

Convergence

A publication for students and alumni of DePaul University's MALS and IDS Programs
Winter/Spring 2014

MALS/IDS Programs Host 2013 AGLSP Conference

Susan Jacobs, Associate Director

From Oct. 10-12, 2013, DePaul's MALS/IDS hosted the 2013 AGLSP Annual Conference here in Chicago at the historic Blackstone Hotel. Representatives of Graduate Liberal Studies Programs from the US and Canada joined us for a lively workshop and conference centered on the theme of Urban Gateways: Immigration and the Global City. Drawing from our rich Chicago resources and DePaul's faculty, students and staff, the conference showcased a year of intense planning and engagement, with exemplary results.

Our featured speakers, Stuart

Dybek and Dale Asis, brought true interdisciplinary depth to our conference themes. Stuart Dybek joined us at our opening reception, and read from his fictional work "Coast of Chicago," in which he describes growing up in the Pilsen neighborhood during the 1940's and 50's. Dale Asis joined us for our opening breakfast, presenting his work as founder of the Coalition of African, Arab, Asian, European, and Latino Immigrants of Illinois (CAAELII), centered in Chicago's Albany Park. Among the many student and faculty presentations, DePaul faculty Roberta Garner, Billy Johnson-Gonzalez, and Blackhawk Hancock presented a

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PHOTO BY CAELIN NIEHOFF

Photo (L to R): MALS/IDS Program Director, David Gitomer; AGLSP President, Bob Smither; and DePaul LAS Dean, Charles Suchar

DePaul AGLSP Volunteers and Participants

In October, our program hosted the annual AGLSP conference here in Chicago. The conference was a great success, due, in large part, to the help of many of our students, friends, and alumni. We'd like to thank everyone who moderated, volunteered, or presented at our conference:

Moderators

Nicole Faust
Linda Habjan
Jeff Tangel

Nicholas Johansson

Derek Bagley
Natalie Trevino
Roberta Garner

Presenters

Ryan O'Connor
Jason Schneider
Alex Papadopoulos

Roberta Garner

Blackhawk Hancock
Billy Johnson-
Gonzalez

Volunteer

John Holden

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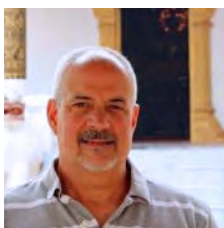
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Director's Letter



Hello friends,

As you'll see in this issue, the MALS and IDS Program has been sharing its resources in very public ways since the last Convergence. We were the hosts of the October, 2013 Conference of the Association of Graduate Liberal Studies Programs—one of the best ever, we were told on participants' evaluation responses. Just this past month, representatives of the Program were prominently featured in a Conference on thesis writing sponsored by the Office of Adult Student Affairs, attended by about 200 graduate students from all the colleges of DePaul. Associate Director Susan Jacobs and several of our students participated in a panel. I made a presentation on "Getting Started on Your Thesis—and Keeping Going!," an overview of the entire thesis process. I'll be turning the presentation into a narrated video that will be posted on youtube and accessible to our students.

MALS and IDS has always had a strong focus on developing graduate level intellectual skills. The MALS Program is built around the Core courses, and IDS students are often assisted in selecting courses that will help them

to become stronger in research and academic/professional writing. Now we're taking this commitment to a new level. We've noticed that while the MALS Core does instill the confidence that graduate students need for an interdisciplinary program, for the IDS students the process is inconsistent. So we're working on a new course that all MALS and IDS students will take at or near the start of their programs. The course will have a theme of contemporary interest, so students will be exploring a relevant aspect of their world as well as enhancing their skills. An additional advantage of the course, is that for the first time MALS and IDS students will get to know each other better, since both groups will share the course. If all goes according to plan, the new course will be launched in 2015!

