilingual Child
- R&L 407 Nondiscriminatory Tests
- R&L 425 Teaching Reading in First and Second Language
- R&L 466 First and Second Language Acquisition
- CDG 524 Teaching English as a Second Language
- CDG 526 Foundations of Teaching English as a Second Language

Non-Degree

For non-degree seeking students who wish to increase their knowledge and experience in the field of education, credit for designated courses is available. Please note prerequisite for certain courses.

TEACHING AND LEARNING

This graduate program prepares individuals for a teaching career either in elementary (grades K-9) or secondary (grades 6-12) schools. Students may seek certification in the following areas: computer science, English, history, social science, mathematics, modern languages (French, German, and Spanish), or science (biology, chemistry, or physics). The program is designed for college graduates with an undergraduate major in liberal arts who now wish to become teachers.

Students entering the program must be able and willing to devote themselves to a program requiring 100 hours of daytime clinical experiences in schools. Some of these school-based, clinical hours are done in conjunction with methodology courses which require students to spend a half-day each week in a school. Other clinical hours are fulfilled at the initiative of the student with assistance from the director of clinical experiences. In addition, the student must spend a minimum of 12 weeks in full-time student teaching.

The program includes five distinctive features: 1) Becoming a teacher is viewed as a developmental process continuing at least through the first year of teaching. 2) Multiculturalism is infused throughout the curriculum. 3) Clinical experiences are an integral part of the curriculum. 4) Students are exposed to a variety of educational theories. 5) The program includes a research component as a basis for further professional development.

Students lacking undergraduate requirements necessary for Illinois State Certification will have to complete those requirements.

Students who are interested in certification in Learning Disabilities (special education) may combine elementary or secondary certification with a master's degree in Reading and Learning Disabilities. Please speak to an academic advisor for additional information before applying for admission. This option adds at least one year to the master's program.

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 C or better.
• Completion of the required clinical experiences (905 hours).
• Cumulative GPA of 3.0 or better. Secondary departments may set higher GPAs and/or other specific requirements for students in that major.
• Evidence of communication (oral and written) and mathematical skills at a level satisfactory for teaching.

TEST REQUIREMENTS

The State of Illinois requires that a candidate for certification pass a test of basic skills and a test of content area knowledge. Although these tests may be taken after graduation students are encouraged to take the basic skills test before their junior year and the content area test in their senior year.

DEGREE PROGRAMS

MASTER OF ARTS OR MASTER OF EDUCATION: TEACHING AND LEARNING

Elementary Concentration
Secondary Concentration

ADMISSION REQUIREMENTS

• A bachelor's degree conferred by an accredited, recognized institution.
• A previous grade point average of 2.75 or above on a 4.0 scale.
• Two letters of recommendation from professors or supervisors.
• Two official transcripts from each college or university attended.
• Statement of purpose.
• Interview with program advisor upon request.
• Evidence of adequate background for the program.

Elementary Concentration

Degree Requirements

COURSES:  Master of Education: 12 courses and Student Teaching (56 quarter hours)
           Master of Arts: 13 courses and Student Teaching (60 quarter hours)

Introductory Courses (eight quarter hours)
T&L 409  Professional Practice in Elementary Schools
CUG 403  Human Development and Learning

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)
R&L 446  Psychology and Education of the Exceptional Child

Foundations of Education (eight quarter hours)
CUG 410  Introduction to Research: Purposes, Issues and Methodologies

Choose one of the following:
CUG 408  Education and the Social Order
CUG 601  Reflective Seminar: Sociology of Education
CUG 603  Reflective Seminar: 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 579  Thesis Research in Teaching and Learning: Elementary
This master's thesis is written to fulfill the requirements of this course. An oral examination takes place on the thesis.

Master of Education: two papers in conjunction with faculty supervision
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
CUG 403  Human Development and Learning

Practicum Course (four quarter hours)
Teaching in Content Field

Content Courses (12 quarter hours)
These courses are chosen by the student in conjunction with a faculty advisor.

Reading and Special Education (eight quarter hours)
R&L 446  Psychology and Education of the Exceptional Child
T&L 525  Reading, Writing and Communicating Across the Curriculum

Foundations of Education (eight quarter hours)
CUG 410  Introduction to Research: Purposes, Issues and Methodologies

Choose one of the following:
CUG 408  Education and the Social Order
CUG 601  Reflective Seminar: Sociology of Education
CUG 603  Reflective Seminar: Philosophy 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: Secondary

Choose one of the following:
T&L 612  Teaching as Research
T&L 613  Negotiating Curriculum in the Classroom
Thesis and Oral Examination or Papers
Master of Arts:
TGL 589 Thesis Research in Teaching and Learning: Secondary
   This master's thesis is written to fulfill the requirements of this course. An oral examination
   takes place on the thesis.
Master of Education: two papers in conjunction with course work
TGL 606 Review of Literature
TGL 607 Integrative Paper
Certification: Teaching certification by the State of Illinois may be attained through completion
of this program. Consult with adviser or certification officer for details.

DEPAUL/GLENVIEW CLINICAL MODEL TEACHER
PREPARATION PROGRAM

The Clinical Model Program is a collaboration between DePaul University and Glenview District
34 that provides a three-year sequence in which candidates earn an elementary teaching certificate
and a master's degree in Teaching and Learning. Candidates participate in the Glenview Public
School District as an intern for the first year and as a resident teacher for the following two years.
Participants enroll in summer courses and evening courses during the school year. Tuition is paid
by the Glenview School District, and participants receive a stipend of $10,000 during the internship
year, and $18,000 and $19,000 respectively, during resident 1 and resident 2 year. Candidates
must be accepted to DePaul's Graduate School of Education prior to applying to this program. Clinical

COURSES

FOUNDATIONS OF EDUCATION (CUG)

   Educational foundations courses—extracted from the disciplines of history, philosophy,
   psychology, sociology, and research methodology—are an integral part of all degree programs.
   In this respect the educational foundations program is composed of humanistic and behav-
   ioral studies. These studies have as their major purpose providing students with a set of con-
   texts in which educational problems can be understood and interpreted.
   As in basic programs, the problems of education are studied with respect to their historical
development and the sociological and philosophical issues to which they are related. They are
also studied with respect to findings and methods of behavioral and social sciences in the areas
of research methodology and statistics, learning theories, and developmental psychology.

CUG 401 Advanced Developmental Psychology. Current research and theories in human
   development relating to motivation, personality, learning and socialization. Case studies and an analysis of various developmental problems.

CUG 402 Psychology of Learning. Study of the learning-teaching process with specific
   emphasis on the person as a learner, human capacity and potential, learning
   theories and materials, motivation, concept formation, and behavior.

CUG 403 Human Development and Learning. This course starts by studying learners and
   learning in classrooms and other educational settings. Each student will be
   required to observe and interview one or more learners as individuals as well as
   members of multiple social contexts: peer, classroom, school community. Build-
   ing on these investigations, the course will examine several theories of learning
   and of human development and then develop a framework for comparing and
   contrasting theories. This framework will later be used to understand the
   strengths and limitations of the theories presented in methods and other courses.
CUG 405 History and Philosophy of Bilingual Education.

CUG 407 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.)

CUG 408 Education and the Social Order. A study of social forces that impinge upon the educational enterprise and analysis of the relationship to major social problems in urban education with emphasis on their social, economic, political, historical and philosophical dimensions.

CUG 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 devaluating research.

CUG 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.

CUG 461 Use of Tests in Appraisal and Development. Detailed analysis of intelligence, aptitude, personality and achievements tests used with groups and individuals. The course is intended to familiarize students with various appraisal procedures and their utilization. Attention is given to the development of the institutional testing program.

CUG 527 Comparative Education. Studies of school systems outside the United States, their methods, curriculum and achievements.

CUG 601 Reflective Seminar: Sociology. This seminar will start with an analysis of the historical, structural and cultural origins of the American educational system. While not simply "history" of American education, it will focus on the political, social and economic determinants of educational thinking and behavior. Specific attention will be given to relationships between school culture and ethnicity, nationality, gender, or class. The seminar will explore social structures within schools and classrooms, in particular, the ways in which the behavior of students, teachers, and administrators is shaped by the elements of life in an organization. Readings will treat life in schools as lived culture and experience, and will emphasize ethnographic studies. These descriptions will be used to generate insights into processes at work in school settings. Each student will be expected to do a small ethnographic study.

CUG 603 Reflective Seminar: Philosophy. Recent controversy over the quality and direction of American education has stimulated widespread debate over questions once considered the preserve of academic philosophers. This seminar will help students to reflect upon: the fundamental aims of education, the nature of genuine teaching and learning, the knowledge most worth having, and the political values embodied in the classroom and school. In addition to reading some of the recent best sellers, students will read classical and modern philosophers who have systematically addressed these issues. Students will be expected to use philosophical arguments and methods as a set of tools for engaging questions that arise from the experience of teaching.
CUG 606  Review of Literature. This paper will give students the opportunity to develop and demonstrate written competence in a subfield of their disciplines and to enhance life-long learning. Specifically, they will broaden their knowledge base and inform themselves about a topic, issue, theory, etc., reviewing and synthesizing existing literature. To do so, students will need a variety of bibliographic skills including searching data bases. In other words, student will need to be able to ask and answer such questions as "What is known about? What are major issues and themes?"

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

EARLY CHILDHOOD EDUCATION (ECE)

ECE 304  History and Philosophy of Early Childhood Education. Historical, sociological, philosophical and psychological foundations of early childhood education are explored. Review of key theories and research informs the development of early childhood education goals, practices, ethics, program models. Personal reflections are applied to the field experience and course readings.

ECE 307  Speech and Language Development of Young Children. Development of young children's speech and language including techniques and materials for use in assessing and assisting this development.

ECE 309  Study of Preschool Exceptional Child Growth and Development. Study and analysis of variations in the preschool child's development including creative, gifted, exceptional, handicapped and learning disabled children. Prerequisite: ECE 290 or permission of the instructor.

CURRICULUM DEVELOPMENT (CDG)

CDG 410  The Psychology of Learning Mathematics and Science. This course will develop a rationale for teaching mathematics and science in the elementary grades using Piaget's theories of cognitive development. The theories will be illustrated by experiments and practical activities. Students will also be expected to do clinical observations of children engaged in Piagetian tasks. Piaget's principles and terms will then be compared with those of other learning theories.

CDG 411  Science Processes I. This course will use common, everyday materials to study naturally occurring phenomena. Students will be expected to learn about the processes and content of science by becoming actively involved in doing science. Activities will cover topics in biology, chemistry, and physics.

CDG 412  Science Processes II. A continuation of Science Processes I with the same emphasis on active involvement and the processes of scientific inquiry. Naturally occurring phenomena which are not experienced in everyday living will be the objects of study.
CDG 413  Foundations of Mathematics: Geometry. This course will use the Logo computer language to investigate topics in Euclidean geometry and topology from the perspective of a "turtle" moving in a plane. Closed paths, space filling designs, mazes, and some spherical geometry will be included along with the topics normally included in the K-9 curriculum. Emphasis will be placed on developing understanding of key concepts such as symmetry, interior congruence, and similarity, as well as enriching mathematics curricula.

CDG 414  Foundations of Mathematics: The Real Numbers. This course will use a variety of physical materials to develop the fundamental concepts underlying the system of real numbers and its subsystems (whole numbers, integers and rational numbers). Emphasis throughout will be placed on the way in which embodiments of mathematical concepts can be used to facilitate learning.

CDG 420  Microcomputers in Education. An introduction to microcomputers for educators and administrators who have no previous computer experience. The course includes an overview of the present state of hardware and of educational software; an introduction to basic concepts in computing and computer usage; a framework for classifying educational uses of the computer; an analysis of selected research on educational computing; and discussion of the likely social organizational consequences of the increased use of computers in schools. Hands-on experience with a variety of hardware and software will be provided.

CDG 421  Computer Programming with Logo. An introduction to computer programming using Logo, a powerful, yet easy-to-learn language that both adults and children can use to express their ideas. This course covers the programming concepts needed for turtle graphics, including procedure definition, use of variables, file management, structured programming, and tail-recursion. Extensive 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.

CDG 423  Microcomputer-Based Science Labs. This course demonstrates how a microcomputer can be used to measure force, light, pressure, temperature, velocity, acceleration, heart rate, response time, muscle activity and many other qualities observable in the world around us. After experiencing how such an instrument can transmit a feel for phenomena, participants will use a variety of software to record, graph and analyze the data they have collected. This will be followed by discussion of ways to use the hardware and software to revitalize science teaching. For elementary as well as secondary science teachers.

CDG 425  Workshop for In-Service Teachers. Topics of particular interest and concern to educators will be presented in a high-involvement seminar format.

CDG 480  Practicum in Material Development. A series of workshop experiences designed to explore the technology of curriculum in social studies, language arts, science and mathematics.

CDG 481  The Study of Teachers and Teaching. A selective survey and analysis of research on teachers and teaching. Particular emphasis will be placed on the assumptions which are built into various forms of research and the effect these assumptions have on how results should be interpreted and used in supervision and curriculum development. Each student will be expected to become familiar with alternative ways of studying teachers and the teaching process in his/her area of expertise. While many school settings will be utilized because of the many studies done in this area, research in non-school settings will be given a good deal of emphasis.
CDG 482 **The History of Curriculum Practice.** A survey of trends and movements in curriculum practice. Particular emphasis will be placed on the recurrent nature of curriculum practices and the reasons for this. The underlying models of curriculum practice in their historical settings will be considered as possible methods for modern day needs and the assets and liabilities of those models will be used in viewing modern day practices.

CDG 483 **Practicum in Developing Curriculum Materials.** Two quarter hours. Text book, audio-visual, and microprocessor curriculum materials will be studies in order to ascertain the intended and actual relationships between curriculum design and the materials. More than one set of materials may be developed per curricular design, and differences among materials will be carefully examined. Students will develop actual curriculum materials reflecting at least two distinct ways of implementing a given design.

CDG 484 **Multimedia Materials Production.** The role of multimedia materials in meeting local instructional needs. Setting objectives, selecting content, filmstrips, slides, transparencies and cassettes to meet educational needs.

CDG 485 **Curriculum/Program Evaluation.** Theories of evaluation. The role of evaluation in curriculum/program development. Materials and methods for curriculum/program evaluation in schools and organizations. The planning for an evaluation of an ongoing program will be the major project of this course. **Prerequisite: being a practicing teacher.**

CDG 486 **Practicum: Conducting Curriculum/Program Evaluation.** Two quarter hours. Involves carrying out an evaluation of the effectiveness of an ongoing program. Field work will be expected of students. The planning for this evaluation will be undertaken in CDG 485. **Prerequisite: CDG 485.**

CDG 487 **Introduction to Curriculum Deliberation.** An introduction to systematic and collaborative deliberation on curriculum problems. A pattern for deliberation (including situation analysis, problem discrimination and formulation, development of alternative courses of action, and anticipation of consequences) will be developed and exemplified. This pattern will be contrasted with other descriptions of curriculum planning. Each student will complete a project which describes his/her systematic formulation of a curriculum problem and a plan of action for resolving it. **Prerequisite: being a practicing teacher.**

CDG 488 **Designing and Interpreting Curriculum.** An examination of the underlying structures of diverse curricula and of the processes by which they are developed and implemented. Principles and methods for organizing subject matter will be analyzed. The translation of subject matter into curriculum will be examined with particular attention to the assumptions about subject matter built into texts and other curricular materials. Students will analyze curriculum guides and materials to uncover their underlying structures and their explicit and implicit assumptions about subject matter. **Prerequisite: being a practicing teacher.**

CDG 489 **Instructional Strategies to Develop Critical and Creative Thinking.** In this course students will analyze a wide variety of instructional strategies and curriculum models and apply them to their own school settings. Teacher-centered, student-centered, and computer strategies will be introduced which can be applied to a wide range of ability, grade levels, and subject areas. The emphasis will be on models which call upon students to use and thereby develop critical and creative thinking skills, inquiry, independent research skills, problem solving abilities and communication skills.
CDG 524 **Methods and Materials of Teaching English as a Second Language.** Within the context of multicultural education, this course will present some of the major English as a Second Language methodologies and curriculum designs. It will concentrate on methodologies and materials targeted for elementary aged, second-language speakers, and touch upon some adult ESL issues. It will provide students with the opportunity to apply second-language methodologies in on-site field work with second-language learners which is an integral part of the course.

CDG 526 **Foundations of English as a Second Language.** This course will familiarize teachers with basic teaching theories and multicultural awareness in the area of teaching English as a Second Language. The teaching of listening, speaking, reading and writing for second-language learners will be discussed and explored in light of current theories and designs. Integrated throughout the entire course will be the central importance of ethnographic information on second-language students and the view of teacher as researcher and reflective professional.

CDG 580 **Research Seminar in Curriculum Program Development.** Students in the Master of Education program in curriculum development complete a bibliographical research study of issues and problems in curriculum developments. Students who currently hold positions in curriculum may complete an action research project for this seminar.

CDG 582 **Practicum in Curriculum Development.** The student is provided directed experiences in decision-making for curriculum, participation and leadership in curriculum committee activities, planning, and management of learning resources centers and other aspects of curriculum development in schools and school systems. **Prerequisite:** permission of program advisor.

CDG 588 **Independent Study in Curriculum Development.** Prerequisite: permission of the instructor.

CDG 589 **Thesis Research in Curriculum Development.** A student writing a thesis registers for this course for four quarter hours of credit. Where the thesis research and the writing of the thesis itself are prolonged beyond the usual time, the program advisor may require the student to register for additional credit. **Prerequisites:** CUG 410 and approved thesis proposal.

CDG 600 **Registered Student in Good Standing.** Non-credit. This registration is required of all students who are not enrolled in a course but are completing course requirements and/or research. It provides access to University facilities. $40.00 per quarter.

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

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

Administration and Supervision (A&S)

A&S 491  Administrative Theory and Behavior. This course concerns theoretical concepts and empirical research relating to administrative behavior in organizations with special reference to educational organizations. Concepts are examined within the typical decisional framework of supervisors, chief school business officers, principals, and superintendents, and similar positions in the helping professions. Assignments are individualized.

A&S 492  The Principalship. An intensive study of factors involved in the administration and supervision of a school. Topics considered include the administration and supervision of student personnel, faculty, the instructional program, financial and physical resources, community relations and other basic needs in administering and supervising schools.

A&S 494  School Finance. Major consideration will be given to problems relating to the preparing of a school budget, procuring revenue, financial accounting, capital outlays, insurance on property, taking of inventory, and the social and political implications of how schools are financed.

A&S 495  School Law. Authority, powers and liability of school personnel; rights and status of students; character of districts and school board control of curriculum, school property, finances. Special emphasis on recent state and federal court decisions as they affect Illinois and neighboring states.

