

**HANDBOOK FOR THE MASTER OF ARTS DEGREE IN  
WOMEN'S AND GENDER STUDIES**

**DEPARTMENT OF WOMEN'S AND GENDER STUDIES  
DE PAUL UNIVERSITY**

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## INTRODUCTION

The *Handbook for the Master of Arts Degree in Women's and Gender Studies* is designed to provide a convenient guide to students in the M.A. and B.A./M.A. programs in Women's and Gender Studies (WGS) at DePaul University.

It supplements information found in the online Graduate Catalog: (<http://sr.depaul.edu/CourseCatalog/CurrentCourseCatalog/index.asp>) and the Graduate Student Handbook: (<http://www.depaul.edu/university-catalog/academic-handbooks/graduate/university-information/Pages/about-this-handbook.aspx>), and the WGS online sources – WGS website and the WGS Graduate Program D2L site.

This is a living changing document and will be updated from time to time; the most up-to-date version will be located on the WGS Graduate Program D2L site. Updates to this Handbook as well as relevant WGS forms, and links to University resources and centers – go to D2L (Desire to Learn) Site, Click on Participant Tab, and it will be the “WGS Graduate Program” link.

For updates on WGS course offerings, activities, and policies, visit the web page at <http://las.depaul.edu/wms/> or the Catalog.

### **WGS Mission at DePaul:**

The Women's and Gender Studies Department at DePaul is committed to providing a graduate program that

- deepens our understanding of the interconnectedness of local, global, and transnational feminist theories, methodologies, research, public policies, and social movements;
- attends to interlocking systems of oppression and privilege--gender, race, sexuality, class, nation--to address issues of power, resistance, and social transformation;
- connects feminist theories and research to activism and social justice; and
- engages communities through research, advocacy, activism, and service.

### History of WGS Program:

The Women's Studies Program, as it was then known, began offering a free-standing undergraduate minor to DePaul students in 1986. Since 1992 an undergraduate major has been offered; in 1994 the Program expanded to offer a four-course Graduate Certificate. Prior to 1995, no full-time faculty members were appointed in the Program and all courses and administration were the responsibility of faculty members from many departments and programs at DePaul who voluntarily affiliated with Women's Studies.

The first full-time appointment to the Program came in 1995, when Dr. Ann Russo came to DePaul. The name of the program was changed to “Women's and Gender Studies” in 2002, in order to reflect more contemporary trends in research and pedagogy.

In 2007 the M.A. Program and the B.A./M.A. Program in Women's and Gender Studies was initiated at DePaul. Cohorts of approximately 15-20 graduate students have begun working toward the Master's degree each September since then.

In 2012 Women's and Gender Studies (WGS) was granted Departmental status in the College of Liberal Arts and Social Sciences.

Today, there are seven full-time and 3 part-time faculty members in the Department and approximately thirty affiliated faculty from across the University teach WGS courses, serve on WGS committees, and serve on graduate Final Project committees as members or chairs. Complete lists of Department and affiliated faculty are available on the WGS website.

## DEGREE REQUIREMENTS, STRUCTURE AND EXPECTATIONS

### **Master of Arts (MA) – 2 year program**

The M.A. in Women's and Gender Studies requires completion of 12 courses (48 credit hours). All Core courses, and many Elective courses, are offered during the evening. The program is designed as a cohort program based on five required core courses, elective courses, and Final Project Independent Research courses (WGS 493). Students have four options for their final projects: a thesis, a practical project, a creative project, or a portfolio project. Students selecting the Thesis, Practical Project, or Creative Project options complete five electives and two WGS 493 – Final Project Independent Research courses. Students who select the Portfolio option will be required to take six electives and WGS 493 – Final Project Independent Research course. The time-frame for full-time students is usually two years. Courses offered by the Women's and Gender Studies Department meet at DePaul's Lincoln Park Campus.