Warm Regards,

David Gitomer, Ph.D.
Director, MALS/IDS

MALS/IDS Faculty and Students Participate in Graduate Thesis and Dissertation Conference

Susan Jacobs, Associate Director

On Sat., Feb. 8, DePaul's Adult Student Affairs held the first Graduate Thesis and Dissertation Conference. As MALS/IDS Associate Director, I facilitated a student panel consisting of students in all phases of the thesis process. The panel included Dana Turner, a graduate of DePaul's IDS program, Nan Zabriskie, currently completing her MALS degree, Michael Rast, also completing his MALS thesis, Galina Khartulari, an Organizational and Multicultural Communication grad student, and Latienda Williams, a grad student in the MS Information Systems Program.

Dana Turner's thesis entitled "New

Narratologies: An Examination of the Interplay Between Life, Land and Story," was presented at the 2012 Narrative Matters Conference in Paris, France. Michael's thesis exploring Chicago's office building projects of the 1970s is very close to completion. And Nan Zabriskie's culminating project combines her strong environmental conscience with her love of theatre and its people, working to create a more sustainable theatre. Judging from the positive response to this event, our students continue to reach for excellence. Partnering with Adult Student Affairs is one of many MALS/IDS outreach efforts that support our students' academic and professional goals.

*A publication for students and alumni
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Editor: Susan Jacobs
Writer/Designer: Caelin Niehoff
Writer/Editor: Angelina Mendez



Photos (Clockwise, Top L): AGLSP Administrative Manager, Ellen Levine, and MALS/IDS Program Assistant, Angelina Mendez, staff the registration table; St. Vita's Church and School, Pilsen Walking Tour; MALS/IDS Program Director, Dr. David Gitomer; Sandy Welter (L) and Stephanie Schechner (R) at the Opening Reception; featured speaker, Stuart Dybek. Photos by Caelin Niehoff

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panel discussion on “Urban Gateways: Telling the Story.” And DePaul’s IDS student Ryan O’Connor presented a talk on “Ghanaian Highlife Music in Chicago,” followed by a performance by the Akwaaba Trio: Nathaniel Braddock, Asamoah Rombo and George Mills, at the conference banquet. As our conference concluded the next day, participants joined us for a guided bus and walking tour of Chicago’s Pilsen neighborhood.

The conference presented our students with the opportunity to participate with liberal studies scholars on a national level. We are not surprised but extremely proud of how much our students and staff contributed to the entire effort. Our students and alumni stepped up to moderate panels, present their own scholarly work, staff our organizational tables, and help us create innovative programming. Program Assistant Angelina Mendez and

Student Assistant Caelin Niehoff created all of our printed materials, organized events, and documented the conference in writing and image. AGLSP attendees, in their evaluations, commented that they not only felt warmly welcomed to Chicago and highly involved in our conference themes, but also were consistently impressed with the high level of energy, involvement and organization that our students and staff maintained throughout the conference.



PHOTO BY DEREK BAGLEY

Student Spotlight: Derek Bagley

"When it comes to politics it's a very complex thing that you're trying to do...it requires a very broad skillset. What I'm learning is politics in its different forms and fashions."

Caelin Niehoff, Student Assistant

IDS and MALS students often come to the program with learning agility—they're avid investigators, career changers, and bring real world perspectives to the table. IDS student Derek Bagley comes to the program with a background in politics. After completing his undergraduate degree, he worked intensely on two congressional campaigns:

I went from student, to intern on a congressional race, to finance coordinator, and it just sort of kept going from there.

Thrown into various campaign roles, he experienced politics' multiplicities and was left wanting more. He wanted to engage the *pithy substance* of politics and supplement his work experience with academic knowledge.

Derek saw DePaul's IDS program and graduate school writ large as an opportunity for intentional exploration. He currently investigates Political Science, Public Service, and Public Policy, bringing together disciplines he sees as interdependent facets of politics.

I think that we should know economics, history, writing, and rhetoric. My classes tell me how to write policy, the history of the city, and how the theories of public housing work... When it comes to politics it's a very complex thing that you're trying to do...it requires a very broad skillset. What I'm learning is politics in its different forms and fashions.

The interdisciplinary nature of politics drew Derek to DePaul's IDS program. He sees politics not as a single entity or theory, but rather an active and adaptable practice much

like the minds of interdisciplinary students.