A&S 496  Home, School, Community Relations. Importance of recognizing the needs and problems of schools and other organizations, and designing programs to meet the needs of particular populations. Students will review findings from research and ideas of practitioners in the field as sources for the enrichment and development of sound and defensible programs.

A&S 498  Principles and Practices of Supervision. Supervision viewed from a human resources perspective, dealing with motivation, responsibility and successes at work as a means to intrinsic satisfaction.

A&S 499  Clinical Supervision. Develops competencies in a system of person-to-person supervision that will give supervisors reasonable hope of accomplishing significant improvements in the personnel performance.

A&S 586  Administrative Uses of Microcomputers. Applications will include word processing, record keeping, reporting, budgeting, forecasting and instructional management. Hardware, software, personal and cost questions will be addressed. There will be an opportunity for extensive hands-on experience with representative hardware and software. Prerequisite: CDG 420 or equivalent preparation.

A&S 590  Organizational Development. A development approach used in combining theory, research, and applications for improving interpersonal effectiveness and to develop problem-solving capacity of the organization. The course is about change theory, people in organizations and the achievement of individual and organizational goals.
A&S 593 **Practicum in Educational Leadership.** The practicum provides opportunities for advanced students in administration and supervision to participate in and complete a research project in selected systems on a full-time or part-time basis. The experiences are intended to provide, under professional direction and supervision for (1) study of major factions, policies, and problems of administration and supervision, and (2) intensive study of certain critical administrative and supervisory practices. **Prerequisites:** advanced standing in administration and supervision and permission of faculty advisor.

A&S 594 **Internship in Educational Leadership.** The internship provides supervised experiences in selected organizations on a full-time or part-time basis. The student 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 **Personnel Administration.** Theory, practice and relevant research in modern personnel administration. Recruitment, staff-development, interviewing, collective bargaining, conflict resolution and employee evaluation are emphasized. Human resource administration, induction programs, and in-service opportunities are touched upon.

A&S 597 **Politics of Education.** Policy development in education as a political process; community power, state and national politics in educational decision-making and the role of leadership and pressure groups in the shaping of educational policy at local, state and national levels.

A&S 598 **Independent Study in Educational Leadership.** **Prerequisite:** consent of instructor.

A&S 599 **Thesis Seminar in Educational Leadership.** A student writing a thesis registers for this course for four quarter hours of credit. When the thesis research and the writing of the thesis itself are prolonged beyond the usual time, the program advisor may require the student to register for additional credit. **Prerequisites:** CUG 410 and approved thesis proposal.

A&S 600 **Registered in Good Standing.** Non-credit. This registration is required of all students who are not enrolled in a course but are completing course requirements and/or research. It provides access to University facilities. $40.00 per quarter.
A&S 606  **Review of Literature.** This paper will give students the opportunity to develop and demonstrate written competence in a subfield of their disciplines and to enhance life-long learning. Specifically, they will broaden their knowledge base and inform themselves about a topic, issue, theory, etc., reviewing and synthesizing existing literature. To do so, students will need a variety of bibliographic skills including searching data bases. In other words, student will need to be able to ask and answer such questions as “What is known about? What are major issues and themes?

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

**PHYSICAL EDUCATION (PE)**

PE 450  **Psychology of Sport Behavior and Athletic Performance.** A study of the philosophical and psychological concepts pertaining to sports, in general, and competitive athletic programs specifically. The course will be conducted in a seminar style, analyzing the various coaching and administrative techniques in sports programs. Emphasis will be given to intercollegiate sports. Elementary, secondary and professional sports programs will be included.

PE 451  **Current Issues and Trends in Athletics and Physical Education.** An analysis of the current issues, trends and changes in competitive athletic programs and physical education programs. Major consideration will be given to problems relating to development of goals and objectives, preparation of program budgets, financial considerations, media input, and legal ramifications of the various programs.

PE 452  **Exercise Science and Sport.** A study of the advanced concepts and theory pertaining to analysis of human movement. Application will be made for the teaching of fundamental motor skills as well as the specialized analysis made by the coach. Discussion of the various techniques, sophisticated equipment, and empirical evidence will support the conclusions determined in the seminar. The course will be designed for professional physical educators and individuals involved in the coaching profession.

PE 453  **Advanced Health Concepts.** This course will present advanced concepts in health for the individual interested in Health Education or the Allied Health Professions. Emphasis will be placed on instructional methodology, curriculum planning, and educational evaluation in the health profession.

PE 454  **Care of the Athlete.** This course is designed to expand the student’s knowledge of athletic injuries, incorporating hands-on experience. Topics will include current issues in anatomy and physiology; athletic first aid and emergency situations; standard procedure for diagnosis and treatment; conditioning, prehabilitation and rehabilitation; heat stress injuries; nutrition and eating disorders; taping, wrapping and bracing; and other related topics in sports medicine.

PE 455  **Internship in Physical Education.** This internship is designed to enrich student understanding of organizational and administrative principles through practical opportunities working with experienced professionals in the field of Sport and Physical Education.
PE 456 Medical and Legal Aspects of Coaching. Training and conditioning practice and procedures to prevent athletic injuries. Emergency treatment and care of injured athletes including first aid and CPR protocols will be practiced. Nutrition/ergogenic aids, and their effects on athletic performance, as well as legal issues associated with coaching will be discussed.

PE 457 Advanced Coaching Theories and Techniques. Applied administrative theory to coaching. Emphasis on personnel and supervision, facility and equipment management, budgeting, programming, record keeping, scheduling, transportation, use of support personnel, scouting and AV aids.

HUMAN DEVELOPMENT AND LEARNING

The following courses are usually taught at The Institute for Psychoanalysis, 180 N. Michigan Ave., Chicago, IL 60201:

HDL 510 Life Course Personality Development I: Infancy through Middle Childhood. This class examines the course of personality development from infancy through middle childhood, drawing upon contemporary psychoanalytic formulations and findings of developmental research as lenses through which to view behavior, understand developmental processes, and as perspectives applicable to the process of education. A portion of the class is reserved for seminar participants to examine human development based on case studies of personal observations and experiences.

HDL 520 Life Course Personality Development II: Adolescence Through Older Adulthood. Seminar participants continue their longitudinal examination of human development through continued applications of theory, research and practice. Personal observations are made in schools and in other settings.

HDL 530 Psychological and Neurological Disorders of the Learning Process. The major forms of learning disorders encountered among children are addressed, including difficulties resulting from social, emotional, neurological or cognitive factors. Diagnosis as the foundation for psychoeducational planning is emphasized and specific interventions are covered.

HDL 540 The Diagnostic Process and the Learning Experience. This course focuses on the assessment process, the understanding of the child’s emotional, social and behavioral functioning, and its relationship to learning. Psychodynamic theory and technique will provide a conceptual foundation for this process. Implications for the child, family, teacher and school will be considered.

HDL 550 The Family and Life Course Development. This seminar provides an introduction to the study of the family as a social system and the processes through which families influence behavior. Students focus on developing skills in understanding patterns of interaction and in identifying ethnic, cultural and other unique sources of variation.

HDL 560 Dynamics of Small and Large Groups. Psychoanalytic perspectives on the dynamics of behavior in groups are examined. Attention is given to the development of skills associated with understanding group processes, the influence of individuals on group processes, and the influence of group membership on individual behavior.
HDL 500  Integrative Seminar. 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 in the program that the participants begin to explore how school experience is formed and shaped. As a result, the seminar’s primary learning material is the participants’ experience. This seminar meets every two weeks throughout the program.

HDL 501  Practicum in Human Development and Learning. Four quarter hours. Each student’s own place of work constitutes the initial phase of the internship experience. During the summer break, students are placed in different settings to gain experience with other student populations and educational environments.

HDL 502  Independent Study in Human Development and Learning. Prerequisite: permission of the instructor.

HUMAN SERVICES AND COUNSELING (HSC)

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

HSC 404  Child Growth and Development: The Early Years. Students will examine theories and research related to the physical, emotional, social, cognitive and spiritual development of young children from conception to age eight with emphasis placed on young children from conception to age eight with emphasis placed on the first three years of life. Within a multicultural perspective, students will develop skills and understandings that will help them delineate supports and challenges for healthy child growth and development within the social context of the families and communities in which young children live.

HSC 405  Life Span: Adolescents through the Aging Years. This course focuses on the dynamics of adolescent and adult growth and development from spiritual, biosocial and psychological perspectives. It will provide basic processes for intergenerational programming in early childhood education. It focuses on community referral skills for those persons proceeding 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 need and providing services which are reflective of the child’s development within her/his cultural and community context. Emphasis will be on building those family, institutional and community partnerships that will support the healthy growth and development of young children.

HSC 410 Administration/Supervision of HSC Programs: Early Intervention. This course focuses on issues of administration and supervision in agency, public and private schools and other settings for families of infants, toddlers and young children with special needs. Particular attention will be given to transdisciplinary team membership, team development, clinical supervision models, parent partnerships and differentiated staffing issues. Management processes such as procedures for decision-making, resource management, space, licensing and accreditation will be incorporated. Concern for child advocacy processes in administration will be included.

HSC 440 Family and Child Assessment Techniques. Students will participate in the study, use and evaluation of early childhood assessment, methods and tools that are appropriate for young children of different ages from culturally and socio-economically diverse backgrounds. Ways of involving parents in early childhood assessment will be 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.
HSC 452  **Seminar in Human Services Organization.** Upon completion of this course each student will be able to: 1) analyze human service organizations in terms of their mission, vision, beliefs, current goals and strategies, organizational culture, organizational structures and leadership; 2) utilize visionary, strategic and operational planning processes to develop and organize a human services organization; 3) design various assessments of service outcomes of human services organizations; and 4) judge his or her effectiveness as a member of both a learning community and planning team.

HSC 453  **Human Services Information Systems.** Upon completion of this course each student will be able to: 1) develop an expanded/transformed vision of himself or herself as both a person and as a human services professional from that which she or he had at the beginning of the course; 2) relate his or her personal and professional development to popular theories of life and career development; 3) evaluate his or her performance in a life and career counseling experience both as a client and as a counselor; and 4) establish both a professional network of colleagues and a professional library of human services information which will be of use in future human service work.

HSC 454  **Human Services and Counseling for Career Development.** Ways to assist the individual to choose, prepare for and progress in a career. Vocational testing, sources 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 457  **Seminar: Improving Parent-Child Relationships.** Structured to assist the student to develop a theoretical understanding of the development/growth enhancing child-parent relationships. Lectures, discussions, and action-oriented group encounters focus on the following: understanding child development, the goals of misbehavior, logical and natural consequences, establishing a family council, and utilizing effective encouragement methods within the family structure.

HSC 458  **Facilitating Human Services Through the Group Process.** Study and ethics of group process, group theories, problems such as conflict resolution, leadership and membership styles re-examined. The class engages in a regular group experience. Opportunity to observe and participate in group work is provided. Criteria and formulation for conducting workshops with group process is considered.
HSC 459 **Clinical Studies in Human Services and Counseling.** The purpose of this course is to provide students with opportunities to 1) develop and refine counseling skills; 2) to study the format of case studies; 3) conduct individual assessments under supervision; 4) familiarize themselves with Human Service agencies in the Chicago area. Through the use of videotapes, role playing and other techniques, students will be given direct feedback as to their performance of counseling skills. The course requires extensive field work. **Prerequisites include HSC 467 and advanced standing in the program** (completion of 6 or more courses in the HSC program).

HSC 460 **Guidance in the Elementary School.** A study of the philosophy, concepts and rationale which undergird elementary school guidance. Principles and practices as they relate to the guidance program are presented. The student is acquainted with the role of the counselor and is introduced to the various facets of the elementary school program. Attention is given to the development of guidance techniques in the classroom and group guidance.

HSC 461 **Use of Tests in Appraisal and Development.** Detailed analysis of intelligence, aptitude, personality, and achievement tests used with groups and individuals. The course is intended to familiarize students with various appraisal procedures and their utilization. Attention is given to the development of the institutional testing program.

HSC 463 **Techniques of Human Services and Counseling in Elementary and Junior High School.** A thorough study of the counseling relationship and counseling process. Students are introduced to specific techniques in counseling. This course is designed to help the student acquire the necessary counseling skills such as the establishment of a relationship, reflection, summarization, tentative analysis and encouragement. The student evaluates and analyzes tapes, develops listening skills to facilitate communication, engages in role-playing, and has limited contact with the counselee. The relationship of counseling and consultation and the skills necessary to employ human services are considered. **Prerequisites: HSC 460 and 467.**

HSC 464 **Consulting in Human Services.** Various models of consultation will be explored in Human Services. Use of case studies, role-playing, visits to human service agencies using the consultation process to observe the consultant's role will be included. Stress on the facilitation of communication and dynamics in interpersonal relationships will be emphasized.

HSC 465 **Principles and Practices of Higher Education Personnel.** This course will include an overview of principles and practices of higher education personnel work, with an emphasis on management theories and strategies. Selected topics, issues and services will be presented by professionals in higher education. This course will also be concerned about international and multicultural student issues.

HSC 466 **Assessment and Treatment of Chemical Dependency.** This course seeks to develop skills and understandings relevant to the assessment and treatment of chemical dependency. The major alternative assessment approaches and treatment interventions for chemical dependency are surveyed and analyzed.

HSC 467 **Counseling Theory and Practice for Human Services.** 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 neurotic personality disorders will be considered. In counseling children, play and art therapy processes will be applied.
HSC 468  **Current Issues in Human Services.** Topics related to early childhood intervention and family issues, such as bonding and attachment, child abuse, neglect, incest, parents' needs and infants, prenatally-exposed children-at-risk, fathers and babies, as well as other current topics will be presented in a high involvement and in-depth seminar format, including outside speakers and tours. Each seminar will include assigned readings, papers and opportunities for students to link their conceptual understanding to practical experience. Eight seminars will be required to fulfill course requirements.

HSC 501  **Counseling Skills for Effective Human Interaction.** This course examines oral communication skills as a dynamic in human relations. Through videotapes, role-playing and a variety of activities and experiences, students will explore ways to improve their own communication and counseling skills using the 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 552  **Practicum in Human Services and Counseling: Schools.** Selected and directed experiences provided to qualify students to service in the elementary/secondary schools as student personnel and guidance staff members. **Prerequisite:** open to students in degree programs only by faculty advisement.

HSC 553  **Internship in Human Services and Counseling I.** After the completion of fifteen courses, and consultation with one's advisor, the student-intern is assigned to an early childhood setting including schools, agencies, centers for young children. The student-intern functions under the joint supervision of a professionally qualified setting supervisor and a University clinical experience director for 150 clock hours of internship experience. A structured contract will include structured experiences expected of the student from both the setting and the University, signed by all parties, and used as an evaluative tool of the internship. During the internship, the student-intern will complete a thesis/research project as part of the requirement for the 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 555  **Counseling Adults Through the Aging Process.** This course focuses on the dynamics of adult growth and development from spiritual and psychological perspectives. It will provide basic helping and referral skills for those persons working with adults. Emphasis is placed on attitudes toward aging as well as the identification of developmental needs of aging persons. Attention is paid to gerontological counseling skills.
HSC 556 **Marriage and Family Counseling.** This course focuses on providing theoretical formulations and practical illustrations applicable to the practice of marriage and family counseling. Students engage in role-playing, case study, and observation of counseling techniques. Skills expected in this course include understanding the process of marriage and family counseling and understanding the role of the counselor in the marriage and family setting. Students will learn to develop effective marriage and family strategies, and to conduct complete case analysis.

HSC 558 **Independent Study in Human Services and Counseling.** 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 562 **Practicum in Human Services and Counseling: Elementary.** Selected and directed experiences provided to qualify students to service in the elementary schools as student personnel and guidance staff members. Prerequisite: open to students in degree programs only by faculty advisement.

HSC 569 **Thesis Research in Managing the Human Services.** A student writing a thesis registers for this course for 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 572 **Practicum in Human Services and Counseling: Agencies, Higher Education, and Family Concerns.** Selected and directed experiences provided in various aspects of counseling materials, functions, procedures and services. Prerequisite: open to students in degree programs only by faculty advisement.

HSC 582 **Practicum in Managing the Human Services.** Selected and directed experiences provided to qualify students to serve in the management of human services programs. Prerequisite: open to students in degree programs only by faculty advisement.

HSC 600 **Registered Student in Good Standing.** Non-credit. This registration is required of all students who are not enrolled in a course but are completing course requirements and/or research. It provides access to University facilities. $40.00 per quarter.

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

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

READING AND LEARNING DISABILITIES (R&L)

R&L 404  Child Rearing Across Cultures. Examines child rearing practices and their effect on cognitive development. Different cultures will be studied to identify child/parent interactions and their impact on language and personality development. Conceptual issues and theoretical orientations in cross-cultural psychology will be addressed.

R&L 406  Psychology and Education in the Bilingual Child. Psycho-social aspects of bilingualism as well as the implications for teaching strategies for the bilingual child.

R&L 407  Nondiscriminatory Tests. Administration and interpretation of diagnostic test using a pluralistic model to make testing procedures more responsive to cultural pluralism. Uses a case study approach.

R&L 425  Teaching Reading in First and Second Language. Analysis of reading problems of bilingual children. Educational implications of language dominance assessment as a prerequisite to the decision in which language to teach reading. Advantages and disadvantages of teaching in dominant and/or weak languages will be emphasized.

R&L 435  Literature for Children and Youth. This course will familiarize the student with various genres of quality children's literature and how to select books which are appropriate to children's developmental levels. Students will also be introduced to literature from various cultures and ethnic groups, and learn how to extend, evaluate, and use children's literature throughout the curriculum.

R&L 441  The Psychology of Reading. Introduces students to current information concerning theoretical models and methods of reading as well as the role of the neurophysiological, psychological and educational factors that influence both normal and abnormal reading development.

R&L 442  Characteristics of the Exceptional Learner. A survey of the characteristics of exceptional children and a consideration of alternative placements appropriate for children with various disabilities including the learning disabled. Emphasis on historical, theoretical, practical and legal implications and issues, as well as on the roles of special education professionals, including consultation and collaboration, in mainstreaming exceptional children.

R&L 443  Psychological Tests and Methods in Diagnosis. Principles of measurement and test construction including an evaluation of standardized test instruments. Principles of broad-based assessment involving case history, criterion-referenced tests and informal assessment. Emphasis on understanding the strengths and limitations of a wide variety of assessment instruments. (Lab fee: $5.00)

R&L 444  Characteristics and Diagnosis of Reading and Learning Disabilities. Exploration of the theory and nature of reading and other learning disabilities. This course enhances a student's ability to interpret assessment data and develop a meaningful diagnostic hypothesis. A case study will develop the student’s ability to integrate assessment information from a variety of sources, develop a learning profile, and write a diagnostic report. Prerequisite: R&L 443. Lab fee: $5.00.