### **Typical Timeline for 2 year MA Program**

#### **Year I**

##### **Fall Quarter:**

WGS 400 – Feminist and Gender Theories

Elective\*

Proseminar meeting three times per quarter scheduled one-hour 15 minutes prior to  
WGS 400

##### **Winter Quarter:**

WGS 465 – Globalization, Transnationalism and Gender

Elective\*

Proseminar meeting three times per quarter scheduled one-hour 15 minutes prior to  
WGS 465

##### **Spring Quarter:**

WGS 491 – Methods and Scholarship in WGS

Elective\*

Proseminar meeting three times per quarter scheduled one-hour 15 minutes prior to  
WGS 491

#### **Year II**

##### **Fall Quarter:**

WGS 485 – Gender, Agency, and Social Change

Elective\*

Proseminar meeting at least once per quarter in preparation for Final Project and Post-Graduation planning

**Winter Quarter:**

WGS 415 – Contentions in Feminist and Gender Theorizing

Elective\* and/or WGS 493 (Final Project Independent Research)

Proseminar meeting at least once per quarter in preparation for Final Project and Post-Graduation planning

**Spring Quarter:**

Elective\* and/or WGS 493 (Final Project Independent Research) – total of two courses

Proseminar meeting at least once per quarter in preparation for Final Project and Post-Graduation planning

\*Electives are WGS or WGS approved courses that are at the 400-or above graduate level, including WGS 499 – Independent Study (but may not be used for work on Final Project). WGS 499 must be approved by the Graduate Director.

**BA/MA Combined Program**

The B.A./M.A. combined program, requires four required core courses (WGS 400, WGS 465, WGS 485, WGS 415), elective courses, and Final Project Independent Research courses (WGS 493). The Final Project options are: a thesis, a practical project, a creative project, or a portfolio. Students selecting the Thesis, Practical and Creative Project Options will complete six electives and two WGS 493 – Final Project Independent Research courses. Students who select the Portfolio Option will be required to take seven electives and WGS 493 – Final Project Independent Research course.

In the undergraduate senior year, a student takes three graduate courses that are counted toward both their undergraduate major and the M.A. degree, with tuition charged at the undergraduate rate. At least two must be core courses: WGS 400: Feminist and Gender Theories and WGS 465: Globalization, Transnationalism, and Gender. A third course must be chosen from the list of approved graduate electives in WGS and taken during the Spring Quarter. These three courses (12 credits) will count toward the required total credits for undergraduate majors in Women’s and Gender Studies as well as toward the M.A. degree. All undergraduate coursework must be completed by the end of the student’s senior year in order for the student to matriculate into the MA Program.

Please note that students who are double majors must be sure that WGS is listed as your FIRST major.

Students must remain in good standing in the accelerated program to be matriculated into the MA graduate program once the BA is completed. This means that students must:

- (1) Maintain a cumulative GPA of 3.0 in WGS courses and an overall GPA of 3.0 throughout the remainder of their undergraduate career.
- (2) Achieve a cumulative GPA of 3.0 or higher in the three graduate courses (WGS 400, 465, and the 400-level elective) taken during their senior year.

A student whose cumulative GPA in the three graduate-level courses taken in the senior year falls below 3.0 will still earn the B.A. degree but will be deemed ineligible to continue working toward the M.A. In addition, grades in the graduate level courses must be at least C- or higher to count toward the B.A.

In order to be matriculated into the graduate program, students must have their transcript sent to Graduate Admissions. Once matriculated, students complete the remaining 9 courses, including the remaining two core courses and the Final Project Independent Research Courses. If the student takes 9 courses during the fifth year, they will be able to complete the MA in that one additional year beyond the BA.