At the cusp of finishing his first year in the program, Derek has taken an array of courses from political science and history to writing, rhetoric and discourse. His ample range of courses allows him to speak with authority on a broader range of topics as opposed to a single specialization. As a result, the IDS Program challenges him to consider both practical and abstract relationships between disciplines.

"I think interdisciplinary studies has a very valuable place in academics, especially in graduate school because you are allowed freedom in the classroom. You're exploring subjects that evoke fascination and passion."

Take, for example, politics and new media studies, he says. While formally separated between colleges within the university, Derek sees media and its rapid online development as integral to recent and future political campaigns.

His personal campaign experiences reflect the need for such nuances, and DePaul is helping him fill in those gaps. *I got to sit for*

three hours every week and have a personal audience with Cook County Clerk and DePaul professor, David Orr. He finds DePaul offers the competency of real-world experience, as faculty members fill roles of government liaisons, professionals, and administrators.

The nature of IDS not only prompts his critical thinking skills, but also provides what Derek identifies as a sense of autonomy.

I can forge my own path and really learn what I want—what I feel I need to learn in my political field. For me, that freedom to explore and name my own challenges is really important.

With academic autonomy comes the ownership and responsibility of defining one's own perspective. Students like Derek find that IDS requires discipline; *IDS should be used to explore, but to explore within your own unique focus.*

Derek values the role of interdisciplinary studies within political science, as well as within the larger academic community.

I think interdisciplinary studies has a very valuable place in academics, especially in graduate school because you are allowed freedom in the classroom. You're exploring subjects that evoke fascination and passion.

MALS and IDS students like Derek offer refreshing perspectives and are conscious of the impact their studies will have on communities. He describes himself and IDS students as *wanderers of the world*, and like Derek, not all those who wander are lost—on the contrary, they intentionally inquire and adapt to challenges they encounter.

Student Spotlight:

Ryan O'Connor

"...I asserted the importance of place on the development and composition of musical form, suggesting the cultural geographies of Chicago assumed a unique, formative agency in the development of migrant highlife music."



PHOTO BY CAELIN NIEHOFF

Caelin Niehoff, Student Assistant

At the heart of Interdisciplinary Studies is the ability to make connections, and more times than not these connections bring together seemingly unrelated disciplines. When I sat down with second-year IDS student Ryan O'Connor I was baffled: How could someone who studied biology in undergraduate school travel to Ghana, not to study medicine, but music? In true interdisciplinary fashion, Ryan articulated the parallels between his enthusiasm for endocrinology and his current work in ethnomusicology.

The way music travels is very similar to what a biologist would do. My interest is a rhythm—theirs is a microbial.

Ryan compared the communication of small cells to the movement of music around the world, and while his studies in the IDS program do not delve into these parallels, they reflect the unanticipated relationships that IDS students are able to identify.

Ryan spends his time in the Interdisciplinary Program studying West African popular music, specifically a style called *highlife*, and its relationship with music in the Caribbean, Mesoamerica, South America, and the United States. He not only studies the international movement of music, but also travels, encountering music abroad.

Before coming to DePaul, Ryan spent time in Europe traveling as a performance musician. Music and travel continue to play an important role in Ryan's life. In addition to time spent in Turkey, Greece, and Morocco, he's ventured to several South American and African countries.

While in Ghana, Ryan bolstered his ethnomusicology interests and utilized the

music library at the University of Ghana. His work with their popular music archives and faculty, like Dr. John Collins, implores Ryan's return:

Ghana is the one place that I've been that as soon as I left I was figuring out a way to get back. There are too many reasons to go back, too many opportunities.

But why study highlife music?

There's something just so powerful about this music and this culture of musicians. Its history embodies a tradition beyond top forty songs. It's closely interwoven with many different peoples and ethnicities and tells many different stories.