R&L 445  Remediation of Reading and Learning Disabilities. A study of the theoretical and practical approaches to the remediation of reading and learning problems. Translation of diagnostic information into teaching strategies, and development of a remedial plan (IEP). Basic principles of diagnostic teaching will be introduced. Specific teaching techniques and materials will be reviewed, including appropriate uses of technology, as well as adaptations for LD students in the mainstream. Prerequisite: R&L 444. Lab fee: $5.00.
R&L 446  **Psychology and Education of the Exceptional Child.** Identification, characteristics, programs, schools, curricular variations, techniques for securing maximal development. Includes historical background, current legal and service provision issues including mainstreaming and inclusion.

R&L 447  **Language Development and Learning Disabilities.** A review of the development of verbal language in normal and atypical learners, as presented by psycholinguistic and speech pathologists. Basic teaching procedures and evaluation of language skills will be emphasized.

R&L 448  **Strategies for Teaching Learning Disabled Adolescents.** A study of the theoretical and practical approaches to the remediation of reading and learning disabilities in adults and adolescents. Instructional techniques will be presented and remedial materials evaluated.

R&L 451  **Characteristics of Children and Adolescents with Behavior Disorders.** Explores the origins of behavior disorders from a family, biological and school perspective. Screening, classification and assessment procedures are discussed. Differential diagnosis of behavior disorders from other psychiatric disorders is discussed along with the relationship of behavior disorders to learning disabilities. Appropriate educational placements are reviewed.

R&L 452  **Methods of Teaching the Behavior-Disordered Child and Adolescent.** A variety of models of educational programming for students with behavior problems. Specific teaching and management techniques are presented consistent with the various models. Data collection, accountability, computer utilization and research methods are included.

R&L 466  **First and Second Language Acquisition.** Study of language theories and their applications to first and second language acquisition in bilingual children.

**NOTE:** Registration in 540, 542, 543, and 544 require prior permission of the R&LD faculty. Failure to obtain permission will result in cancellation of registration. Because these courses involve commitments to clients in the Reading and Learning Lab, and because service to clients must be scheduled in advance, students must register at least 2 weeks before the end of the previous quarter. If unavoidable circumstances make it necessary to drop a practicum course, students must obtain written permission of the R&LD faculty.

R&L 540  **Testing and Diagnosis of Reading and Learning Disabilities: Practicum IV.** Additional exposure to diagnostic testing in a clinical setting. Students evaluate children and adolescents with learning problems. Under close supervision, students administer and interpret tests, deal with the ethics of testing and interpretation, and communicate results to parents, schools and other agencies. **Prerequisites:** R&L 445 and prior permission of instructor.

R&L 542  **Testing and Diagnosis of Reading and Learning Disabilities: Practicum I.** Students participate in a clinical setting and evaluate children and adolescents with suspected learning problems. Under close instructor supervision, students will administer and interpret tests, deal with the ethics of testing, interpret and communicate results to parents, schools and other social agencies. **Prerequisites:** R&L 445 and prior permission of instructor.

R&L 543  **Diagnosis and Remediation of Learning Disabilities: Practicum II.** Clinical observation and practical application of the diagnostic-remedial process by working in a supervised clinical setting with children and adolescents who have specific learning disabilities. **Prerequisites:** R&L 445 and prior permission of instructor.
R&L 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:** R&L 445 and prior permission of instructor.

R&L 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 independent use of prior knowledge, comprehension, metacognitive habits and attitudes when reading both narrative and expository texts.

R&L 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.

R&L 548 Independent Study in Reading and Other Learning Disabilities. **Prerequisite:** written permission of the instructor.

R&L 549 Thesis Research in Reading and Learning Disabilities. A Master of Arts candidate conducts original research, writes a thesis, and presents an oral defense before a committee of faculty members. **Prerequisites:** CUG 410 and approved thesis proposal.

R&L 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.

R&L 600 Registered Student in Good Standing. Non-credit. This registration is required of all students who are not enrolled in a course but are completing course requirements and/or research. It provides access to University facilities. $40.00 per quarter.

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

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

R&L 643 Miscue Analysis. Theory and practice in miscue analysis is examined historically and currently. Focus is on increasing the range of instructional strategies available to the teacher of reading.

R&L 645 Workshop in Reading and Learning Disabilities. Topics of current interest to the regular education teacher and the special educator in a high-involvement seminar format.
R&L 646 Teaching Reading to the Disadvantaged. Consideration of the linguistic, demographic, cultural and educational factors believed to influence the teaching of reading to the disadvantaged. Examination of teaching methods and materials appropriate for disadvantaged students.

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

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

TEACHING AND LEARNING (T&L)

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

T&L 409 Professional Practice in Elementary Schools. Using social studies as an example, this course presents the teacher as decision-maker in the elementary classroom setting. Students will develop a framework for considering the many factors involved in planning curriculum and instruction. A culminating activity will give students practice in applying principles and strategies to create an interdisciplinary unit with social studies as the primary subject area. Daytime clinical hours are required during this course.

T&L 412 Emerging Reading and Language Arts. This course focuses on the instruction, assessment of and subsequent instruction related to emergent literacy development. Individual student's strengths and needs will be addressed through theories and practices related to both code and meaning-oriented approaches to literacy development. Field experiences will provide students with opportunities to analyze theories, as well as to observe and practice strategies, and to make informed instructional decisions.

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.

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.
**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.

**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.

**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.

**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.

**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.

**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.

**Teaching and Learning Secondary School Mathematics.** Prepares for teaching mathematics at the middle school and secondary school levels. Examines contemporary issues in teaching mathematics, methods of teaching secondary mathematics, and recent history in mathematics curriculum development of alternative teaching strategies and the implementation of the NCTM Standards. Lesson and unit development, evaluation and classroom management also will be discussed. Prerequisite: T&L 405 or equivalent.
T&L 447  Teaching, History and Social Science in Secondary Schools. Prepares for teaching history and social sciences at the middle and secondary school levels. Examines the nature and purpose of history and social sciences curriculum within secondary schools, the current status of social studies materials and practices, and issues confronting today's secondary social studies teachers. Emphasis on alternative teaching strategies, resources for teaching and learning, teachers' responsibilities in curriculum development and decision-making, and methods and materials for addressing cultural diversity. Lesson and unit development, evaluation and classroom management also will be discussed. Prerequisite: T&L 405 or equivalent.

T&L 449  Teaching Modern Languages. Prepares for teaching modern languages at the middle and secondary school levels. Examines the theory and practice of teaching modern languages with an emphasis on developing alternative teaching strategies and using diverse resources. Lesson and unit development, evaluation and classroom management also will be discussed. Prerequisite: T&L 405 or equivalent.

T&L 525  Reading, Writing and Communicating Across the Curriculum. This course analyzes the interrelationships among reading, writing, speaking and listening. It encourages junior high and high school teachers in all disciplines to take these interrelationships into account and to plan courses with current teaching techniques, which will enable students to become better readers, writers and thinkers in their various content-area classes. This course will also concentrate on group process and its role in effective teaching within and across content-area classes. Language use, learning and teaching are considered from a multicultural perspective.

T&L 585  Elementary Student Teaching and Seminar. Eight quarter hours. Students will be placed for a minimum of 12 weeks in an elementary school. Seminar will meet once a week, in the participating schools and/or at DePaul. At first, they will focus on issues of immediate concern to student teachers. As the students gain experience the seminar will examine six or eight classroom issues; that is, topics which students have found to be significant on the basis of their experience. These would include such things as assessment, evaluation, classroom management, curriculum planning, and relationships with colleagues. After delineating what the issues are, students would be expected to analyze and discuss readings which relate to the issues.

T&L 588  Independent Study in Teaching and Learning. Prerequisite: permission of the instructor.

T&L 589  Thesis Research in Teaching and Learning. A student writing a thesis registers for this course for four quarter hours of credit. Where the thesis research and the writing of the thesis itself are prolonged beyond the usual time, the program advisor may require the student to register for additional credit. Prerequisites: CUG 410 and approved thesis proposal.

T&L 590  Secondary Student Teaching and Seminar. Eight quarter hours. Students will be placed for a minimum of 12 weeks in a secondary school. Seminar will meet once a week, in the participating schools and/or at DePaul. At first, they will focus on issues of immediate concern to student teachers. As the students gain experience the seminar will examine six or eight classroom issues; that is, topics which students have found to be significant on the basis of their experience. These would include such things as assessment, evaluation, classroom management, curriculum planning, and relationships with colleagues. After delineating what the issues are, students would be expected to analyze and discuss readings which relate to the issues.
T&L 600  **Registered Student in Good Standing.** Non-credit. This registration is required of all students who are not enrolled in a course but are completing course requirements and/or research. It provides access to University facilities. $40.00 per quarter.

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

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

T&L 610  **Induction into the Teaching Profession: Elementary.** This course is designed to assist first-year teachers in grades K-8 to make the transition from student of teaching to teacher. The course creates a bridge between first-year teachers’ formal education and the realities of their classrooms. In particular, the course provides assistance with the following: 1) understanding their induction into the profession; 2) analyzing their new educational contexts; 3) actualizing their educational philosophies; 4) developing their pedagogical knowledge; and 5) identifying and making the most of professional support systems within their schools. **Prerequisite: being a first-year teacher.**

T&L 611  **Induction into the Teaching Profession: Secondary.** This course is designed to assist first-year teachers in grades 9-12 to make the transition from student of teaching to teacher. The course creates a bridge between first-year teachers’ formal education and the realities of their classrooms. In particular, the course provides assistance with the following: 1) understanding their induction into the profession; 2) analyzing their new educational contexts; 3) actualizing their educational philosophies; 4) developing their pedagogical knowledge; and 5) identifying and making the most of professional support systems within their schools. **Prerequisite: being a first-year teacher.**

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 following this line of investigation, teachers study whole classrooms as well as select individuals. Teachers will enhance such skills as observing, listening, reflecting and analyzing through employing techniques like clinical interviews, videotapes and lesson analysis. The course culminates with a paper that addresses what the teacher has learned about his/her own teaching and the nature and development of human learning. **Prerequisite: being a first-year teacher.**
T&L 613  **Negotiating Curriculum in the Classroom.** This course assumes that teachers are curriculum developers, not simply implementors of curriculum provided by tests and curriculum guides. It asks teachers to examine how written curricula are enacted in the classroom, highlighting the students' role in the process. They will be expected to follow a line of investigation based on gathering data from students prior to, during, and after implementation. This course culminates with a more refined piece of curriculum, as well as a paper that addresses the teacher's growth in understanding curriculum processes. **Prerequisite: being a first-year teacher.**

**LIBERAL STUDIES IN EDUCATION**

In addition to courses offered for degree programs, the School of Education offers courses that are not required for a degree in Education or certification, but which may be useful and desirable as electives. The impact of education on history, on literature, on religious development, on socio-economic and political factors are treated in one or another of the following courses. All courses carry four quarter hours credit.

LSE 404  **Child Rearing Across Cultures.** Study of child-rearing practices, the effects of culture on cognitive development and the implications for teaching strategies for the child whose first language is not English.

LSE 420  **Comparative Education.** This course is devoted to the study of historical and contemporary issues related to comparative education—with an emphasis upon early childhood, elementary, and secondary levels. Through a comparative study of educational public policy, we will examine assumptions about the aims and purposes of education and schooling in terms of economic, political and social dimensions. Major topics and issues addressed will include the following: examining what it means to be educated; examining similarities and differences in the ways developed and developing countries educate children and youth; the organization and structure of educational institutions; discerning implicit and explicit values in different approaches to teaching and learning; relationships between schools and communities; education and the issues of change and social justice.

LSE 430  **Education and Social Justice.** A variable-topics course designed to examine education within a philosophical framework which focuses upon the relatively great potential of education as an agent for social justice and change. Through the examination of current issues and concerns, students are expected to engage in critical analysis, reflect upon theoretical frameworks, examine public policies and values, and consider ways in which schools and educators can promote the development of social justice. Each time the course is offered it will focus on one of the following topics: gender; ethnicity; language and culture; or social class and economic opportunity. For each topic, attention will be given to the issues of institutional responses to differences, equity, access and outcomes.

LSE 438  **Gender and Education.** A variable-topics course designed to actively engage students in examination of the literature and issues related to gender and education. Curriculum, teaching and learning, achievement, and the organization structure and culture of schools are among the key concerns. Gender will be addressed as it intersects with other forms of inequality and difference: race, ethnicity, class, etc. Each time the course is offered it will focus on a particular topic, but for each topic attention will be given to issues about institutional responses to inequality and differences.
LSE 450  **Dynamics of African-American Culture** (cross-listed as Sociology 490). This course is intended for those interested in cultural and human relations in order that they may examine the contributions of the black person to American Culture; gain a functional understanding of the social, economic and political development of the black person on America itself.

**INTERNATIONAL STUDIES**

In addition to courses offered for degree programs, the School of Education offers courses that are not required for a degree in Education or certification, but which may be useful and desirable as electives. International issues relating to the world of education will be treated in the following courses.

LSE 460  **International Studies in Education.** This variable-topics course will focus upon educational issues in a particular country or region outside of the United States. Through comparative study, a number of issues will be addressed: aims and purposes of education and schooling; economic, political, social and cultural contexts of educational policies; similarities and differences in organization and structure of educational systems; relationships between home, community and educational institutions; education, development and issues of social change.

LSE 461  **International Studies in Teaching and Learning.** This variable-topics course will focus upon aspects of curriculum, teaching and learning in a particular country or region outside of the United States. It requires work in the chosen country or region under the guidance of teachers familiar with its educational practices. The course will examine how curriculum is organized, developed and implemented in classrooms and schools with concentration on particular subjects or levels. From a comparative perspective, particular attention will be paid to the values and assumptions underlying curriculum and teaching.

LSE 462  **International Field Experiences in Education.** Through clinical experience outside of the United States, students will observe, participate in and reflect upon teaching and learning in cultural settings that differ from their own. This field experience abroad provides an opportunity to develop an understanding of what it means to be educated in the context of another society or culture. The intent of this experience is to add a more global perspective to one's own professional knowledge and practice. Variable credit, ranging from 2-8 quarter hours can be earned, dependent upon the nature and duration of this field experience.
ADMINISTRATION
DONALD E. CASEY, ED.D.
Dean
EDWARD KOCHEK, PH.D.
Associate Dean
ROBERT KRUEGER, MUS.M., M.B.A.
Director of Operations
JOHN WALLACE, M.M., MUS. M.
Business Manager
ROBERT SHAMO, MUS. M.
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

VICTOR ARTAY, MUS. B.
Lecturer, Violin
Franz Liszt Royal Academy

DAN ANDERSON, MUS. M.
Lecturer, Tuba
Northwestern University

SHELDON ATOVSKY, D.M.A.
Lecturer, Composition, Musicianship
Northwestern University

PETER BALLIN, MUS. B.
Lecturer, Jazz Studies
University of Miami

SUSANNE BAKER, D.M.
Lecturer, Class Piano
Northwestern University

GILDA BARSTON, MUS. M.
Lecturer, Music Education, Cello
The Juilliard School

ROSS BEACRAFT, MUS. B.
Lecturer, Trumpet, Coordinator of Brass Program
Eastman School of Music

GREG BIMM, MUS. M.
Lecturer, Music Education
Western Illinois University

JON BOEN, B.M.
Lecturer, Horn
Northern Illinois University

THERESA BRANACCIO, MUS. M.
Lecturer, Voice
Northwestern University

THOMAS A. BROWN, PH.D.
Professor, Musicianship, Coordinator of Graduate Studies
University of Wisconsin

JUDITH BUNDRA, PH.D.
Associate Professor, Chair, Music Education
Northwestern University

JEROME BUTERA, D.M.A.
Lecturer, Organ
American Conservatory of Music

DONALD E. CASEY, ED.D.
Dean of the School of Music, Professor Music Education
University of Illinois

JOSEPH CASEY, PH.D.
Associate Professor, Liberal Studies
University of Iowa
WILLIAM CERNOTA, B.A.
Lecturer, Cello
University of Chicago

ELSA CHARLESTON, MUS. B
Lecturer, Voice
St. Olaf College

MARK COLBY, MUS. M.
Lecturer, Jazz Saxophone
University of Miami

CLIFF COLNOT, PH.D.
Lecturer, Jazz Studies
Northwestern University

LARRY COMBS, B.M.E.
Lecturer, Clarinet
Eastman School of Music

FLOYD COOLEY
Lecturer, Tuba

SUSAN COOK, MUS. M.
Lecturer, Saxophone
Northwestern University

DONALD DEROCHE, PH.D.
Professor, Chair, Performance Studies,
Director of Wind Organizations
Northwestern University

JULIE DEROCHE, MUS. B.
Lecturer, Coordinator of Woodwind Program, Clarinet
Northwestern University

LORI ELLSWORTH, B.M.
Lecturer, Jazz Studies
University of Miami

GEORGE FLYNN, D.M.A.
Professor, Composition, Chair,
Musicianship Studies
Columbia University

JOSEPH GENUALDI
Professor, Violin, Coordinator of String Program

ELLEN GOLD, MUS. B.
Lecturer, Music Education
University of Iowa

AMY GOODMAN, D.M.A.
Associate Professor, Director of Choral Organizations
Stanford University

ROGER GOODMAN, MUS. M.
Lecturer, Harpsichord
Northwestern University

BRUCE GRAINGER
Lecturer, Bassoon

LARRY GRAY, MUS. M.
Lecturer, Jazz Bass
Roosevelt University

MICHAEL GREEN
Lecturer, Percussion, Coordinator of Percussion Program

JERRY GROSSMAN
Associate Professor, Cello

NORMAN GULBRANDSEN, MUS. M.
Lecturer, Voice
Northwestern University

VIOLA HAAS, MUS. M.
Associate Professor Emeritus
State Conservatory, Prague

STEPHEN HARTMAN, MUS. M.
Lecturer, Harp
Indiana University

JOHN HATMAKER, PH.D.
Lecturer, Musicianship
University of Iowa

B. LYNN HEBERT, D.M.A.
Assistant Professor, Musicianship
Stanford University

MICHAEL HENOCH, MUS. M.
Lecturer, Oboe
Northwestern University

STEFAN HERSH
Associate Professor, Violin

MARY HICKEY, MUS. B.
Lecturer, Flute
Northwestern University

LINDA HIRT, MUS. M.
Lecturer, Piano, Coordinator of Vocal Program
Indiana University

BONITA HYMAN, MUS. M.
Lecturer, Voice
Yale University

HILEL KAGAN
Lecturer, Violin
University of Leningrad

LEWIS KIRK, MUS. B.
Lecturer, Music Education
Manhattan School of Music
JAMES KLEEMAN, Mus. M.
Lecturer, Music Business
Northwestern University