### **Typical Timeline BA/MA**

#### **Senior Year -- Year 1 – 3 Graduate Courses that count toward both BA and MA**

##### **Fall Quarter:**

WGS 400: Feminist and Gender Theories (counts as WGS 300)

Proseminar meeting three times per quarter scheduled one-hour 15 minutes prior to  
WGS 400

##### **Winter Quarter:**

WGS 465: Globalization, Transnationalism, and Gender  
(WGS 391 – senior sequence)

Proseminar meeting three times per quarter scheduled one-hour 15 minutes prior to  
WGS 465

##### **Spring Quarter:**

Graduate elective\*

(WGS 395 – senior sequence)

Proseminar meeting three times per quarter scheduled one-hour 15 minutes prior to  
WGS 491 (even though you are not required to take this course)

### **BA/MA -- Year II**

##### **Fall Quarter:**

WGS 485: Gender, Agency, and Social Change

2 Graduate Electives\*

Proseminar meeting at least once per quarter in preparation for Final Project and Post-Graduation planning

##### **Winter Quarter:**

WGS 415: Contentions in Feminist and Gender Theorizing



Graduate Electives\* and/or WGS 493 – Final Project Independent Research (total of 3 courses)

Proseminar meeting at least once per quarter in preparation for Final Project and Post-Graduation planning

**Spring:**

Graduate Electives\* and/or WGS 493 – Final Project Independent Research (Total of 3 courses, 12 credit hours)

Proseminar meeting at least once per quarter in preparation for Final Project and Post-Graduation planning

\*Graduate Electives are WGS and WGS-approved graduate courses, and can include WGS 499 – Independent Study (but may not be used to develop Final Project). WGS 499 must be approved by Graduate Director.

**Four Core Women’s and Gender Studies Courses:**

WGS 400 Feminist and Gender Theories

WGS 465 Globalization, Transnationalism and Gender

WGS 485 Gender, Agency, and Social Change

WGS 415 Contentions in Feminist and Gender Theorizing

(WGS 391 serves as an equivalent to WGS 491 for BA/MA students, but does NOT count toward the MA)

**Graduate Certificate Program**

The Women’s and Gender Studies Graduate Certificate Program requires **successful completion of WGS 400 (Feminist Theories, offered Fall Quarter only) and three graduate-level elective courses**. The elective courses may be taken from the Women’s and Gender Studies offerings and/or from courses in other departments and programs in the College of Liberal Arts and Social Sciences that have been approved by the Department of Women’s and Gender Studies.

**First Year and Second Year Proseminars**

The proseminar is a mandatory 0-credit graduate seminar designed to assist in fully integrating first year graduate students into the MA program and WGS community. It offers information, resources and support as you navigate the system and prepare for making decisions regarding the development of your Final MA Projects and post-graduation planning. Topics of the seminar include: professionalism and community building; writing expectations and resources; introduction to affiliated faculty and DePaul-based research centers; linking theory and research to local and transnational activist projects and organizations; self-care and balance; funding opportunities; support and guidance for MA final projects.

Proseminar Meetings are held three times a quarter during the first year of the graduate program; they are approximately one hour sessions, and are held one hour and fifteen

minutes prior to the core course offered in a particular quarter: in Autumn, WGS 400: Feminist and Gender Theories; in Winter, WGS 465: Globalization, Transnationalism, and Gender; in Spring, WGS 491: Methods and Scholarship in WGS.

We strongly encourage students to also participate in the **second-year proseminars**. They will assist students in preparing the Final Project, meeting deadlines and requirements for the Final Projects and for Graduation, and for Post-Graduate Planning. We will offer proseminars at least once-per-quarter for the 2<sup>nd</sup> year cohorts.

### **WGS Advising and Mentorship**

We encourage you to seek out and create relationships with departmental and/or affiliated faculty whose expertise is in one or more areas of your interest. These relationships are important both in terms of Final Project Committees as well as mentorship for future work and/or graduate study. The WGS departmental website provides details regarding core and affiliated faculty expertise, research interests, courses taught, and other relevant information. The Graduate Director can also direct you to faculty with related interests.

In building a relationship with a potential advisor and/or mentor, be mindful of the faculty member's time. Before you request a meeting, be sure you've done some research about their scholarship and teaching, and come to the meeting with specific questions and issues to make the meeting the most productive for both you and the faculty member.