Ryan was able to share some of these stories and the evolution of Ghanaian Highlife music in Chicago, during the 2013 Association of Graduate Liberal Studies Programs Conference (hosted by DePaul) in October. His presentation, "Musical Cosmopolitanism: Ghanaian Highlife Music in Chicago," reflected the conference's theme: Immigration and the Global City. Examining the narratives of two Ghanaian musicians, Dan Boadi and Daniel Asamoah Rambo, Ryan articulated the importance of geography and personal narratives in music's development.

Their stories tell of the interrelated networks of performance space, musicians, and audience in Chicago over the span of twenty years. From their stories I asserted the importance of place on the development and composition of musical form, suggesting the cultural geographies of Chicago assumed a unique, formative agency in the development of migrant highlife music.

Beyond presenting, Ryan arranged a live Ghanaian musical performance, the Akwaaba Trio, at the AGLSP conference banquet. He introduced the band and conference attendees soon took to the

dance floor. His strong relationship with Chicago music communities demonstrates the role of the city as a resource in his studies: *I really wanted to experience going to school in a city, and DePaul is right here.*

An urban learning environment was one of several features that drew Ryan to DePaul's IDS Program. Among others was the feeling of personal attention he received upon meeting with program director, Dr. David Gitomer.

When I have an email about the classes that I'm thinking about taking he will think about it and say, "Yes, I think this is a good class for you, but what do you think about moving in this direction?" Having his guidance has pushed me in a direction that I don't think I would have necessarily pursued.

Ryan continues to delve into diverse theories and perspectives across disciplines. Rather than pursuing a specialized degree in ethnomusicology, he opted for the flexibility—freedom in the diversity of courses—DePaul's IDS Program offers.

The courage necessary to pursue a degree rooted in liberal arts, interdisciplinary studies, and the humanities is something Ryan says he didn't have in his undergraduate education. When he considered paths towards a graduate degree, he chose to go back and do something that he deeply cared about.

Interdisciplinary Studies continues to support Ryan's personal love for music and its evolution, while offering academic and extracurricular opportunities that compliment his interests. Connecting Ryan with theoretical structures, rigorous classes and a city rich in its own musical history: *DePaul has really exceeded my expectations in that respect.*



PHOTO CREDIT: LIBGUIDES.DEPAUL.EDU/INFOCOMMONS

DePaul Welcomes Library's New *Information Commons* An Interview with Heather Jagman

Caelin Niehoff, Student Assistant

This past fall I interviewed DePaul librarian Heather Jagman to discuss the renovation of the DePaul Richardson Library's first floor. The Information Commons, as the space is named, opened during the fall of 2013 and offers a range of new resources.

The Information Commons aims to support people as they do their research. The space is designed to help them connect with each other as well as connect with ideas.

The renovation included the addition of computers (both Macs and PCs), laptop charging stations, scanners, whiteboards, printers, and comfortable seating (libguides.depaul.edu/infocommons). Students now have ample space to access DePaul's academic research resources while networking with university students and staff.

While much of the space is dedicated to tech equipment, interpersonal resources are

also available. A variety of academic and tutoring personnel occupy different areas of the first floor. Adjacent to the elevators is The Learning Commons, a window-lined room dedicated to peer tutoring and consulting. Here, students employees from the College of Education's Academic Success Center, Career Center, Office of Multicultural Student Success, Science and Math Learning Center, and the Writing Center converge in order to support DePaul students' needs.

No appointments are necessary—the Learning Commons is a peer collaboration learning studio that students can take advantage of on a drop-in basis.

Additional rooms, such as the Scholar's Lab, are designed to assist graduate student interests. The lab is set up for students and faculty across disciplines. Specially designed "media:scape" tables allow multiple students to plug in laptops and devices and have equal access during group collaboration. Other techy devices found in the lab include

oversized scanners and a plotter printer, ideal for printing academic conference posters and research data.

For graduate students in particular, approaching extensive research projects like capstones, theses, exit courses, and portfolios can be daunting. The library's research librarians and first-floor reference desk staff help students jump-start the research process. But not all graduate projects are the same. MALS and IDS students work with diverse sources and draw from theories outside of specialized subjects.