PHILIP KRAUS, D.M.A.
Lecturer, Voice
Northwestern University

EDWARD KOCHE, PH.D.
Associate Dean, Professor, Trombone
and Euphonium
University of Illinois

ROBERT LARK, M.M.E.
Associate Professor, Coordinator of
Jazz Studies
University of North Texas

FRANK MANTOOTH, Mus. B.
Lecturer, Jazz Studies
University of North Texas

MARK MAXWELL, Mus. M.
Lecturer, Guitar
Southern Methodist University

PAUL MCKEE, Mus. M.
Lecturer, Jazz Trombone
University of Texas

MANNY MENDELSON, Mus. M.
Lecturer, Jazz Studies
Eastman School of Music

FREDERICK MILLER, D.M.A.
Professor Emeritus, Dean Emeritus
University of Iowa

JANICE MITCHELL, D.M.
Lecturer, Musicianship, Composition
Northwestern University

ROBERT MORGAN, Mus. B.
Lecturer, Oboe
Indiana University

LARRY NOVAK
Lecturer, Jazz Piano
University of Minnesota

BRADLEY OPLAND
Lecturer, String Bass

ROBERT PALMIERI, B.M.
Lecturer, Jazz Guitar
University of Miami

DMITRY PAPERO, Mus. M.
Professor, Piano
Tchaikowsky State Conservatory

DONALD PECK
Lecturer, Flute
Curtis Institute

HERMAN PEDTKE, Mus. M.
Associate Professor Emeritus
DePaul University

ANNE PERILLO, Mus. M.
Lecturer, Voice
DePaul University

ANN PETTY, R.M.T.
Lecturer, Music Education
Wartburg College

JACOBETH POSTL, Mus. M.
Lecturer, Music Education
Chicago Musical College

JAMES ROSS
Lecturer, Percussion

CHRISTINE ROSS, Mus. M., Ed.
Lecturer, Music Education
University of Illinois at Chicago

MARY SAUER, Mus. M.
Lecturer, Piano, Coordinator of Piano
Program
Chicago Musical College

HARRY SILVERSTEIN
Assistant Professor, Coordinator of
Opera

RAMI SOLOMONOW, Mus. B.
Associate Professor, Viola
Northern Illinois University

JOEL SPENCER, B.S.
Lecturer, Jazz Percussion
University of Illinois

LEON STEIN, Ph.D.
Professor Emeritus, Dean Emeritus
DePaul University

MARY STOLPER, Mus. M.
Lecturer, Flute
Northwestern University

TODD SULLIVAN, Mus. B.
Lecturer, Musicianship
Northwestern University

ALAN SWAIN, Mus. M.
Lecturer, Musicianship
Northwestern University
MENG-KONG THAM, Mus.M.
Assistant Professor, Liberal Studies
Northwestern University

CHARLES VERNON
Lecturer, Trombone

WESLEY VOS, Ph.D.
Associate Professor, Musicianship
Washington University

ROBERT WESSBERG, M.M.E.
Lecturer, Percussion
Northwestern University

KURT WESTERBERG, D.M.A.
Associate Professor, Composition,
Musicianship
Northwestern University

BRAD WILLIAMS
Lecturer, Jazz History

LILIAN YAROSS, Mus. M.
Lecturer, Orff-Schulwerk
DePaul University

JOHN BRUCE YEH, Mus. B.
Lecturer, Clarinet
Juilliard School

MARK ZINGER
Professor, Violin
Odessa State Conservatory

PROGRAMS OF STUDY
The School of Music offers programs leading to the Master of Music degree in the fields of applied music (performance), composition, music education and jazz studies. A minimum of 44 quarter hours of graduate credit is required for the Master of Music degree. This total is divided between the core studies (required of all master of music students), and the specialization requirements which relate uniquely to the area of specialization. (Specialization requirements listed under Course Requirements, page 202.)

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 204.

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 is often a delay in the forwarding of transcripts, applicants are advised to initiate the application procedures as early as possible. A nonrefundable application fee is required of every student applying for admission to the University as a degree-seeking student. When admission has been approved, the applicant will be apprised of the diagnostic examination schedule and interviews with graduate advisors.

DIAGNOSTIC EXAMINATIONS

Students who have been admitted to the master's degree program must take diagnostic examinations in musicianship and, in some cases, the area of major concentration. These examinations, taken prior to initial enrollment, will be used to identify areas where additional emphasis may be suggested through self-study or choice of electives.
RESIDENCE REQUIREMENTS FOR THE MASTER OF MUSIC DEGREE

All courses for the master’s degree must be taken at DePaul University. Graduate credit for courses completed at other institutions may not be applied toward the degree.

Students enrolled in the master’s degree program must complete not fewer than eight quarter hours during at least three quarters. The three quarters need not be consecutive. A student registered for a minimum of eight quarter hours in any term is considered a full-time student.

All requirements for the degree must be completed within three calendar years from the time a student is admitted to the degree program. For unclassified students removing deficiencies, this period will begin when all deficiencies are removed and admission to the master’s degree program has been granted.

TERMINAL REQUIREMENTS FOR THE MASTER OF MUSIC DEGREE

Two terminal requirements are required of all students:

- A written comprehensive examination, in which the student must demonstrate a satisfactory knowledge of the theory, history, literature and practice of music, as well as the area of major specialization. The comprehensive examination may be taken at any time after 32 quarter hours of graduate credit have been earned.

- In performance, the presentation of a public recital; in composition, the completion of an original work; in music education, the completion of a final project; in jazz studies, performance track, the presentation of a public recital; composition track, the completion of a final writing project.

While preparation of the terminal requirement in the major may take place within some course or activity for which a student is registered for credit, additional academic credit is not granted for the project itself.

COURSE REQUIREMENTS FOR THE MASTER OF MUSIC DEGREE

A minimum of 44 quarter hours of graduate credit is required for the Master of Music degree. This total is divided between the core studies (required of all master’s degree students), and the specialization requirements which relate uniquely to the area of specialization.

**CORE STUDIES** (20 quarter hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music history (MUS 428,429, 430)</td>
<td>12</td>
</tr>
<tr>
<td>Music research (MUS 400, 401)</td>
<td>4</td>
</tr>
<tr>
<td>Analysis (COM 304 or 305)</td>
<td>4</td>
</tr>
<tr>
<td>(Composition majors: COM 305 required)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>20</td>
</tr>
</tbody>
</table>

Following are the specific course requirements for each of the degree programs:

**PIANO PERFORMANCE**

<table>
<thead>
<tr>
<th>Course</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>
<tr>
<td><strong>Total</strong></td>
<td><strong>44</strong></td>
</tr>
</tbody>
</table>

**PERCUSSION PERFORMANCE**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core studies</td>
<td>20</td>
</tr>
<tr>
<td>Applied percussion</td>
<td>12</td>
</tr>
<tr>
<td>Concert band, symphony orchestra or wind ensemble</td>
<td>3</td>
</tr>
<tr>
<td>Percussion pedagogy</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>44</strong></td>
</tr>
<tr>
<td></td>
<td>Credits</td>
</tr>
<tr>
<td>----------------</td>
<td>---------</td>
</tr>
<tr>
<td><strong>BRASS PERFORMANCE</strong></td>
<td></td>
</tr>
<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>
<tr>
<td><strong>Total</strong></td>
<td>44</td>
</tr>
<tr>
<td><strong>WOODWIND PERFORMANCE</strong></td>
<td></td>
</tr>
<tr>
<td>core studies</td>
<td>20</td>
</tr>
<tr>
<td>applied woodwind</td>
<td>12</td>
</tr>
<tr>
<td>concert band, symphony orchestra or wind ensemble</td>
<td>3</td>
</tr>
<tr>
<td>chamber music</td>
<td>3</td>
</tr>
<tr>
<td>WW orch repertoire</td>
<td>3</td>
</tr>
<tr>
<td>electives</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>44</td>
</tr>
<tr>
<td><strong>VOICE PERFORMANCE</strong></td>
<td></td>
</tr>
<tr>
<td>core studies</td>
<td>20</td>
</tr>
<tr>
<td>applied voice</td>
<td>12</td>
</tr>
<tr>
<td>university chorus or chamber choir</td>
<td>3</td>
</tr>
<tr>
<td>vocal pedagogy</td>
<td>3</td>
</tr>
<tr>
<td>electives</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>44</td>
</tr>
<tr>
<td><strong>COMPOSITION</strong></td>
<td></td>
</tr>
<tr>
<td>core studies</td>
<td>20</td>
</tr>
<tr>
<td>composition</td>
<td>12</td>
</tr>
<tr>
<td>problems, proceed., &amp; techn. in performance of new music</td>
<td>4</td>
</tr>
<tr>
<td>20th-century music topics</td>
<td>4</td>
</tr>
<tr>
<td>electives</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>44</td>
</tr>
<tr>
<td><strong>ORGAN PERFORMANCE</strong></td>
<td></td>
</tr>
<tr>
<td>core studies</td>
<td>20</td>
</tr>
<tr>
<td>applied organ</td>
<td>12</td>
</tr>
<tr>
<td>chamber music</td>
<td>3</td>
</tr>
<tr>
<td>electives</td>
<td>9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>44</td>
</tr>
<tr>
<td><strong>JAZZ STUDIES</strong></td>
<td></td>
</tr>
<tr>
<td>core studies</td>
<td>20</td>
</tr>
<tr>
<td>advanced jazz composition</td>
<td>8</td>
</tr>
<tr>
<td>jazz analysis</td>
<td>4</td>
</tr>
<tr>
<td>jazz pedagogy</td>
<td>2</td>
</tr>
<tr>
<td>jazz ensemble</td>
<td>3</td>
</tr>
<tr>
<td>jazz studies electives</td>
<td>7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>44</td>
</tr>
<tr>
<td><strong>STRING PERFORMANCE</strong></td>
<td></td>
</tr>
<tr>
<td>core studies</td>
<td>20</td>
</tr>
<tr>
<td>applied strings</td>
<td>12</td>
</tr>
<tr>
<td>symphony orchestra</td>
<td>3</td>
</tr>
<tr>
<td>string electives</td>
<td>5</td>
</tr>
<tr>
<td>electives</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>44</td>
</tr>
<tr>
<td><strong>JAZZ STUDIES</strong></td>
<td></td>
</tr>
<tr>
<td>core studies</td>
<td>20</td>
</tr>
<tr>
<td>applied study (jazz)</td>
<td>12</td>
</tr>
<tr>
<td>jazz ensemble</td>
<td>3</td>
</tr>
<tr>
<td>jazz pedagogy</td>
<td>2</td>
</tr>
<tr>
<td>jazz chamber ensemble</td>
<td>3</td>
</tr>
<tr>
<td>jazz studies electives</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>44</td>
</tr>
<tr>
<td><strong>MUSIC EDUCATION</strong></td>
<td></td>
</tr>
<tr>
<td>core studies</td>
<td>20</td>
</tr>
<tr>
<td>seminars in music education</td>
<td>12</td>
</tr>
<tr>
<td>electives</td>
<td>12</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>44</td>
</tr>
</tbody>
</table>
CERTIFICATE IN PERFORMANCE

The purpose of the program is to provide an intensive post-master's degree performance experience for a small number of highly accomplished performers. Entry into the program is based on evidence of ability to be successful in post-graduate level performance study. Other criteria include:

- Completion of a master of music in performance degree or equivalent from an accredited institution.
- Three letters of recommendation.
- An entrance audition which demonstrates performance ability at the post-master's level.
- Voice applicants must demonstrate competence in Italian, French and German diction by audition and written IPA exam.

There are two elements in the program. First, applied music (private instruction), and second, related studies. Related study will normally consist of participation in the appropriate performing organization(s), and additional academic classes in a supportive area. The course requirements for the certificate in performance appear below:

- Applied Music (24 credit hours)
- Related Study (12 credit hours)
- Recital

COURSES

In the listing below, the number in parentheses following the course title indicates quarter hours of credit.

APPLIED MUSIC—APM

APM 332, 333  
**Plane Pedagogy, I, II.** Two quarter hours each. History and mechanism of the piano; pedagogy involving tone, technique, pedal, style and ornamentation; critical evaluation of editions and various teaching materials.

APM 336  
**Voice Pedagogy.** Three quarter hours. Study and analysis of fundamentals of vocal training, evidenced in various teaching approaches—scientific, mechanistic, empirical.

APM 350, 351, 352  
**Interpretation of Vocal Literature.** Two quarter hours each. Study and demonstration of performance practices (16th-century to present), language orientation in Italian, French, German and English; stress on performance demonstrated by students.

APM 353, 354, 355  
**Techniques of the Music Stage.** Two quarter hours each. Study, coaching and rehearsal of music drama and opera.

APM 377, 378, 379  
**Guitar History and Literature I, II, III.** Two quarter hours each. Analytical and historical survey of the literature for plucked instruments from the 16th through the 20th centuries.

APM 372  
**Orchestral Repertoire for Brass.** Three quarter hours. Study of standard orchestral repertoire.

APM 442  
**Accompanying Class.** Two quarter hours. Role of pianist as accompanist.

APM 415  
### SCHOOL OF MUSIC

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>APM 428</td>
<td>Woodwind Orchestral Repertoire</td>
<td>Three quarters</td>
</tr>
<tr>
<td>APM 446</td>
<td>Percussion Pedagogy</td>
<td>Three quarters</td>
</tr>
<tr>
<td>APM 451</td>
<td>Piano Pedagogy</td>
<td>Three quarters</td>
</tr>
<tr>
<td>APM 453</td>
<td>Advanced Techniques of the Music Stage</td>
<td>Two quarters</td>
</tr>
<tr>
<td>APM 471</td>
<td>Brass Concepts</td>
<td>Three quarters</td>
</tr>
<tr>
<td>APM 486</td>
<td>String Pedagogy</td>
<td>Two quarters</td>
</tr>
<tr>
<td>APM 487</td>
<td>Advanced Vocal Dict.</td>
<td>Two quarters</td>
</tr>
<tr>
<td>APM 496</td>
<td>Voice Pedagogy</td>
<td>Two quarters</td>
</tr>
<tr>
<td>APM 497</td>
<td>Seminar</td>
<td>Two quarters</td>
</tr>
</tbody>
</table>

### MUSICIANSHIP—MUS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 300</td>
<td>Conducting I.</td>
<td>Two quarters</td>
</tr>
<tr>
<td>MUS 301</td>
<td>Conducting II.</td>
<td>Two quarters</td>
</tr>
<tr>
<td>MUS 314, 315</td>
<td>Essentials of Jazz I, II.</td>
<td>Two quarters</td>
</tr>
<tr>
<td>MUS 316</td>
<td>Essentials of Jazz III.</td>
<td>Two quarters</td>
</tr>
<tr>
<td>MUS 324, 325, 326</td>
<td>Essentials of Jazz IV, V, VI.</td>
<td>Two quarters</td>
</tr>
<tr>
<td>MUS 327, 328, 329</td>
<td>Jazz Arranging I, II, III.</td>
<td>Three quarters</td>
</tr>
<tr>
<td>MUS 330</td>
<td>The Business of Music</td>
<td>Two quarters</td>
</tr>
<tr>
<td>MUS 331</td>
<td>Jazz Arranging and Composition IV</td>
<td>Three quarters</td>
</tr>
<tr>
<td>MUS 334, 335, 336</td>
<td>Jazz Improvisation I, II, III.</td>
<td>Two quarters</td>
</tr>
<tr>
<td>MUS 344, 345, 346</td>
<td>Jazz Improvisation IV, V, VI.</td>
<td>Two quarters</td>
</tr>
</tbody>
</table>
### 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.

### COM 300 Orchestration. 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 1996-97.

### 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 1996-97.

### COM 302 18th-Century Counterpoint. Four quarter hours. Contrapuntal techniques of Bach and Handel; analysis, composition and in-class performance of solo, and ensemble works in the style. Not offered 1995-96.

### COM 303 20th-Century Counterpoint. Four quarter hours. Exploration of new contrapuntal techniques; analysis of selected compositions from the 20th-century, including works of Ives, Schonberg, Webern, Bartok, Hindemith and other as well as music of very recent times. Not offered 1996-97.
COM 304  Analytical Techniques. Four quarter hours. Investigation of various analytical approaches to music syntax, structure, style and texture (including timbral and vocal or instrumental configurations) as exhibited in representative compositions from many historical periods.

COM 305  Analytical Studies. Four quarter hours. Use of various analytical techniques for detailed studies of selected compositions from several periods of music. 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 441, 442, 443  Composition I, II, III. Four quarter hours each. This course series will focus on advanced compositional issues at the graduate level and culminate in a final composition project.

COM 444  Problems, Procedures & Techniques in the Performance of New Music. Four quarter hours. By means of discussion, performance analysis and, when possible, performance itself, this course will explore the performance challenges of new notation and the new complexities of traditional notation as a means of enlarging the student's technical and poetic capacities.

COM 445  20th-Century Music Topics. Four quarter hours. (Preferably taken after COM 444.) The subject matter of this course will change from year to year depending upon faculty availability and student interest. Possible subjects could include, among others:

- An in-depth study of a 20th-century composer or "school" of composers.
- A study of 20th-century aesthetics.
- A study of 20th-century theories.
- A study of music sociology of the 20th-century.
- A study of new trends such as multi-media, computer music, etc.

MUSIC EDUCATION—MED

MED 300  Elementary Instrumental Methods & Lab. Two quarter hours.

MED 301  Junior High Instrumental Methods & Lab. Two quarter hours.
MED 302  Secondary Instrumental Methods & Lab. Two quarter hours.

MED 303  Elementary Vocal-General Methods & Lab. Two quarter hours.

MED 304  Junior High Vocal Methods & Lab. Two quarter hours.

MED 305  Secondary Vocal Methods & Lab. Two quarter hours. The study of philosophies, organization, administration, curriculum, evaluation, materials and methods as related to high school vocal and choral teaching. The laboratory class component emphasizes students development of such teaching abilities.

MED 310  Music Education for the Exceptional Child. Two quarter hours. A survey course highlighting special education mandates which affect music educators, including profiles of various mildly handicapping conditions, alternative teaching strategies, and classroom management techniques.

MED 311  Contemporary Visual Marching Band. Two quarter hours. Basic marching techniques and movements, selection and use of music, design and charting of shows.

MED 313, 314  Choral Literature I, II. Two quarter hours each. An examination of choral literature appropriate to the high school chorus. Students will explore appropriate topics and present evidence of suitable research.

MED 316  Literature for Wind Organizations. Two quarter hours. A general survey of literature undertaken as well as specific projects related to school groups, wind chamber and ensemble organizations and concert bands.


MED 360  Topics in Music Education. Four quarter hours. Concentrated study of a selected area of music education. Topics are announced each fall.