### **Annual Evaluation of Students and Final Project Planning**

An annual evaluation of first-year students in the M.A. program will begin at the end of Spring quarter in the student's first year of graduate study and, if necessary, in subsequent Spring quarters. You will be asked to submit to the Graduate Director an unofficial transcript, after the spring quarter posting of grades, and a self-evaluation about your work so far in the program. Using an Annual Evaluation form provided, offer a reflection on your skill-building and theoretical/methodological development over the course of the year and your plans for the second year. In addition to these materials, you will need to request that two of the instructors of the core required WGS courses submit written evaluations of their progress to the Graduate Director. Forms for the annual evaluation can be found on the D2L WGS Graduate Program Site.

By the beginning of the second year of the program, the Graduate Director will review your transcript and your personal and faculty assessments. The Director will set up a meeting with you to discuss your progress toward the M.A. degree. The review will entail discussion of your plans for the Final Project and the appropriateness of these plans given your progress in the program thus far.

In preparation for this individual meeting, you are required to submit an application form selecting the Final Project Option you'd like to pursue, a tentative description of your final project with a tentative list of Final Project Committee Members. The form for your initial choice around final project is available on the D2L WGS Graduate Program Site.

### **Professionalism, Climate, & Engagement**

The Women's and Gender Studies graduate program is a vibrant and diverse community - meaning we come to the program with different identities, backgrounds, experiences, perspectives, ideas, and ways of communicating. These differences are often connected to social and historical systems of oppression related to gender, race, class, sexuality, religion, ethnicity, ability, nationality, among others. Given this diversity in identity and social location, we recognize the importance of building a community that does not perpetuate these systems of power.

The Department's expectation is that students as well as staff and faculty will recognize and affirm one another's differences as well as become accountable for building respectful relationships, knowledge, and a deeper sense of community among one another. For this to happen, we expect faculty, students, as well as staff, to affirm the core values of the program -- respect for one another across our differences, self-reflexivity and accountability with regard to privilege and location, and commitment to relationship and community building among members of the Women's and Gender Studies community.

We will make an effort to create spaces and activities to cultivate interconnectedness and community. We encourage you as members of the WGS community to let the Chair of the Department, the Director of the Graduate Program, or another core faculty member know when there are tensions, conflicts, and/or behaviors that conflict with these shared values or that are creating a negative climate, so that we might address them.

### **E-mail Communication**

Most of your communication with faculty and/or staff will be via e-mail. In general, it's important to be professional in your approach. In any e-mail correspondence, be sure to: address the person by name (e.g., Dear Professor. . . ); be respectful in tone and substance; and be specific about the nature and purpose of your communication. It's helpful to provide a clear subject heading on the e-mail so that the person is immediately clear about the purpose of the email.

If there is a time-frame in which you need a definitive response from the professor, it is important to indicate the time frame in the e-mail. If it regards course enrollment or registration, be sure to include your DePaul ID number. If you have not heard back from a professor in 48 or more hours and you need a response, feel free to contact them again.

### **Graduate Students and Departmental Governance**

Students may be asked to participate in Department governance when faculty are being evaluated with regard to tenure and promotion. The WGS Department will notify students of these opportunities when they arise.

### **Writing Expectations**

The WGS Department expects students to develop excellent critical reading *and* writing skills. This entails the ability to critically engage with theoretical concepts, to be able to relate them to the everyday experiences and practices examined in the literature, as well as the ability to make connections between theory, research, and one's own experiences. We want your ideas to be critically informed by reading – in terms of written work as well as in oral presentations and discussions. For WGS, the ability to write well is inextricably bound up with reading and the ability to understand arguments, to identify assumptions and principles of particular analytical and theoretical frameworks, and to apply them to one's research and writing.

**We expect all students to use the resources of the University Center for Writing Based Learning at DePaul.** The center offers exceptional resources for students to develop and expand your research and writing skills which are necessary for you to become successful in our program given our high expectations in the area of research and writing.