As a graduate student, you're interested in getting a deeper perspective on things...I think students in the MALS and IDS programs should trust their instincts and follow paths into different disciplines. Someone in an interdisciplinary program needs to ask, "How does this connect to something else that I've read or experienced? What's interesting about this from another disciplinary perspective?"

Research librarians act as liaisons to

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PHOTO CREDIT: HEATHER JAGMAN

Heather Jagman

Heather Jagman is the Coordinator of Reference, Instruction, and Academic Engagement at DePaul University Libraries. Heather received her Master of Science in Library and Information Science from University of Illinois, Urbana-Champaign, and has held librarian positions at North Central College and Northwestern University, prior to coming to DePaul in 2001.

Information Commons Continued

RESOURCE LINKS:

Online Databases

<http://libguides.depaul.edu/atoz>

Research Guides

<http://library.depaul.edu/Browse%20Subjects/researchguides.aspx>

Library Specialists

<http://library.depaul.edu/gethelp/subjectexpert.aspx>

Info. for Graduate Students

<http://libguides.depaul.edu/graduateinfo>

Ask-A-Librarian

<http://libguides.depaul.edu/ask>

different subject areas and are tuned-in to different online databases and resources. These specialists put together research guides that can help direct your research questions to a wealth of physical and online source material. Research guides help students navigate databases and access DePaul library collections: from books and articles, to archives and primary sources. Students can access librarians in person at the first-floor reference desk (no appointment necessary) or via instant message through the library's online website (library.depaul.edu).

While walk-up assistance is always available, students are also welcome to make appointments with the liaison in your area of focus. It's great if students can be proactive in contacting us, because then we can really tailor our meeting with them to what they're interested in. Go online and look through the list of subject specialists, reach out, and make an introduction.

Heather Jagman emphasizes the value of the library as a place to make

connections. Heather plays an integral role in coordinating DePaul's reference, instruction, and academic engagement programs. The connections she makes help facilitate conversations between students, faculty, and staff alike: a process that first drew her to the library sciences. Like MALS and IDS students, librarians have to be interdisciplinary. By empowering others to find information, librarians enable students to both expand and focus their academic horizons.

The world is changing so fast, especially the world of information and the way that you access information.

MALS/IDS students should utilize DePaul library resources, many of which have become increasingly accessible with the completion of library renovation projects. Redesigned spaces such as DePaul's Information Commons serve as points of connection that strengthen information literacy and research skills.