MED 386  Orff Workshop (Level I). Three quarter hours. Introduction of Orff-Schulwerk through the process of integrating rhythm and movement, speech and song, rhythm instruments, Orff instruments, and soprano recorder for creative music-making with children in pre-school, elementary grades, and those with special needs; emphasis on materials in major and minor pentatonic scales.

MED 390  Orff Workshop (Level II). Three quarter hours. Continuation of all aspects of the Schulwerk process; emphasis on a variety of materials, vocal, instrumental, and improvisational techniques for children in the middle and upper elementary grades; introduction of alto recorder; experience with Dorian, aeolian, phrygian modes, major and minor tonalities.

MED 391  Orff Workshop (Level III). Three quarter hours. Advanced course leading to 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 433 Brass Choir. One quarter hour. Study and performance of brass choir 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.

The following ensembles qualify as fulfilling the large ensemble requirement: MEN 401 Wind Symphony, MEN 421 University Chorus, MEN 431 Orchestra, MEN 437 Wind Ensemble, MEN 447 Chamber Choir.

MEN 422 Concert Choir, MEN 447 Chamber Choir,

MEN 491 Contemporary Ensemble. One quarter hour. Rehearsal and performance of a broad spectrum of contemporary music.
THEATRE SCHOOL
The Theatre School is a member of the League of Chicago Theatres, Illinois Arts Alliance, ASSITEJ/USA, American Alliance for Theatre and Education (AATE), and the Illinois Alliance for Arts Education.

**ADMINISTRATION**

**JOHN RANSFORD WATTS, PH.D.**
Dean

**JOHN F. O’MALLEY, PH.D.**
Associate Dean

**JOHN BRIDGES, M.A.**
Director of Administration & Assistant Dean

**LESLIE SHOOK, M.A.**
Theatre Manager

**ANASTASIA GONZALEZ**
Budget Manager

**MELISSA MELTZER, J.D.**
Director of Admissions

**LARA GOETSCH, B.S.**
Public Relations Director

**NIKI ELIAS, B.A.**
Office Assistant

**FACULTY**

**ADMISSION**

**CURRICULUM**

Acting
Directing
Scene Design
Costume Design
Lighting Design

**COURSES**
When this school was founded in 1925 at The Art Institute of Chicago, it was called the Goodman School of Drama. As we celebrated our 70th anniversary in 1995, we began our 17th year as a part of DePaul University. By all measurements the school is stronger now than it has ever been.

Although our name has changed, the essential life and purpose of the school remains the same. Our basic principles and standards are exactly what they have been for over 70 years. We are a conservatory, now a strong part of a vital urban University, and we operate with professional concentrations on the development of artists for the theatre and related professions.

The students now in our program follow the unbroken tradition of the many professionals who trained here before them. We welcome you to their ranks and to the graduate program of The Theatre School.

GRADUATE STUDY IN THE THEATRE SCHOOL

The MFA Acting Program is designed for the student who has had considerable acting 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 acting profession.

Year one of the program concentrates on a return to the basics by emphasizing process and limiting performance demands. It is not until the latter part of the first year that the student enters the casting pool and is given a role in a production presented to a public audience.

With production assignments ongoing, the second year’s class work is devoted to Shakespeare. The voice and speech and movement classes lend support with an emphasis on style and dialect.

Year three marks a shift in the program as the student continues training and performing at the school, while at the same time being introduced to the realities and demands of the profession. At the end of the third year students participate in a showcase introducing them to the professional worlds of Chicago and New York or Los Angeles.

FACILITIES

The Theatre School buildings are located at 2130 and 2135 North Kenmore Avenue on DePaul’s Lincoln Park Campus. In addition to housing most Theatre School classes, the buildings provide rehearsal rooms, design studios, shop facilities, script library, computer lab and faculty and staff offices. The buildings are minutes from downtown Chicago by elevated train, bus or car.

DePaul’s Merle Reskin Theatre, formerly the Blackstone, was purchased from the Shubert Organization in 1988 and renamed for a major donor in 1992. It provides The Theatre School with a professional-standard, state of the art theatre facility to match the professional standards of the school’s training and productions. The school’s public productions of The Theatre School Showcase, Playworks, and New Directors Series are fully realized at the Merle Reskin Theatre. The theatre is also used by several not-for-profit arts organizations in Chicago, the International Theatre Festival of Chicago, and an occasional feature film company, exposing Theatre School students to a broader view of the entertainment industry. The DePaul Merle Reskin Theatre is located in the South Loop in the heart of the city. The Theatre School bus transports students between the school and the theatre for performances.
The Theatre School is situated in the center of Chicago's off-Loop theatre movement. Neighboring theatre and performing arts companies include Steppenwolf Theatre, Victory Gardens Theatre, Organic Theatre, Halsted Street Theatre Center, Touchstone Theatre, Wellington Theatre, Royal George Theatre, Apollo Theatre Center, and the Theatre Building. The school's location and tradition make possible contact with innovative professional theatres, a resource unparalleled between the two coasts. The burgeoning film and television industries in Chicago offer further training possibilities.

**FACULTY AND STAFF**

In keeping with the school's concept of the dual importance of theory and practice and of producing a superior quality of instruction, The Theatre School's faculty and staff are highly qualified, both professionally and academically. The faculty is regularly supplemented by accomplished working professionals.

In addition, visiting artists and professionals appear in our guest speaker series, CHICAGO LIVE: THE ARTS. Among them have been Pulitzer Prize-winning playwrights Edward Albee and David Mamet; actresses Dorothy Loudon, Shelley Winters and Jean Stapleton; Broadway stars Donna McKechnie (A CHORUS LINE) and Andre De Shields (AIN'T MISBEHAVIN and THE WIZ); Chicago's nationally known Steppenwolf Ensemble; actor/author Orson Bean; Academy Award-winning actor Gene Hackman; Chicago theatre critics Richard Christiansen and Glenn Syse; cast members from NICHOLAS NICKLEBY; comedian Shelley Berman; Obie Award-winning playwright Megan Terry; artistic directors Robert Falls (Goodman Theatre), Gregory Mosher (Lincoln Center for the Performing Arts), JoAnne Akalitis (New York Shakespeare Festival); alumnus Jim Ragona, singing ringmaster for Ringling Bros. and Barnum & Bailey Circus; the late Geraldine Page; actors Brian Dennehy, Peter Falk, John Mahoney, and the late Cleavon Little; and Academy Award-winning production designer Patrizia von Brandenstein (AMADEUS).

Guest Artists who have worked closely with students in productions have been James Earl Jones, Lillian Gish, Len Cariou, Zoe Caldwell, and David William, artistic director of the Stratford Festival, Ontario. Guest workshops have been given by British actress, Joan Plowright, international director Kazimierz Braun, professional clown Steve Smith (Ringling Bros. and Barnum & Bailey Circus); stage combat experts David Boushey and James Finney, famed Japanese Kabuki actor/director Onoe Kuroemon II; musical theatre actor Carl Hall (THE WIZ); Marie Hilgemann of the Guthrie Theatre conducted a dye and paint workshop on techniques used in costume fabrication. Peter Wood, artistic director of Britain's National Theatre, taught a master's class for professional actors. Playwright Pamela Blake previewed her play BLACKBIRD as a playwright-in-residence with The Theatre School Showcase; playwright Max Bush presented his new plays AALUMAURIA: THE VOYAGE OF THE DRAGON FLY and 13 BELLS OF BOGLEWOOD as playwright-in-residence with The Theatre School Playworks. Academy Award-winning film director and producer Peter Werner and film and television actor Ted Wass conducted intensive weekend workshops on Acting for Film and Video; and Chicago's master of comedy improvisation, Del Close (Second City and Saturday Night Live writer and comedy coach), taught a workshop to student actors in Comedy Improv.

**JOHN RANSFORD WATTS, PH.D.**
*Dean*
Union Graduate School

**CHRISTINE ADAIRE, M.F.S.**
*Voice and Speech*
University of Washington

**ANTHONY ADLER, B.A.**
*History/Criticism*
Carnegie-Mellon

**JANE ALDERMAN, B.A.**
*Audition*
Adelphi University

**DAVID L. AVCOLLIE, M.F.A.**
*Acting*
Southern Methodist University

**JEFF BAUER, M.F.A.**
*Scene Design*
Northwestern University
THE THEATRE SCHOOL

TIM BRAULT, B.F.A.
Master Carpenter
Central Michigan University

JOHN BRIDGES, M.A.
Director of Administration and
Assistant Dean
Western Illinois University

WILLIAM BROWN
Acting
American Conservatory Theatre

DENNIS BROZYNSKI, B.F.A.
Drawing
School of the Art Institute of Chicago

BILL BURNETT, M.F.A.
Voice and Speech
Ohio University

LINDA BUCHANAN
Scenic Design
Northwestern University

NAN CIBULA-JENKINS, M.F.A.
Costume Design
Yale University

FRANCO COLAVECCHIA
Scene Design
London University

DEAN CORRIN, M.F.A.
Playwriting
Ohio University

JOHN CULBERT, M.F.A.
Lighting Design
New York University

MICHAEL DeVITO, B.A.
Musical Theatre
Loyola College

PATRICE EGGLESTON, M.F.A.
Movement
Southern Methodist University

MALCOLM EWEN, B.A.
Stage Management
Amherst College

JUDITH GEICHMAN, M.F.A.
Drawing
School of the Art Institute of Chicago

CHARLENE GETZ, B.A.
Box Office Manager
Northern Illinois University

LARA GOETSCH, B.S.
Public Relations Director
Northwestern University

ANASTASIA GONZALEZ
Budget Manager

STEPHEN GRAY, M.A.
Stage Combat
San Diego State University

PHYLLIS E. GRIFFIN, M.F.A.
Voice and Speech
Goodman School of Drama

GABRIEL HALPERN, M.A.
Movement
Goddard College

BETSY HAMILTON, B.F.A.
Movement
University of Texas

STEPHEN HOULGATE, PH.D.
Dramatic Theory
Cambridge University

DONALD W. ILKO, PH.D.
Acting
Case Western Reserve University

BELLA ITKIN, PH.D.
Acting
Case Western Reserve University

JOHN JENKINS, B.A.
Movement
Pittsburgh State University

JEWEL JOHNSON
Transportation

TRUDIE KESSLER, M.F.A.
Voice and Speech
University of California, Irvine

SUSAN LEIGH, M.F.A.
Voice and Speech
Temple University

DAWN MCKESEY
Assistant to the Costume Shop Manager

JANET C. MESSMER, M.A.
Costumiere
University of Illinois, Urbana

MELISSA MELTZER, J.D.
Director of Admission
Chicago-Kent College of Law
KIMOSHA MURPHY, B.A.
Movement
Southern Illinois University

RIC MURPHY, M.A.
Acting
University of Washington

JOSEPH NIEHINSKI, B.F.A.
Scene Design
Goodman School of Drama

LAURA OEHLE, B.F.A.
Group Sales Representative
The Theatre School, DePaul

CATHY OLSON, B.F.A.
Stitcher
North Park College

JOHN F. O'MALLEY, PH.D.
Associate Dean
Florida State University

JAMES O'SHEALLOFF, M.F.A.
Acting and Directing
Goodman School of Drama

SHERRIE PESTA, PH.D.
Dramatic Literature
Florida State University

RICHARD PEPPEL, M.A.
History/Criticism
University of Chicago

GERARD PRENDERGAST, B.F.A.
Camera Technique
The Goodman School of Drama

NICHOLAS SANDYS PULLIN, M.A.
Stage Combat
Cambridge University

GERALD REYNOLDS
Carpenter

KEVIN RIGDON
Lighting Design

LESLEY RILEY
Movement

RUTH ROOTBERG, M.M.
Voice and Speech
New England Conservatory of Music

OLA ROTIMI, M.F.A.
Playwriting
Yale University

MICHAEL ROURKE, M.F.A.
Lighting Design
University of Virginia

VIRGIL SANNER, B.A.
Assistant Technical Director
Merle Reskin Theatre
DePaul University

LESLEY SHOOK, M.A.
Theatre Manager
University of Illinois at Chicago

JOSEPH SLOWIK, M.F.A.
Acting and Directing
Goodman School of Drama

JENNIFER SMITH, B.F.A.
Production Coordinator
The Theatre School, DePaul

WAYNE W. SMITH, B.F.A.
Property Master
University of Illinois, Urbana

JEFFREY WEBB, B.F.A.
Theatre Technical Director
Merle Reskin Theatre
Southern Methodist University

KATHLEEN WRIGHT
Movement

FRANK WUKITSCH, M.F.A.
Technical Director
Goodman School of Drama

NAN ZABRISKIE, M.F.A.
Make-up
University of Minnesota
THE THEATRE SCHOOL

PROGRAMS OF STUDY

The Theatre School offers programs leading to the Master of Fine Arts degree in the areas of acting, directing, scene design, costume design and lighting design. The minimum quarter hour requirements vary from program to program. All programs require a three-year course of study, though advanced placement credit is sometimes available in scenic, lighting or costume design. Specialization requirements are listed under major field requirements on page 219.

ADMISSION

The first charter of DePaul University included a statement on nondiscrimination and the policy has been enforced vigorously for over 80 years. Students, faculty and the public are entitled to equal treatment regardless of race, creed or color. It is the policy of The Theatre School to make admission decisions without regard to the race, color, religion, age, gender, sexual orientation, national origin or handicap of the candidate.

Admission to the Master of Fine Arts degree programs is based on evidence of ability to be successful in graduate study. Specific requirements include:

- Completion of an undergraduate degree.
- Three letters of recommendation.
- Demonstration of special competence in the major area through an audition or portfolio review and interview.

Applicants who do not fulfill these requirements may be enrolled as special students in basic undergraduate courses for such time as is necessary to make up any deficiencies.

AUDITIONS FOR CANDIDATES IN ACTING AND DIRECTING

ACTING

Our auditions place special emphasis on the applicant's potential for future growth. We believe that imagination, personal initiative, self-discipline, stamina, seriousness of commitment to the acting profession and trainability are fundamental.

By trainability, we mean that we attempt to judge the applicant's potential for growth. We believe that this potential can be assessed by evaluating how the student reveals inner resources through the work. We look for the student's ability to focus personal energies in a relaxed manner which will enhance communication of the conflict the character faces in the context of the play. Students who get trapped in "characterization" or "style" tend to demonstrate their level of virtuosity rather than tapping their deeper, inner resources.

You are urged to select material for which you are temperamentally suited; preferably something in which you might conceivably be cast now or in the near future. Avoid material which causes you to disguise yourself or "put on" a character. You are asked to prepare two short contrasting pieces of two minutes each, one contemporary and one classical. The pieces selected should be from plays. Recital of poetry or cuttings from short stories are not acceptable. Concentration and a sincere interest in your pieces are important. During your audition, keep your attention on what you are doing rather than on the effect you are having on the audition committee.

You should be prepared to spend 2½ to 3 hours at the audition. The first half of the audition will be with a group and will entail physical and vocal activity. Please dress accordingly. The second part of the audition is when you will present your prepared pieces to the audition committee. You will be alone with the committee at that point and a 4-minute limit will be imposed (two minutes per monologue).
DIRECTING
In addition to the audition process outlined above, directing students interview with faculty in the directing program and present a directorial analysis of a play previously assigned by the program head.

INTERVIEWS FOR CANDIDATES IN SCENE, LIGHTING AND COSTUME DESIGN

SCENE DESIGN
During an interview, candidates will present a portfolio of work done that includes scene design renderings (or a model), working drawings, and if possible, painting elevations. We want to see evidence of artistic achievement, up to the time of application, in the medium that is best suited to the candidate. Slides and/or photographs of designs executed may be presented to augment the portfolio.

COSTUME DESIGN
During an interview candidates should submit a portfolio of costume design renderings, some of which must be in a paint medium. The candidate should also include samples of sewing ability. Slides and/or photographs of designs executed may be presented to augment the portfolio.

LIGHTING DESIGN
During an interview, candidates will present a portfolio of work that contains evidence of artistic achievement and creativity in the field that is best suited to the candidate. The portfolio should include materials demonstrating visual communication skills (drawings, renderings, etc.), technical communication skills (draftings, etc.), and design skills. Photographs, slides, light plots, sketches, concepts, and lighting paperwork are all appropriate if the candidate has theatrical design experience.

PROCEDURES FOR ADMISSION
Applicants for admission should obtain an application by writing the director of admission, The Theatre School, 2135 N. Kenmore Avenue, Chicago, Illinois 60614 or by calling (312) 325-7999. Outside Illinois, you may call toll free: 1-800-4DEPAUL. Once the completed application, a photograph, a resume, three letters of recommendation, and official transcripts of undergraduate credit are on file, an audition or interview may be scheduled by contacting the director of admission. There is a $10.00 audition fee and a $25.00 application fee. The student will be informed of his/her acceptance status as soon as possible after the audition/interview date (usually about two weeks) but only after his or her application file is complete.

Applicants are accepted for the Autumn quarter only.

RESIDENCE REQUIREMENTS FOR THE MASTER OF FINE ARTS DEGREE
All courses for the Master of Fine Arts degree must be taken at DePaul University. Graduate credit for courses completed at other institutions may not be applied toward the degree, though in some exceptional cases they may be used as a foundation for advanced placement in the design areas only.

Candidates must complete nine quarters of a three year course of study. Each course of study is sequential and begins in the Autumn quarter only. While it is possible for a student to apply for a leave of absence for one year between two given years of study (i.e., between the second and third year, first and second year), it is never possible to skip one quarter within a single year.
All requirements for the degree must be completed within eight calendar years from the time a student is admitted to the degree program. For special students removing deficiencies, this period will begin when all deficiencies are removed and admission to the MFA degree program has been formally granted.

**TERMINAL REQUIREMENTS FOR THE MASTER OF FINE ARTS DEGREE**

In addition to completing the graduate requirements of the major program, each student must complete two or three terminal requirements:

1. A written comprehensive examination in the history of theatre and development of dramatic literature. This exam is given in the Autumn of the third year. Reading lists are available for students who wish to begin early preparation.
2. A written comprehensive examination in the major area of study. This exam is given in the Spring of the third year.
3. For directors and designers, a graduate thesis project.

**GRADES AND CONTINUANCE POLICY**

Graduate students are expected to maintain a higher level of academic achievement than undergraduate students. The basic grade of C+, or C will be acceptable in no more than half the graduate courses required in the major field. (See page 242 for grade information.)

A satisfactory grade in any given course and an acceptable GPA do not insure continuance in the program. At the end of each year, every student is evaluated by the faculty, not only in terms of the student's progress in class, but also in terms of overall growth within the chosen discipline, professional attitude toward the activities prescribed in the program, and professional potential. Retention in the program is by invitation of the faculty.

**MAJOR FIELD REQUIREMENTS**

**I. MFA IN ACTING**

**FIRST YEAR**

Acting I: 511, 512, 513
Voice and Speech I: 531, 532, 533
Movement I: 521, 522, 523
Rehearsal and Performance: 561, 562, 563
Stage Combat: 580

**SECOND YEAR**

Acting II: 611, 612, 613
Voice and Speech II: 631, 632, 633
Movement II: 621, 622, 623
Graduate Seminar: 601, 602, 603
Technique: 599, 599, 599
Rehearsal and Performance: 661, 662, 663

**THIRD YEAR**

Acting III: 711, 712, 713
Voice and Speech III: 731, 732, 733
Movement III: 721, 722, 723
Audition: 414, 415, 416
Rehearsal and Performance: 761, 762, 763
II. MFA IN DIRECTING

FIRST YEAR
Directing I: 581, 582, 583
Survey: Art, Architecture, Fashion and Furniture: 381, 382, 383
Acting I: 511, 512, 513
Rehearsal and Performance: 561, 562, 563
Dramaturgy: 334, 335, 336

SECOND YEAR
Directing II: 681, 682, 683
Visual Concepts: 641, 642, 643
Acting II: 611, 612, 613
Graduate Seminar: 601, 602, 603
Rehearsal and Performance: 661, 662, 663

THIRD YEAR
Thesis Project: 781, 782, 783
Theatre Elective or Independent Study: 599, 599, 599
Rehearsal and Performance and/or Internship: 761, 762, 763

III. MFA IN SCENE DESIGN

FIRST YEAR
Scene Design III: 441, 442, 443
Rendering I or II: (Level by Advisement)
Survey: Art, Architecture, Fashion and Furniture: 381, 382, 383
Theatre Elective or Independent Study: 599, 599, 599
Production Practice I: 571, 572, 573

SECOND YEAR
Visual Concepts: 641, 642, 643
Design Elective: (Variable)
Theatre Elective or Independent Study: 599, 599, 599
Graduate Seminar: 601, 602, 603
Production Practice II: 671, 672, 673

THIRD YEAR
Thesis Project: 741, 742, 743
Theatre Elective or Independent Study: 599, 599, 599
Production Practice III and/or Internship: 771, 772, 773

IV. MFA IN COSTUME DESIGN

FIRST YEAR
Costume Design III: 444, 445, 446
Rendering I or II: (Level by Advisement)
Survey: Art, Architecture, Fashion and Furniture: 381, 382, 383
Theatre Elective or Independent Study: 599, 599, 599
Production Practice I: 571, 572, 573
SECOND YEAR
Visual Concepts: 641, 642, 643
Design Elective: (Variable)
Theatre Elective or Independent Study: 599, 599, 599
Graduate Seminar: 601, 602, 603
Production Practice II: 671, 672, 673

THIRD YEAR
Thesis Project: 741, 742, 743
Theatre Elective or Independent Study: 599, 599, 599
Production Practice III and/or Internship: 771, 772, 773

V. MFA IN LIGHTING DESIGN

FIRST YEAR
Lighting Design III: 447, 448, 449
Rendering I: 384, 385, 386
Survey: 381, 382, 383
Set Design course*
Production Practice: 571, 572, 573

SECOND YEAR
Visual Concepts: 641, 642, 643
Drawing II: 284, 285, 286
Graduate Seminar: 601, 602, 603
Design/Tech Elective
Production Practice: 671, 672, 673

THIRD YEAR
Independent Study (Lighting IV): 599
Rendering II: 484, 485, 486
Design/Tech Elective
Thesis Project: 741, 742, 743
Production Practice/Internship: 771, 772, 773

* level to be determined by the experience of the student

COURSES
With the exception of Stage Combat, Independent Study and Rehearsal and Performance, Theatre School courses are minimally a year in length. Course goals are realized annually rather than quarterly. The courses below are offered and registered for in an Autumn, Winter, Spring sequence.

284, 285, 286 Drawing II. Two quarter hours. Advanced drawing, including figure drawing, for design and technical students.

367, 368, 369 Stage Management. One quarter hour. This course develops the skills required of the working stage manager. Through discussion and application students work problems of stage management through to practical solutions.

381, 382, 383 Survey: Art, Architecture, Fashion and Furniture. Four quarter hours. The styles and aesthetics of Western European art, architecture, fashion and the decorative arts from ancient Egypt through the first half of the 20th century are examined. Emphasis is placed on periods and countries that are most important to the theatre.
384, 385, 386  Rendering I. The course consists of exercises, studies and renderings using values of gray to achieve the illusion of 3-dimensional form. With a variety of drawing and painting materials, students work from gradually more complex still life setups, under controlled lighting, and from a clipping file of research which they compile.

414, 415, 416  Audition. Two quarter hours. Students experience handling the range of possible audition situations. Topics include selecting and preparing materials, building a repertoire, and sight reading. Guest professionals lecture on practical survival techniques from job hunting to union membership. The work of the class culminates in Talent Linkage Chicago Day when students audition for an audience of invited agents, casting directors, and directors.

441, 442, 443  Scene Design III. Three quarter hours. Students complete assignments in the conceptual analysis and fulfillment of projects covering a wide variety of genres, including designs for the classical and modern drama, opera, and the ballet. As a corollary, portfolios of professional caliber are developed.

444, 445, 446  Costume Design III. Three quarter hours. Costume design for the diverse styles of the pre-modern drama evolving through lecture and project work. Projects will include script interpretation, advanced rendering techniques, developing a professional portfolio, and discussions on career planning.

447, 448, 449  Lighting Design III. Three quarter hours. Complete lighting design projects in a variety of styles and methods of presentation including unit set, multi-set, musicals, operas. Cuing, scenery and background design will also be covered.

484, 485, 486  Rendering II. Two quarter hours. A practical study class in the graphics of set and costume design. Theoretical problems as well as assignments growing out of design class and the production program will result in sketches, renderings, draftings and models produced according to their major interests and skills.

511, 512, 513  Graduate Acting I. Four quarter hours. Through scene study and improvisation, the actor develops working habits which will aid him/her in rehearsal as well as performance. Special attention is given to moment by moment study of beat intention, relationship, obstacle, conflict and theme. Emphasis is placed on developing a role throughout the play.

521, 522  Movement I. Two quarter hours. Introduction to physical and self-awareness via the technics of yoga. This class also meets two extra hours a week with a different instructor to work specifically on strengthening and flexibility.

523  Movement I. Two quarter hours. The building of kinesthetic awareness, with emphasis on developing a generally capable, articulate physical instrument, understanding the restrictions of habit, exploring dynamics, and increasing the ability to make dynamic choices.

531, 532, 533  Voice and Speech I. Two quarter hours. Fundamental work consists of alignment, relaxation and breathing, the development of free voice flow, resonance and focus.

541, 542, 543  Principles of Design. Four quarter hours. This course is structured to develop in the student director an understanding of the design process and to foster a visual sensitivity to the dramatic content. It explores the collaboration between the director and the designer.
561, 562, 563 **Rehearsal and Performance I.** Five quarter hours. Graduate acting and directing students are continually involved in rehearsal and performance of plays in the Showcase, the Playworks Series, and Workshop productions. Acting students constitute the casting pool for the school.

571, 572, 573 **Production Practice I.** Six quarter hours. To be taken by all design and technical students. Design-area duties include practical work on production planning, constructing, painting and running. Technical area duties include practical work on productions in construction, rigging and crewing sets; rigging and crewing lighting and sound tape design and stage management.

580 **Stage Combat.** One quarter hour. Students learn the fundamentals of hand-to-hand combat and weaponry with a focus on developing skills safely and effectively for the stage.

581, 582, 583 **Directing I.** Three quarter hours. The course covers the director's preproduction preparation, the theatre space, elements of composition and picturization, and the relationship between the director and the actor. Through lecture, discussion and performance projects, the goal is to develop a common vocabulary useful in the wide variety of theatrical situations the modern director is likely to encounter.

601, 602, 603 **Graduate Seminar.** Three quarter hours. The course familiarizes the student with the requisites of the thesis project and prepares the student to successfully complete this graduate requirement. Additionally, students review material in preparation for the comprehensive exam in the history of theatre and dramatic literature.

611, 612, 613 **Graduate Acting II.** Five quarter hours. This class in Period Acting provides the student with basic skills to perform Shakespeare, Restoration, 18th-century comedy, and Molière. Special focus is given to scansion and verse-speaking. This study is coordinated with both movement and voice and speech classes.

617, 618, 619 **Technique.** One quarter hour. An advanced-level acting course which concentrates the work on carefully selected exercises, monologues and scenes, in order to develop physical, sensorial and emotional skills in preparing a role.

621, 622 **Movement II.** Two quarter hours. The work is focused on the exploration of effort and how to function within the boundaries of form. Period techniques will be taught and the creation of specific worlds (styles) will be emphasized.

623 **Movement II.** Two quarter hours. Feldenkrais method. Work that was previously introduced in voice class, centered on the feldenkrais method of awareness through movement, will continue with an instructor from the movement program. The emphasis will be placed on deepening the actor's self-awareness and expanding her/his physical choices.

631, 632, 633 **Voice and Speech II.** Two quarter hours. Individual voice and speech skills are refined through monologues, scenes and further exploration of vocal and physical energies. Dialect study includes Standard British, Cockney, Irish and American Southern. All work emphasizes integration of skills and the development of self-sufficiency.
641, 642, 643 Visual Concepts. Three quarter hours. An investigation, through research and discussion, of the conceptual problems of physically mounting specific, assigned scripts from the classic and modern theatre, covering a broad stylistic range. Students will submit proposals for designs and justify their ideas through literary and pictorial research. The directorial and collaborative problems of arriving at a production concept, up to, but not including, fully-realized design documentation is emphasized through a series of projects.

661, 662, 663 Rehearsal and Performance II. Five quarter hours. See 561, 562, 563.

671, 672, 673 Production Practice II. Six quarter hours. See 571, 572, 573.

681, 682, 683 Directing II. Three quarter hours. A laboratory in which student-directed scenes are presented for discussion and criticism. Each directing student directs up to six scenes during the year.

711, 712, 713 Graduate Acting III. Three quarter hours. A master class in scene study taught by visiting professional actors who are also intended to act as liaison between the student and the professional world.

721, 722 Movement III. Two quarter hours. Movement with music. The work is focused on the use of music to create and/or support beat changes, tactics and spatial dynamics. It is designed for ensemble work.

722 Movement III. Two quarter hours. Students may elect to do an independent study in movement, either by repeating a class or introducing a project and working under faculty supervision.

723 Movement III. Two quarter hours. African Dance. Introduces the student to the movement of the West African culture. Combines the use of vocal, physical and choreographic skills.

731, 732, 733 Voice and Speech III. Two quarter hours. Students focus on applying the principles of release and relaxation to more complex skill development. Topics include singing, voice-over and continued work on specific speech skills.

741, 742, 743 Thesis Project in Design. Nine quarter hours. The production of the MFA thesis, consisting of portfolio and manuscript, under the supervision of the advisor and the head of graduate studies.

761, 762, 763 Rehearsal and Performance III. Five quarter hours. See 561, 562, 563.

771, 772, 773 Production Practice III. Six quarter hours. See 571, 572, 573.

781, 782, 783 Thesis Project in Directing. Nine quarter hours. Produced on The Theatre School’s Blackstone stage, the student-directed thesis production will receive as complete a physical mounting as possible given the demands of any specific season. Performances are seen by the general public.
ADMINISTRATION
David O. Justice, M.A.
Dean
Miriam Ben-Yoseph, Ph.D.
Associate Dean
Russell R. Rogers, Ph.D.
Director, Graduate Program
Donna Younger, Ph.D.
Director, Undergraduate Program
Mary Jane Dix, M.P.S.
Assistant Dean, Administration
Antoinette Gaines, M.M.
Director, Suburban Campuses
Douglas Murphy, M.A.
Assistant Dean, Admission and Publications
Tony Cadena
Assistant to the Dean for Budget and Planning
Martha Ryan
Coordinator for Systems and Special Projects
Kenn Skorupa, M.A.
Senior Academic Advisor
Rita A. Stern
Coordinator, Graduate Program

PURPOSES
PROGRAM
CURRICULUM PLAN
LEARNING TEAM
INVESTMENT AND RETURN
ADMISSION
PURPOSES
The School for New Learning (SNL), established in 1972 as one of the 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 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:

<table>
<thead>
<tr>
<th>QUARTER 1</th>
<th>QUARTER 2</th>
<th>QUARTER 3</th>
<th>QUARTER 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Assessment and Learning Plan Colloquium</td>
<td>• Applying Research Methods</td>
<td>• Understanding Personal and Organizational Change</td>
<td>• Improving Communication and Group Processes</td>
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<tr>
<td></td>
<td>• Assessment Session I</td>
<td>• Focus Area Mastery Statements</td>
<td>• Assessment Session II</td>
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<tr>
<th>QUARTER 5</th>
<th>QUARTER 6</th>
<th>QUARTER 7</th>
<th>QUARTER 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Valuing Human Differences</td>
<td>• Engaging Ethical Reasoning</td>
<td>• Exercising Effective Leadership</td>
<td>• Master Work*</td>
</tr>
<tr>
<td>• Assessment Session III</td>
<td>• Focus Area Mastery Statements*</td>
<td>• Assessment Session IV</td>
<td>• Graduation Review*</td>
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<tr>
<td>• Focus Area Mastery Statements*</td>
<td>• Master Work Proposal*</td>
<td>• Focus Area Mastery Statements*</td>
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</tbody>
</table>

I. ASSESSMENT AND PLANNING (6 credit hours)

The first component of the program is the Assessment and Learning Plan Colloquium (59%). This colloquium explores the aims of graduate education with a particular focus on the program of study leading to a Master of Arts in Integrated Professional Studies — its purpose, scope, philosophy, key roles and processes. Special emphasis is placed on developing a working draft of the Learning Plan for the individualized portion of the program (i.e., the Focus Area), attaining a fuller understanding of individual fields of professional study, and applying Liberal Learning Skills in professional practice. The process is initiated for establishing an academic committee consisting of the student, the faculty mentor, and a professional advisor (an established practitioner in the student’s professional Focus Area).

II. THE FOCUS AREA (16 credit hours)

This portion of the graduate program is individualized, career-related, and designed by each student in consultation with his/her professional advisor and faculty mentor. The title of the Focus Area is chosen by the student to reflect the core activity to be studied and its primary context for application. Study in the Focus Area includes the development of a personalized learning plan (See Assessment and Planning above) incorporating at least sixteen learning activities which address the following seven aspects of professional competence:

THE PROFESSIONAL MASTERY CRITERIA

• Knowledge of the main theories appropriate to the Focus Area (610-622).
• Ability to engage in modes of research appropriate to the Focus Area (620-622).
• Ability to demonstrate expertise in the specialized skills of the Focus Area (630-632).
• Facility with the communication modes that practitioners use within the Focus Area (640-642).
• Knowledge of organizational and interpersonal dynamics within which professionals in the Focus Area define their roles and fulfill their responsibilities (650-652).
• Ability to interpret issues and problems of the Focus Area within larger temporal, social or international contexts (660-662).
• Ability to analyze issues of ethics appropriate to the Focus Area (670-672).

After developing a Learning Plan, students complete the identified learning activities through on-the-job projects, documented prior learning, coursework, professional certification programs and independent research.

III. THE LIBERAL LEARNING CURRICULUM (14 credit hours)

The Liberal Learning Curriculum is designed to develop and refine facility in the following essential skills rooted in the timeless tradition of the liberal arts:

THE LIBERAL LEARNING CRITERIA

• Facility in self-assessment and self-managed learning.
• Facility in critical, synthetic and creative thinking.
• Facility in applying moral reasoning to issues of values and ethics.
• Facility in various modes of communication.
• Facility in interpersonal relations.

These five liberal learning skills are addressed through a series of six classes, known as colloquia, each of which meets once a week for six to nine weeks, one colloquium per quarter. In addition to focusing on the development of liberal learning skills, each colloquium emphasizes a specific topic area deemed critical for all professionals. The colloquia provide opportunities for students to interact with one another as professionals from diverse fields, to experience a variety of perspectives regarding major professional issues, and to develop and refine their liberal learning skills in relation both to their Focus Areas and personal experiences. A brief description of each of the six colloquia follows:

601 Applying Research Methods (second quarter; six weeks; two quarter hours). This colloquium provides students with an opportunity to develop the Liberal Learning Skills through applying research methods. Basic concepts, principles and methods of research, analysis of relevant literature in students’ individualized Focus Areas, and the adaptation of traditional models of academic research to the workplace are discussed. Students are provided with opportunities both to further their skills in critical thinking, conceptualization and problem-solving and to develop strategies for the successful management of independent research and self-managed learning.

602 Understanding Personal and Organizational Change (third quarter; six weeks; two quarter hours). This colloquium provides students with an opportunity to develop the Liberal Learning Skills through understanding personal and organizational change. Multiple dimensions and dynamics of change and the roles and responsibilities of professionals as change agents are explored. Special emphasis is placed on analyzing change processes using both linear and systems models and formulating interventions to facilitate productive change in the workplace (profit and nonprofit).
Improving Communication and Group Processes (fourth quarter; nine weeks; four quarter hours). This colloquium provides students with an opportunity to develop the Liberal Learning Skills through communication and group processes. Techniques for enhancing communication and group functioning (e.g., listening actively, giving and receiving feedback, conceptualizing communication objectives, delivering both formal and informal presentations, resolving conflict, forming coalitions and consensus) are discussed and practiced. Students are provided with opportunities to assess their personal communication styles and to develop strategies for improving both their interpersonal effectiveness and the effectiveness of work groups and/or teams.

Valuing Human Differences (fifth quarter; six weeks; two quarter hours). This colloquium provides students with an opportunity to develop the Liberal Learning Skills through valuing human differences. The origins, nature and costs of prejudice and other barriers that interfere with the valuing of human differences are explored in and of themselves and in relation to the increasingly diverse workforce in today's organizations. In addition, through group discussions and interviews, students are provided with opportunities to gain a deeper understanding of their own prejudices and to develop a rationale for revaluing human differences in their own lives.

Engaging Ethical Reasoning (sixth quarter; six weeks; two quarter hours). This colloquium provides students with an opportunity to develop the Liberal Learning Skills through engaging ethical reasoning. A variety of ethical decision-making frameworks are explored as well as the nature and impact of ethical issues and questions pertinent to organizational contexts. Case studies are used to stimulate reflection on individual and societal moral values. In addition, particular attention is given to designing a personal model of ethical decision-making for application within various contexts.

Exercising Effective Leadership (seventh quarter; six weeks; two quarter hours). This colloquium provides students with an opportunity to develop the Liberal Learning Skills through exercising effective leadership. Major themes of each of the previous colloquia are integrated within the concept of effective leadership in a changing world. Key theories and principles relative to the management/leadership continuum are examined as well as the implications of current trends for the future of leadership both in general and within students' personal/professional contexts.