Map of the DePaul Richardson Library's newly renovated first floor

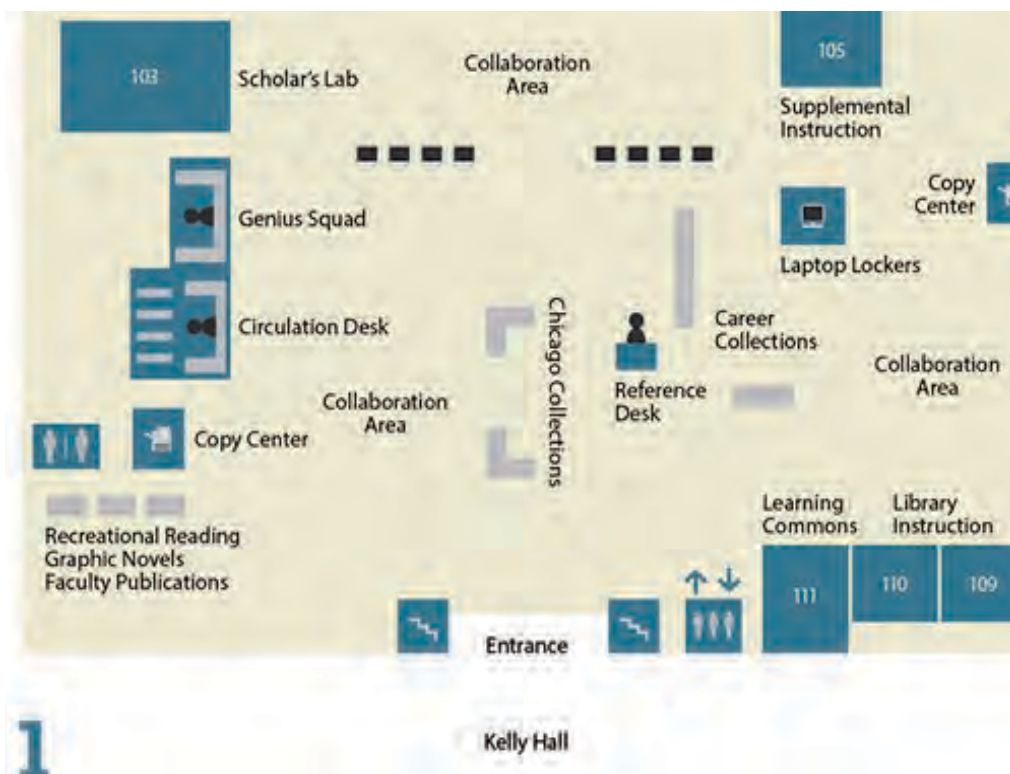


PHOTO CREDIT: [HTTP://LIBGUIDES.DEPAUL.EDU/CONTENT.PHP?ID=492700&SID=4044874](http://libguides.depaul.edu/content.php?id=492700&sid=4044874)

Vesna Lazar's Practicum Reading and Presentation

Caelin Niehoff, Student Assistant

MALS and IDS would like to congratulate Vesna Lazar on her practicum reading and presentation. Vesna presented a collection of travel essays and drawings during the 2013 December Intersession. Her illustrations are vignettes independent from her written accounts—each narrating its own story. While her essays reflect the intentionality of her travels, her drawings represent smaller windows: impressionable moments, people, and sights she encountered on her journey.

The event brought together students and faculty from various departments. Lazar read three travel essays from her practicum and presented eight drawings. As a culmination of her time in the MA program, her work reflects her critical thinking, while introducing audiences to her astute and plentiful encounters abroad. We wish Vesna the best of luck in her future endeavors.



Photos (Top R): Dr. Jerry Mulderig and other participants view Lazar's gallery of travel drawings; (Bottom L) Vesna Lazar; Dr. Paula McQuade, Project Advisor (Bottom R) . Photos by Caelin Niehoff

Vesna Lazar: Travel Essays and Drawings

“As all travelers know, the great part of a journey is the anticipation and the hope for the experience that alters one’s points of view—no one wants to return to the exactly same point from which one has departed. The intriguing part for me was, and still is, how this change occurs, what it is that happens to me and confirms the saying that one can never go back home. Going over my free writings I discovered that almost everything that I have put down on paper was about the connection between the old and the new knowledge—pictures and memories from Serbia and Argentina inserting themselves in the sights in front of me in Germany, or memories from Vietnam flooding my thoughts while I was visiting Cuba.

Knowing finally what I wanted to write about brought out the greatest problem I have encountered while working on this collection. I hoard images, details, entire conversations, historical events, awkward moments, the way people walk, and other useful information. This memory bank is a good thing to have except when one tries to spend all the information at once. I set out to present the various moments of change in my journeys with too many examples of the construction, deconstruction, connection and disconnection between my past and present experiences. It was, in the end, a battle with the ego, my best friend and my worst enemy, without which I would not be tempted by various challenges, such as this project, but would not run into a trip-wire that I have unconsciously set up for myself, either.” — Vesna Lazar



An Old Willow in Serbia, Vesna Lazar



Candle Seller in Thessaloniki, Vesna Lazar

Excerpts from Lazar's "El Vedado"

On its north side, El Vedado ends on El Malecon, which is the water front, *esplanade*, a major roadway and a social living room for Habaneros. In the late afternoon, the sea wall gets packed with the thousands of people who have no money to go anywhere else. Young people stay there long after midnight—talking or fishing. Or just looking at the ocean. On the other side of the darkness is Yuma, Key West, the anti-Castro community and all the computers, cellphones and other gadgets that they want but cannot have. Some can get them through their relatives, but in Cuba they are useless, because one cannot get connected...

... “If you could leave,” I ask the girl who wanted to see my credit card, “where would you like to go?” Everyone chimes in, wistfully rattling the names of the famous tourist

attractions around the world—none of them have travelled abroad and they do not think that they can get permission from the government. “But, if you could somehow get the exit visa, where would you like to live?” “We do not want to live anywhere else but here,” said the most talkative in the group. “We only want to travel, have computers, phones, and money.” “I like it here,” I said. “But you can leave any time you want. We can’t.” “You live on the enchanted island,” I tell them but they know that too. And the ghost ships, looming, and the various forms of La Fata Morgana, all loaded with the Platt Amendment, Batista, Guantanamo Bay, Bay of Pigs, *el bloqueo*, expropriation, missile crises, Russian ships, Castro, powerful desires and fears, and the memory of El Vedado as an American town, keep circling the island like sharks.



Digication Resources: Digital Student Portfolios

Angelina Mendez, Program Assistant

We are excited to let you know about an upcoming feature of our program. We are currently undergoing a shift to Digication for all our students' portfolios. (Digication is a wonderful site that allows students to create an online portfolio that is available and viewable to others, including those outside the University.) While we haven't yet nailed down all the details about rules, we are coming close to opening our program site for our students. You can begin using Digication to create your personal portfolio at any time, although our program site will not be live for some time. Digication can be accessed at <http://depaul.digication.com>.

In the meantime, we'd like you to be aware and take advantage of the online help setting up your portfolios. The Writing Center offers help to students and can be found at <http://condor.depaul.edu/writing/>. Additional help is provided by IT Services, and can be found at <http://offices.depaul.edu/is/services/technology-training/topics/Pages/digication.aspx>.

create an ePortfolio

Step One

Go to depaul.digication.com.

Click on the Login button near the top, right-hand corner of the page.

Either "login" button will work.



Step Two

Enter your Campus Connect username and password.

The first time you use digication, you will be asked to accept Digication's terms and conditions.

Click "I Accept" and "I Agree" to continue to digication homepage.



Step Three

Click **Create** to make a new ePortfolio.



Screen shots taken from https://depaul.digication.com/gethelp/create_portfolio

Program Assistant, Angelina Mendez

Angelina Mendez, Program Assistant

The end of the school year brings many changes for all of us. This is the same for me because, like some of our students, I am nearing the end of my graduate program. While it's taken a little longer than I thought it would be, and there were some detours along the way, it's finally coming.

Many of our students can understand how life can get in the way of our studies. Having my first child in the middle of my program was a big detour, but one that I'm glad I went through. My daughter's over a year old now, and has taught me so much about taking my time and enjoying life as it comes. While my studies have always been so important to me, I've found someone who'll always be that much more important. I now will have a career, but being a mom will always come first, I think.

While I've changed along the course of my studies, my interests have also changed as I've moved along, something I'm sure many of our students can relate to. When I started my program, I was completely unsure about the whole thing; I had no background in Early Childhood Education, and I had never been a teacher, so I was going into it blind. Midway through my studies, I realized I could be a wonderful teacher, or maybe a developmental therapist, or maybe a special education teacher. (I was still confused but with a purpose.) I've come to love my subject area and the children I've worked with have helped me with that. While I'm not the most confident person in my field by any means, I am looking forward to student teaching now.

My graduate program is different from MALS/IDS, in that it involves clinical hours in schools as well as a student teaching component, preparing me for my future in teaching. With all my training and education, though, I can't help still feeling uncertain about my future and my goals. Many times during my program (and life!) I've wanted a how-to manual, just to make sure I'm doing things "right". After many years, as far as I can tell, there is no "right" way to live life (or teach, for that matter). I've only found that there is a right way for me—whatever is in my best interests—and it's taken a long time for me to figure that out. I hope our students

come out of their programs learning at least this one lesson in life.

With the end of my studies I will lose the safety of school, my professors, classmates, textbooks, and the comfort of my surroundings. This end or beginning, as it were, makes me fearful about what my future holds. It's the fear, however, that might drive me (and others like me) to move ahead, because if there's no backward to go, forward must be safe, right?