IV. ASSESSMENT SESSIONS

At various intervals throughout the Liberal Learning Curriculum, students and their faculty mentors meet to ascertain progress-to-date and further the process of integration between colloquia topics, Liberal Learning Skills, and students' Focus Areas.
V. THE MASTER WORK (8 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 (680; two quarter hours) and final product (681; six quarter hours).

VI. THE GRADUATION REVIEW (2 credit hours)

The Graduation Review (690) serves as the final culmination of the graduate program in terms of review, reflection, summative integration and completed documentation. Emphasis in the Graduation Review is placed on demonstrating competency relative to integrating the Liberal Learning Criteria, the Professional Mastery Criteria (in relation to the Focus Area), and one's professional plans for the future. Perspectives regarding the program's overall effectiveness also are solicited.

THE LEARNING TEAM

The teaching/learning transaction, which is central to the Master of Arts Program in Integrated Professional Studies, involves several constituent groups: students, professional advisors and faculty.

Students: The graduate students in the M.A. program are all working adults with at least three years of experience related to their fields of study who want to tailor their degree programs to address their personal and professional goals. Thus, the program serves a variety of students studying in diverse fields and ranging in age from their mid-twenties to their mid-sixties. In general, students come from fields which are not readily served by existing graduate programs, either because these fields are new or rapidly changing or because students wish to take existing fields in new directions. In addition, some students, having previously completed graduate study in other programs, utilize this program as a systematic means to update and expand their knowledge and skills as well as gain an additional graduate degree. To encourage collaboration among the rich diversity and resourcefulness of learners in the graduate program, students engage in the Liberal Learning Curriculum in learning clusters of approximately 15 other graduate students. The cluster provides a supportive learning environment as well as a network for professionals.

Professional Advisors: Within the individualized Focus Area portion of the program, each student is matched with a professional advisor (a recognized practitioner/expert in that field. Along with the student and the faculty mentor, the professional advisor serves as a member of the student's Academic Committee and acts as a crucial source of both challenge and support to the student. Further, the professional advisor plays a key role in directing and facilitating the individualized portion of the M.A. curriculum and, in conjunction with the faculty mentor, helps the student identify long-range professional goals and design a program of study appropriate to meet these goals. Drawing upon the rich resources of DePaul and the Chicago metropolitan area, professional advisors are chosen based on their qualifications and the nature and scope of the student's identified Focus Area.

Faculty: Selected from both professional and academic ranks, SNL faculty possess both content specialization and expertise in the processes of teaching adults in the student-centered, interdisciplinary manner. As each cluster of graduate students is admitted, a faculty mentor is assigned as their primary liaison and facilitator for instruction, cluster administration, advising, and assessment. Faculty mentors also maintain responsibility for the program's overall governance. Additional visiting faculty are identified to provide instruction for the Liberal Learning Curriculum.
DEPAUL FACULTY

MARISA ALICEA, PH.D.
Assistant Professor
Northwestern University

MIRIAM BEN-YOSEPH, PH.D.
Assistant Professor, Associate Dean
Northwestern University

MORRIS FIDDLER, PH.D.
Senior Fellow
University of Minnesota

BEVERLY FIRESTONE, M.A.
Assistant Professor
University of Michigan

RENEE GILBERT-LEVIN, M.A.
Assistant Professor
Cornell University

EDWARD HARRIS, ED.D.
Associate Professor
University of Massachusetts, Amherst

MECHTHILD HART, PH.D.
Associate Professor
Indiana University

DAVID JUSTICE, M.A.
Associate Professor, Dean
Indiana University

JEAN KNOLL, PH.D.
Senior Fellow
University of Chicago

CATHERINE MARIENAU, PH.D.
Associate Professor
University of Minnesota

RUSSELL R. ROGERS, PH.D.
Associate Professor, Program Director
Michigan State University

JOHN RURY, PH.D.
Associate Professor
University of Wisconsin

WARREN SCHEIDEMAN, M.A.
Senior Academic Advisor
DePaul University

DAVID SHALLENNBERGER, PH.D.
Assistant Professor
The Fielding Institute
THE INVESTMENT AND ITS RETURN

The graduate program involves an investment of both time and funds. Insofar as the program is completed individually, the time needed to fulfill the requirements for the degree varies; however, degree completion typically involves two years of study and includes 46 credit hours. Upon completion of the program's requirements and the recommendation of its faculty, a Master of Arts degree in Integrated Professional Studies from DePaul University is conferred upon the program's graduate students.

Insofar as tuition changes periodically, a list of current fees is maintained under separate cover and is available through the SNL office. To assist students in financing the cost of their education, the University provides a number of options for financial aid. Two of these are of particular interest to graduate students. The DePEPER plan is available for students who participate in employer-paid tuition reimbursement programs. Under the DePEPER plan, students are able to receive an extension on the payment of their tuition until final grade reports are mailed at the end of each quarter. This minimizes the length of time between the student's payment of tuition and the reimbursement of that cost by the student's employer. The DePUP plan is aimed at students who do not have the option of employer-paid tuition reimbursement. This plan provides the option for students to distribute the cost of their tuition over multiple payments rather than remitting it in one lump sum.

For more specific information regarding the DePEPER and DePUP plans, as well as other financial aid options, students are encouraged to contact the DePaul Office of Student Financial Services at (312) 362-8480.

ADMISSION

Individuals interested in the graduate program are encouraged to attend an SNL Graduate Program Orientation Session or schedule an individual appointment with an SNL advisor to discuss the program. Orientation sessions are conducted throughout the year, free of charge at the Loop Campus. The orientation session offers a brief overview of the program, along with an opportunity to ask questions and receive an application packet. Individual advising appointments are available at the O'Hare, Oak Brook and South Campuses. Reservations are required for orientation sessions and individual advising appointments and may be made by calling the appropriate campus.

Upon receipt and review of completed admission materials, applicants participate in a personal interview with a member of the Graduate Admission Committee. This session provides an opportunity for the applicant to receive a more detailed explanation of the program and for both the applicant and the admissions committee to ascertain the program's match with the applicant's goals, motivations and abilities. Applicants are informed by letter of their admission status as soon after the interview as possible.

Criteria for admission include the following:

• Appropriate academic background and ability (undergraduate degree from an accredited institution and skills in writing, collaboration, critical thinking, reflection, self-discipline, self-assessment and self-management adequate for graduate-level learning),

• Education and career goals congruent with the philosophy and scope of the M.A. Program;

• Understanding of the purpose(s) and processes of the M.A. Program; and,

• Individualized, career-related Focus Area proposed for study.
Approved Focus Areas are to meet the following criteria: (1) be supported by at least three years of related experience or its equivalent; (2) be supported by an ongoing professional setting in which the applicant is able to practice and apply learning throughout the program; (3) be responsive to inquiry and development regarding the Professional Mastery Criteria (see above); (4) be unaddressed by existing DePaul graduate programs or by nationally recognized curricula for certification or licensure; and, (5) be ultimately subject to presentation as a descriptive phrase specifying both the core activity of study and its primary context for application.

Applications for admission are reviewed throughout the year for entry during various quarters and on various campuses. For specific application deadline dates per quarter, contact the Admission Coordinator of the School for New Learning (312-362-8001).
THE UNIVERSITY

CAMPUSES

DePaul University has five locations. The Lincoln Park Campus is situated about three miles north of the Chicago Loop in the vicinity of Webster (2200 N), Halsted (800 W) and Racine (1200 W). The College of Liberal Arts and Sciences, The School of Music, The School of Education and The Theatre School are located on the 30-acre campus.

The Loop Campus, between State Street and Wabash Avenue at Jackson Boulevard, houses the general administration of the University, the College of Law, the College of Commerce and the School for New Learning.

The O'Hare Campus is located near O'Hare Airport at 3166 River Road, DesPlaines—just north of the intersection of River Road and Devon. The Oak Brook Campus is located at Two Westbrook Corporate Center, Suite 200, in Westchester—on 22nd Street, just east of the I-294 Tollway. The South Campus is located at South Suburban Community College’s University and College Center, 16333 South Kilbourn Avenue, Oak Forest—at I-57 and 167th Street. The College of Commerce, the College of Liberal Arts and Sciences and the School for New Learning offer courses at a number of these sites.

UNIVERSITY LIBRARIES

The DePaul Libraries provide resources and services to students, faculty and staff through six different units: The Lincoln Park Library, the Loop Campus Library, the Law Library, the Oak Brook Library, O'Hare Campus Library and the South Campus Library. The delivery of information and materials is increasingly linked to computer technologies. Access to materials in all the DePaul Libraries is provided through ILLINET Online, the Libraries' online catalog and circulation system. From the same terminal, students and faculty can identify and check out books from 41 other colleges and universities in Illinois, including the University of Illinois. A second component of ILLINET Online allows users to search the catalogs of over 800 libraries around the state. Furthermore, materials from libraries across the United States can be located and obtained through other computer networks. Electronic networked access to periodical articles and other information resources in the social sciences, business, humanities and sciences is readily available through online and compact disc (CD-ROM) data bases at all campuses.

The combined collection of the DePaul University Libraries includes over 659,000 volumes, 298,000 microform volumes, over 8,800 current serial subscriptions, and a varied microcomputer software and audiovisual collection. Information, brochures and bibliographies are available in all six locations. The Library Research Workbook which freshmen complete in English 104 provides an introduction to library services and resources.

The Lincoln Park Campus Library supports programs in the College of Liberal Arts and Sciences, the School of Education, the School of Music and The Theatre School. Areas of particular strength are religion, philosophy and Irish studies. Facilities include a media area for using audiovisual materials and the Education Resource Center with curriculum materials for elementary and secondary school teaching, a slide library, a Career Information Center and a collection of music recordings and scores. Rare book collections include the Napoleon Collection, the Dickens Collection and the Sporting Collection, as well as numerous titles dealing with 19th-century literature and book illustration. The University Archives focuses on various materials documenting the growth and development of DePaul.

The Loop Campus Library primarily focuses on business materials to support the programs of the College of Commerce but also has core collections of materials in other subjects. A Career Information Center provides resources on career choice, job search techniques and company information. Other useful collections include the industry file and the corporate annual report file.
The library of the College of Law has an extensive collection of Anglo-American legal materials, and provides both basic and advanced resources needed for study and research in the law school curriculum. The collection includes reports of American federal and state courts; court reports of Great Britain; the codes, constitutions and statutes of all fifty states and American territories; materials on tax law; and legal periodicals. Designated an official depository for government publications, the Law Library provides a selective collection of federal documents.

The Oak Brook, O’Hare, and South Campus Libraries offer an innovative approach to library service by providing access to information using computers and telecommunications. There is no permanent book collection; electronic access to DePaul and other libraries’ holdings is provided through complete access to all the library’s networked information resources, including ILLINET Online and CD-ROM databases. Books and other journal articles needed by students and faculty are delivered by a daily intra-university shuttle service.

ACADEMIC COMPUTING FACILITIES

University Planning and Information Technology (UPIT) provides facilities and resources to support instruction and research at DePaul University. DePaul’s campus-wide network connects the various Microcenters. Computer-based Classrooms and faculty offices on its five campuses to the research computing facilities. These facilities consist of a set of 3 Sun SparcCenter 1000 Unix minicomputers and an IBM 9221 mainframe. The Microcenters offer Window and Macintosh workstations, and are connected to the DePaul Network. They also offer access to the Internet through a variety of client applications. The Computer-based Classrooms have a computer for each student, and accommodate classes of 22 to 40 students. There are approximately 600 workstations in the Microcenters and Computer-based Classrooms throughout DePaul. Starting in fall, 1995, dial-in access will be available through all five campuses. These facilities will be v.34, SLIP-based modem pools offering full Internet access to students.

<table>
<thead>
<tr>
<th>ACADEMIC COMPUTING FACILITIES AVAILABLE AT DEPAUL</th>
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<tbody>
<tr>
<td><strong>LOOP CAMPUS</strong></td>
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<tr>
<td><strong>Microcenter:</strong> Administration Center 400</td>
</tr>
<tr>
<td>243 South Wabash</td>
</tr>
<tr>
<td>(312) 362-8336</td>
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<tr>
<td>40 Windows Workstations</td>
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<td><strong>Microcenter:</strong> Lewis Center 14th Floor</td>
</tr>
<tr>
<td>25 East Jackson Street</td>
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<tr>
<td>(312) 362-8342</td>
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<td>14 Macintosh Workstations</td>
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<td>Lewis Center 13th Floor</td>
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<td>25 East Jackson Street</td>
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<tr>
<td>(312) 362-8177</td>
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<tr>
<td>3 Classrooms</td>
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<td>100 Windows Workstations</td>
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<td><strong>LINCOLN PARK CAMPUS</strong></td>
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<td><strong>Microcenter and Classroom:</strong></td>
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<tr>
<td>Schmitt Academic Center</td>
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<tr>
<td>2320 North Kenmore</td>
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<td>(312) 325-1097</td>
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<td>160 Windows Workstations</td>
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<tr>
<td>Bryne Hall 398</td>
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<td>2219 North Kenmore</td>
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<td>(312) 325-1088</td>
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<tr>
<td>22 Windows Workstations</td>
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<td><strong>Microcenter and Classroom:</strong></td>
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<tr>
<td>McGaw Hall 145</td>
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<tr>
<td>802 West Belden</td>
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<td>(312) 325-1096</td>
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<td>25 Windows Workstations</td>
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<td><strong>OAK BROOK CAMPUS</strong></td>
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<tr>
<td><strong>Microcenter and Classroom:</strong></td>
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<tr>
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<td>(708) 362-2020</td>
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<td><strong>OH’HARE CAMPUS</strong></td>
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<td><strong>Microcenter and Classroom:</strong></td>
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<tr>
<td>3166 River Road</td>
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<td>(312) 362-7608</td>
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<td>38 Windows Workstations</td>
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<tr>
<td><strong>SOUTH SUBURBAN CAMPUS</strong></td>
</tr>
<tr>
<td><strong>Microcenter and Classroom:</strong></td>
</tr>
<tr>
<td>16333 South Kilbourn Road</td>
</tr>
<tr>
<td>(708) 633-9093</td>
</tr>
<tr>
<td>20 Windows Workstations</td>
</tr>
<tr>
<td><strong>ACADEMIC TECHNOLOGY DEVELOPMENT</strong></td>
</tr>
<tr>
<td>Main Offices</td>
</tr>
<tr>
<td>Lewis Center 1300</td>
</tr>
<tr>
<td>25 East Jackson Street</td>
</tr>
<tr>
<td>(312) 362-8177</td>
</tr>
</tbody>
</table>
Students, faculty and staff have access to a variety of application, services and peripherals in the Microcenters, and these services are used extensively throughout the DePaul curriculum. UPTI also offers seminars and workshops on various topics. Brochures listing the workshops and hours of operation are available at all of the above sites.

**CAREER DEVELOPMENT CENTER**

The University has two offices offering career planning and placement services to graduate students and alumni, providing resources for those exploring career options as well as for those actively involved in a targeted job search. Appointments are available at either the Loop Campus, 9th floor, DePaul Center, or at the Lincoln Park Campus, first floor of the Schmitt Academic Center.

DePaul’s Career Development Center professionals are committed to helping the student develop skills in identifying career opportunities, and seeking out and securing satisfying employment. The tools utilized by the staff include career and job search seminars, mock interviews, career libraries on both campuses, vocational interest inventories, and individual counseling.

Both full-and part-time job leads are available through the Center. Leads for immediate openings are continually listed and updated, and an active on-campus interview program gives students and alumni access to career opportunities.

The Center has recently developed an innovative program for the registration of full-time job seekers. A computerized database allows candidate information to be matched to an employer's job specifications. Rapid turnaround time has dramatically improved the consideration given candidates referred from DePaul. A job fair is offered once a year to assist graduate students who have work experience in securing employment.

**RESIDENCE LIFE**

The University does not currently have housing for graduate students. The Residence Life Office, however, provides an off-campus housing listing service for DePaul faculty, staff and students. This service lists available apartments in the Lincoln Park area. The Residence Life Office is located on the third floor of Stuart Center, 2311 N. Clifton Ave. (312/362-8020). Office hours are Monday through Friday, 9:00 a.m. to 5:00 p.m.

**ACCRREDITATION**

*DEPAUL UNIVERSITY IS ACCREDITED BY*

**The American Assembly of Collegiate Schools of Business**

**The American Chemical Society**

**The American Psychological Association**

**The Association of American Law Schools**

**The National Association of Schools of Music**

**The National Council for Accreditation of Teacher Education**

**The National League of Nursing**

**The North Central Association of Colleges and Schools**
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 Catholic Colleges and Universities
The Association of Governing Boards of Universities and Colleges
The Chicagoland Advocates for Signed Theatre
The Consortium of Conservatory Programs
The Council for Adult and Experiential Learning
The Council of Graduate Schools
The Federation of Independent Illinois Colleges and Universities
The Illinois Arts Alliance
The Illinois League for Nursing
The International Association of Theatre for Children and Young People
The League of Chicago Theatres
The Midwest Alliance in Nursing
The National Association of Independent Colleges and Universities
The National Catholic Education Association
The National Council on Rehabilitation Education

HONOR SOCIETIES
Alpha Lambda Delta
Beta Alpha Psi
Beta Gamma Sigma
Delta Mu Delta
Delta Sigma Pi
Golden Key National Honor Society
Omicron Delta Epsilon
Order of the Coif
Phi Alpha Delta
Phi Alpha Theta
Phi Delta Kappa

PHI KAPPA DELTA
PHI KAPPA PHI
Pi Kappa Lambda
Pi Sigma Alpha
Psi Chi
Sigma Delta Pi
Sigma Pi Sigma
Sigma Theta Tau
Sigma Xi
Theta Alpha Kappa
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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.
GRADE REQUIREMENTS

You must earn a grade of B− or higher to receive graduate credit for any upper-level undergraduate course (300 level) that has been accepted for graduate credit.

You must achieve a minimal grade point average of 2.500 to graduate. A grade of D+ or D is unacceptable for graduate credit, and if earned in a required course, the course must be repeated or substituted as directed by the chair of the area of concentration. D+ or D grades remain on the academic record and are calculated into the cumulative grade point average.

PROBATION AND DISMISSAL

A student is subject to Probation as soon as his/her graduate GPA falls below 2.500. The student remains on Probation until four more courses are taken, at which time another evaluation is made. If, at that time, the student has failed to raise his/her GPA to the required level of 2.500 the student may be dismissed for poor scholarship, and prohibited from registering for additional course work.

A student who has been dismissed may, after a period of time, petition for reinstatement. The petition, addressed to dean of the respective graduate division, would provide information that would demonstrate a change in the student's circumstances to an extent that would support successful completion of the student's degree program. The dean's decision, based upon the merits of the petition and the recommendation of the faculty of the student's department, may, if favorable, stipulate conditions of reinstatement.