I'm beginning to trust in the training and learning I've gone through and the experiences that have given me so much wisdom to help guide me along after school ends. I was certain for the most part that I would work as a full-time teacher in my own classroom. But I didn't anticipate that becoming a parent would change my priorities. Now I'm considering a part-time role in a school while my daughter is young, and will think about a full-time job as she enters school herself.

Life changes priorities and interests, and we all simply have to roll with the changes. I know now that the Early Childhood Education field is right for me because there's so much for me to learn there, and there are so many interests for me to revel in there. I'm insecure about my future, but I can channel that insecurity into finding a fulfilling niche where I can work with children and foster my family in balance. And that, I think, is what we're all looking for in our future careers.



PHOTO BY ANGELINA MENDEZ

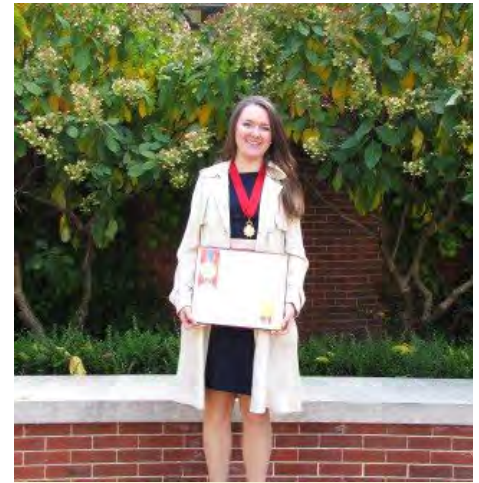


PHOTO BY CAELIN NIEHOFF

MALS/IDS Staff: Student Assistant receives Lincoln Laureate award in Springfield

MALS/IDS Student Assistant, Caelin Niehoff, was chosen as DePaul University's 2014 Lincoln Laureate Award recipient. The University selects one graduating senior who demonstrates exceptional academic, co-curricular, and community service achievements.

Caelin was then asked by the Lincoln Academy to speak at their awards ceremony in November. She received a medal, certificate, and educational grant at the Old State Capitol building in Springfield, IL where she spoke.

After the ceremony, she joined other members of the Lincoln Academy and University representatives for a meal at Governor Quinn's mansion. Caelin spent the afternoon touring the mansion's gardens and captiol buildings with her parents, Michele and David Niehoff.

Caelin will be recognized for achievements at DePaul University's Awards Banquet in June.

DEPAUL UNIVERSITY



Convergence

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<http://las.depaul.edu/mals>

<http://las.depaul.edu/ids>

<http://densejoyousmodern.com>

Online Resources

MALS/IDS Blog

www.densejoyousmodern.com

Via Sapientiae: The Institutional
Repository at DePaul University

via.library.depaul.edu

The Career Center

careercenter.depaul.edu

Financial Fitness

financialfitness.depaul.edu

University Center for Writing-based
Learning

condor.depaul.edu/writing

Adult Student Affairs

[studentaffairs.depaul.edu/
adultstudentservices](http://studentaffairs.depaul.edu/adultstudentservices)

Financial Aid

[depaul.edu/admission-and-aid/
financial-aid/pages/default.aspx](http://depaul.edu/admission-and-aid/financial-aid/pages/default.aspx)

University Counseling Services

studentaffairs.depaul.edu/ucs

LAS Graduate Office

[las.depaul.edu/people/
graduateoffice](http://las.depaul.edu/people/graduateoffice)

Alumni Association

alumni.depaul.edu

Alumni Sharing Knowledge (ASK)

ask.depaul.edu

Study Abroad

studyabroad.depaul.edu

Student Legal Services

sls.depaul.edu

University Libraries

library.depaul.edu

Office for Academic Advising Support

oaas.depaul.edu

Productive Student uServices (PLuS)

studentaffairs.depaul.edu/plus

Course Catalog

sr.depaul.edu/coursecatalog

Campus Events

events.depaul.edu

Student Involvement

[studentaffairs.depaul.edu/
involvement](http://studentaffairs.depaul.edu/involvement)