PLAGIARISM

Plagiarism is a major form of academic dishonesty involving the presentation of the work of another as one's own. Plagiarism includes but is not limited to the following:

- The direct copying of any source such as written and verbal material, computer files, audio disks, video programs or musical scores, whether published or unpublished, in whole or in part, without proper acknowledgement that it is someone else's.
- Copying of any source in whole or in part with only minor changes in wording or syntax even with acknowledgement.

Submitting as one's own work a report, examination paper, computer file, lab report or other assignment which has been prepared by someone else. This includes research papers purchased from any other person or agency.

The paraphrasing of another's work or ideas without proper acknowledgement.
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. This registration requires the written permission of both their advisor and the college in which the course(s) will be taken.

**RESIDENCE REGISTRATION**

Whether in residence or not, all admitted graduate students, master's and doctoral levels who will use the facilities of the University (library, laboratory, etc.) or who will consult with faculty members regarding theses, dissertations or examinations, must be registered in each quarter.

**GRADUATION PROCEDURES**

**DEGREE REQUIREMENTS**

You must have successfully completed all of the general and specific degree requirements as listed in departmental or program sections of the bulletin under which you were admitted. Completed degree requirements can include the submitting of the dissertation or thesis or the research paper, examination scores, and, if necessary, grade changes. Students need to achieve a minimum grade point average of 2.500 to graduate.

**GRADUATION WITH DISTINCTION**

Conferred upon a student who has maintained a 3.75 grade point average in the degree program, and passes with distinction the final oral, written examination or master's papers where applicable.

**COMMENCEMENT**

Graduation ceremonies are held in June of each year. If you wish to graduate "in absentia," you must request permission in writing from your dean. If you cancel or are ineligible to graduate, you must 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.

<table>
<thead>
<tr>
<th>Application for Graduation</th>
<th>Deadline</th>
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<tbody>
<tr>
<td>October Degree Conferral</td>
<td>June 23</td>
</tr>
<tr>
<td>February Degree Conferral</td>
<td>October 6</td>
</tr>
<tr>
<td>June Commencement</td>
<td>January 26</td>
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</table>

<table>
<thead>
<tr>
<th>Completed Thesis or Dissertation</th>
<th>Deadline</th>
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<tbody>
<tr>
<td>October Degree Conferral</td>
<td>August 25</td>
</tr>
<tr>
<td>February Degree Conferral</td>
<td>January 5</td>
</tr>
<tr>
<td>June Commencement</td>
<td>May 17</td>
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</table>
TUITION AND FEES

DePaul University is a not-for-profit corporation. No student pays the actual cost of his or her education. Tuition and fees are held at their present level through gifts of alumni, foundations, corporations, the Vincentian priests and brothers and friends of the University. All policies are under continual review. Therefore, the Board of Trustees reserves the right to change its charges as conditions require.

Tuition and fees for services and materials are for the academic year 1995-96 are applicable only to graduate students.

GRADUATE STUDENT TUITION, PER QUARTER HOUR

Liberal Arts and Sciences, Education
100-200 series, per hour .............................................. $247.00
300-700 series, per hour ............................................. 272.00

Computer Science, Telecommunications and Information Systems
100-200 series, per hour .............................................. $247.00
300-600 series, per hour ............................................. 307.00

Music
100-200 series, per hour .............................................. $268.00
300-700 series, per hour ............................................. 323.00

School for New Learning
All courses, per hour .................................................. $272.00

Theatre
Graduate 1-11 credit hours, per hour ................................ $350.00
Graduate 12+ credit hour package, per term ...................... 4,823.00

GENERAL FEES

Fees are not refundable
Graduate Application Fee ............................................. $25.00
Readmission Fee ......................................................... 5.00
Registration Fee ........................................................ 10.00
Delinquency Fee .......................................................... 100.00
Deferred Examination Fee
On Designated Dates ..................................................... 10.00
At Times Not Designated .............................................. 20.00
Doctoral Dissertation Fee .............................................. 75.00
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 95-96 academic year are:

- **Friday, September 1, 1995—Fall Quarter**
- **Friday, December 15, 1995—Winter Quarter**
- **Friday, March 22, 1996—Spring Quarter**

Tuition charges for any course registrations after the payment date must be paid in-full at the time of registration.

Tuition is due by the payment date whether or not a bill has been received. If you have not received a bill, you may contact the Student Financial Services Office at (312) 362-8379 or (312) 362-6628 any time during business hours to determine the amount you are required to pay.

Payment must be received in the Cashier’s Office or one of its depositories by the payment dates as indicated. Students may pay by check, money order or credit card (Visa, Master Card or Discover). Payments may be made to the Cashier’s Office by mail or in person, or if paying by credit card, by phone (312) 362-6744. (Please note: If paying by mail, the University does not accept responsibility for delays in the U.S. Postal Service.)

Students whose accounts show a balance due after the date payment is required will be assessed a $100 delinquency fee and prohibited from future registration and receiving transcripts. Any requests appealing assessment of delinquency fees must be submitted in writing to the Student Accounts department.

**BILLING**

Bills will be printed and mailed when a registration is recorded. Payment must be made by the published payment date to avoid delinquency-fee assessment regardless of whether or not a bill is received. If a bill is not received, students may contact the Accounts Receivable Office at (312) 362-8379 for information relative to charges due. Revised bills will be issued for enrollment changes made after the initial registration.

For registrations and enrollment changes made after the payment date for a term, payment is due immediately. Although bills will be issued, to make timely payment students should contact Accounts Receivable for information regarding tuition charges.

If a student loses or misplaces his or her bill and needs a copy of the tuition account for records or for employer reimbursement, a printed copy of the account may be obtained from the Student Accounts department.
WITHDRAWAL

Students who must withdraw either from a course or from the University may do so in person at their home college, by letter addressed to the college, or by using the University's telephone registration system when appropriate. Withdrawals processed via NROL or in person are effective the day on which they are made. Withdrawals processed as a result of a letter are effective at the discretion of the college office. Simply ceasing to attend, or notifying the faculty, or nonpayment of tuition does not constitute a withdrawal of record and will result in academic as well as financial penalty.

Upon processing of the withdrawal request, the tuition charge for courses during the regular academic year will be reduced according to the following schedule; where the effective date is:

Prior to or at the end of the second full week of classes ........................................100%
After the second week .................................................................................................0%

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

For the Summer sessions, consult the schedule of tuition, fees and refunds listed in the Summer classes booklet.

Fees are not refundable.

NOTE: Students receiving financial aid are advised to contact a Financial Counselor to discuss the consequences of a withdrawal effecting academic progress and eligibility at DePaul University or any other school to which they may transfer.

REFUNDS

Should an account result in a credit balance which is refundable to the student, the student has the option of leaving the credit on the account to be applied toward future term expenses, or may apply for a refund through the Cashier’s Office.

Application for a refund may be made to the Cashier’s Office by a telephone request or in person. Refund checks will be made payable to the student and mailed to the address the student has on file with the University.

Loan checks, such as the Perkins and FFELP loans, must first be applied to the balance due on the student’s account. If a credit balance is created after application of the loan check, the student may apply for a refund of the credit balance.

Please note: Financial aid awards (grants and scholarships) cannot be considered for refunds until the course add/refundable drop period is closed, that is, after the second full week of the term.

GENERAL NOTES

1. Registration cannot be accepted from a student with an unpaid balance from a prior term. Registration attempted under these circumstances is subject to cancellation.

2. Tuition and fees for courses audited are charged at the regular tuition rates. These must be paid at the time of registration and are not refundable.

3. The Guaranteed Loan Program is administered by the Loan Commission and the student's bank. DePaul University assists the student in applying for these funds and does not delay the application process. The process may take as long as twelve weeks. Because the loan is a personal matter between the student and bank, the University does not recognize payment until the loan check is endorsed by the student and applied to his or her account. DELINQUENCY FEES APPLY.
4. If a student gives the University a check that is returned by the bank upon which it was
drawn, marked "Not Sufficient Funds," "Payment Stopped," "Refer to Maker," or "Account
Closed," a $25.00 charge will be assessed for each such occurrence. The University reserves
the right to refuse acceptance of a personal check without prior notice.

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

6. A student adding a class will receive a revised confirmation.

FINANCIAL ASSISTANCE

Several types of financial aid are available to graduate students through programs admin-
istered by the University graduate school departments. These include DePaul University grad-
uate assistantships as well as special awards funded by foundations and corporations.

In addition, the DePaul Office of Student Financial Services administers a variety of loan
programs for which graduate students are eligible to apply.

LOANS

DIRECT LOAN PROGRAM. Federal Direct Stafford Loans (Direct Loans) are a new way for stu-
dents 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 sub-
dized Direct Loans is based on federal methodology. 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 gov-
ernment 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 prin-
cipal 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 7.43 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.

Direct Loan maximums vary according to academic level and dependency status.

GRADUATE STUDENTS

Subsidized Direct Loan Maximum

$8,500

Graduate students may borrow the subsidized Direct Loan up to the maximum indicated
above, and may supplement this amount with the unsubsidized Direct Loan. The total com-
bined subsidized and unsubsidized Direct Loan may not exceed $18,500.

ALTERNATIVE FINANCING

DEPAUL UNIVERSITY

The DePaul University Payment Plan (DePUPP) is a budget payment option which allows
students to pay their tuition, fees, and room and board in monthly installments over a nine
month period. This service is available to all DePaul University students. It is not a loan pro-
gram, there are no interest or finance charges, or credit or financial-needs requirements.
The student determines the budget amount for the plan. DePUPP requires a minimum budget amount of $750.00. The budgeted amount is the student’s total estimated annual charges (tuition, fees, room and board) less the total estimated financial aid awards (annual scholarships, grants, loans). Books and personal expenses are not covered by this budget. The total amount budgeted under the plan will be divided equally over the number of months in the plan at the time you apply.

The plan period is from July to March with payments due the 15th of each month. The student may pay by check, money order, credit card (VISA, Master Card or Discover) or Electronic Funds Transfer.

Monthly billing statements will be sent to the student in advance of each payment due date. The statement will reflect changes and any payments or credits received since the last bill, the payment plan amount due by the 15th, and the current outstanding balance.

Students are urged to apply early. To participate in the nine month program, applications must be received by the Accounts Receivable Office no later than June 1. Applications made after this date must be accompanied by any past due payments to catch up to the regular schedule.

Applications received after September 1st but prior to October 1st will be processed for Winter/Spring term registrations only. Payments for the budgeted amount will be over a six-month period with the first payment due October 15th, and the last payment due March 15th.

Students who wish to participate in DePUPP should complete and submit a plan application to the Accounts Receivable Office with the application fee by the appropriate due date. An annual non-refundable fee of $30.00 is required for each application.

The application is valid for one academic year only. For each year a student wishes to participate in this program a new application must be submitted.

More detailed information regarding this program and plan applications are available from the 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 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.

**Term** | **Application Deadline Date** | **Extended Payment Due Date**
---|-----------------------------|-----------------------------
Fall, Winter, Spring (one time application) | Friday, August 25, 1995 | January 15, 1996
Fall quarter | Friday, August 25, 1995 | April 15, 1996
Winter quarter | Friday, December 8, 1995 | July 15, 1996
Spring quarter | Friday, March 15, 1996 | September 15, 1996*
Summer Session I | Friday, June 7, 1996 | October 15, 1996
Summer Session II | Friday, July 12, 1996 | *Please note: The Payment Center is not open for walk-in business on weekends.

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 the Student Accounts office (312) 362-6628.

**PRIVATE AGENCIES**

Other sources of loan funding are made available through private agencies for those who feel their needs have not been met sufficiently or those who are determined to be ineligible for other types of financial aid.

There are long term loan programs available such as The Educational Credit Corporation (ECC), EXCEL, and Option IV.

For more information about these and other alternative financing programs, contact the Office of Financial Aid.

**PART-TIME EMPLOYMENT**

Student Service employment takes the form of on-campus work with the full salary paid by DePaul. Any student wishing to work on campus may be eligible under this program as long as they are not receiving other need-based aid that would be affected by such earnings. If you would like to work on campus, check with the Human Resource Office to see if you are eligible.
HOW TO APPLY

For more information about financial aid programs, contact DePaul University's Office of Student Financial Services, 1 E. Jackson Blvd., Chicago, IL 60604. Telephone (312) 362-8091.

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). The stipends are $5,000. Students may be offered a tuition waiver.

Recipients will be assigned by their program directors or departments to activities appropriate for a teaching, research or administrative assistant.

Traineeships

Mental Health Traineeships. Full-time, degree-seeking students in clinical psychology are eligible to apply after they have completed at least three quarters of graduate work. As trainees, students are assigned to the University Mental Health Center on a half-time basis. Application should be made to the director of the Mental Health Center.

Public Health Service Traineeships. A number of these are available. The Department of Nursing offers traineeships which provide monthly stipends and a tuition allowance for each quarter the student is registered as an admitted, full-time degree-seeking student. Applicants should apply, in writing, directly to the chair of the Nursing Department.
AUTUMN QUARTER
AUGUST 25  Friday. Final date for submitting thesis or dissertation for October degree conferral.
SEPTEMBER 1  Friday. Autumn tuition payment date.
SEPTEMBER 4  Monday. Labor Day.
SEPTEMBER 6  Wednesday. Autumn quarter evening classes begin.
OCTOBER 6  Friday. Last day to file for February degree conferral.
OCTOBER 5-11  Thursday-Wednesday. Mid-term week (optional).
OCTOBER 27  Friday. Last day to withdraw from classes.
NOVEMBER 14  Tuesday. Last day of Autumn quarter evening classes.
NOVEMBER 15-21  Wednesday-Tuesday. Final Examinations for Autumn quarter evening classes.
NOVEMBER 22  Wednesday. End of Autumn quarter.
NOVEMBER 22-27  Wednesday evening-Monday. Thanksgiving holiday.
DECEMBER 15  Friday. Winter tuition payment date.

WINTER QUARTER
JANUARY 3  Wednesday. Winter quarter evening classes begin.
JANUARY 5  Friday. Final date for submitting thesis or dissertation for February degree conferral.
JANUARY 26  Friday. Last day to file for June commencement.
JANUARY 31- FEBRUARY 6  Wednesday-Tuesday. Mid-term week (optional).
FEBRUARY 23  Friday. Last day to withdraw from classes.
MARCH 12  Tuesday. Last day of Winter quarter evening classes.
MARCH 22  Friday. Spring tuition payment date.
MARCH 13-19  Wednesday-Tuesday. Final Examinations for Winter quarter classes.
MARCH 21  Thursday. End of Winter quarter.

SPRING QUARTER
APRIL 1  Monday. Spring quarter classes begin.
APRIL 5-7  Friday-Sunday. Easter. Holiday—no classes.
APRIL 29-MAY 4  Monday-Saturday. Mid-term week (optional).
MAY 17  Friday. Last day to withdraw from class. Final date for submitting thesis or dissertation for June commencement.
MAY 27  Monday. Memorial Day. Holiday—no classes.
JUNE 7  Friday. Last day of Spring quarter classes.
JUNE 8-14  Saturday-Friday. Final Examinations for Spring quarter classes.
JUNE 14  Friday. Spring quarter ends. Summer I tuition payment date.
JUNE 15-16  Saturday-Sunday. Commencement.

SUMMER SESSIONS
JUNE 20  Thursday. First Summer Session begins.
JULY 19  Friday. Summer II tuition payment date.
JULY 25  Thursday. First Summer Session ends.
JULY 29  Monday. Second Summer Session begins.
AUGUST 30  Friday. Second Summer Session ends.
INDEX

COLLEGE OF LIBERAL ARTS AND SCIENCES 5-148

A
Actuarial Science 69
Administration Listing 6
Admission, General
College of Liberal Arts and Sciences 10
Doctoral Program Philosophy 8, 85
Psychology 8, 100
Master's Programs 7
Applied Mathematics 67
Applied Physics 91

B
Biochemistry 19
Biology, Master of Science 14

C
Chemistry, Master of Science 18
Clinical Psychology 98, 100
Coating Technology 20
Cognitive Skills 86

D
Degree-Seeking Students 10
Doctoral Candidacy Exam 9

E
Economics
Master of Arts 28
English
Master of Arts 34
Ethics and Values, Philosophy 88
Executive Concentration 60
Experimental Psychology 98, 101

F
Figures and Texts 86

H
Health, Education and Welfare 137
History
Master of Arts 40
History Sequence, Philosophy 86

I
Industrial Psychology 99, 103
Internships, Sociology 135
International Students 12
International Studies 50
Interdisciplinary Studies 48

L
Law and Society 138
Liberal Studies
Master of Arts 57

M
Masters' Programs, General 7
Mathematics
Master of Arts 67
Master of Science, Applied 67
Mathematics Education 67

N
Nondegree-Seeking Students 10
Nurse Anesthesia 77
Nurse Educator 76
Nursing Administration 76
Nursing, Master of Science 75

P
Papers on Approval 7
Philosophy
Doctorate 85
Master of Arts 84

Physics
Applied Physics 91
Teaching of Physics 92
Psychology
Doctor of Philosophy 100
Master of Arts 98
Public Service
Certificate Program 114
Master of Science 114
Master of Science/Juris Doctor 116

Q
Quantitative Methods 70

R
Rehabilitation Services
Certificate Programs 128
Master of Science 128
Reclassification of Status 12
Readmission 12

S
Sociology, Master of Arts 134
Statistics and Probability 70
Student At Large 11

T
Theses, General Information 7
Time Limitations, Graduate Programs 8, 9
Traditional Philosophers 87
Twentieth Century Philosophers 88

U
Urban Studies 136

W
Women's Studies 60, 141
Writing, Master of Arts 144
INDEX

L
Learning Team 231
Liberal Learning Curriculum 229

M
Master Work 231

GRADUATE HANDBOOK
235-253

A
Academic Counseling 242
Accreditation 239
Administration, General 241
Alternative Financing 249
Assistantships 252

B
Billing 247
Board of Trustees 241

C
Calendar 253
Campus Locations 237
Career Planning 239
Commencement 245
Computer Services 238
Course Load 242
Course Numbering 242
Credits 242

D
DePaul Payment Plan 249
DePupp Plan 249
Dismissal 244

E
Educational Records, Access to 242

F
Fees 246
Financial Assistance 249

G
Grades 243
Graduate Courses 242
Graduation Procedures 245

H
Honor Societies 240
Housing 239

I
Jobs, Part-time 251

L
Libraries 237
Loans 249

P
Payment 247
Plagiarism 244
Probation 244

R
Registration 245
Regulations, Academic 242
Refunds 248
Residence Registration 245

S
Student Responsibility 242

T
Traineeships 252
Tuition and Fees 246

U
Undergraduate Courses 242

W
Withdrawal 248
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.