To achieve our goals, the WGS curriculum introduces you to a wide array of material – books, articles, film and other media as well as to community engagement and activism through which to explore ideas and issues related to Women's and Gender Studies. Our program is designed to provide opportunities for more in depth and intellectually grounded advanced study. For all of our students, in terms of written competencies we expect you to be able to develop and demonstrate the following writing abilities:

To be able to –

- Summarize material read;
- Describe the manner in which issues are treated (e.g. thoroughness, comprehensiveness, limitations, depth etc.);
- Identify assumptions as well principles underlying arguments of given frameworks and/or perspectives;
- Explain how arguments are developed;
- Synthesize ideas and arguments from several sources;
- Discuss and examine intertextual relationships between authors and texts;
- Critically analyze arguments and conclusions drawn;
- Evaluate material – the ideas presented and conclusions in terms of omissions, gaps and limitations;

- Present one's own ideas, informed by close reading and critical analysis of materials read – assigned by instructors as well as sources students select for research and independent study;
- Situate one's ideas within historical, socio-cultural, political, economic contexts and relate them to contemporary issues;
- Develop a strong personal voice in the expression of ideas;
- Critically frame personal experiences within broader scholarly contexts and make connections in this regard;
- Develop the ability to write for different purposes and to different audiences;
- Demonstrate the ability to an understanding and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.
- Write competently using standard and academic language – grammatically correct, with attention to word choice, syntax; with a clear focus, organization, attention to transitions, and development of a thesis or argument.

Regarding writing assignments, throughout the program, you will have regular occasions to write the following kinds of assignments, inclusive but not limited to: essays -- short and long, response papers, reflective pieces, position pieces, book reviews, book annotations, analytic papers, research papers, as well as creative assignments which may involve the use of mixed genres, performance, and visual media etc. Such assignments will be in response to required readings, supplementary readings, independent readings, the screening of film and other visual media, reviews of books and articles, reflections on lived experiences in connection to materials read, and other course activities as well as experiences outside of class related to community engagement and activism. In each course, instructors will clearly identify the kinds of writing assignments that will be given as well as page length requirements.

The Department of Women's and Gender Studies **requires MA students to learn and use the Chicago Manual of Style** for all papers in the core required courses. The Center for Writing-based Learning is an excellent resource for guidance on the Chicago Manual of Style (<http://condor.depaul.edu/writing/writers/citations.html>) as is the online site from Purdue University's Online Writing Lab (<https://owl.english.purdue.edu/owl/section/2/>)

## **PROFESSIONAL DEVELOPMENT OPPORTUNITIES**

### **Graduate Colloquium**

The Graduate Colloquium is a bi-quarterly afternoon speaker series organized for students to develop their knowledge and skills in building Women's and Gender Studies community for research, collaboration, and community-based learning. The main objectives of the colloquium are to:

- Build a vibrant, transformative, interdisciplinary intellectual community under the leadership of WGS grad students
- Create a space to share, strategize, inspire, struggle and support each other

- through seminars, presentations, workshops, performances, film screenings etc.
- Forge closer cross-cultural ties amongst the diverse graduate community (across Programs & Departments at DePaul) and build peer-mentoring partnerships for writing, research, activism and community building
  - Provide leadership and networking opportunities for WGS graduate students through the process of event organization and outreach

As graduate students in the department we expect you to participate in these events and to contribute to organizing and/or planning them. They are offered two-three times per quarter. The Colloquium Committee is usually comprised of 2-4 graduate students along with the faculty advisor Dr. Sanjukta Mukherjee, who take the lead on planning events every year. Membership to this committee is based on purely voluntary basis. Ideally the committee should be comprised of both first and second year MA students.

Students who plan the events gain skills in working collaboratively to create events and activities for the cohort and the WGS Department more broadly. Students work together to decide upon and invite speakers, design meaningful programs, reserve rooms with the necessary AV equipment, order food, advertise the event amongst the DePaul community, and introduce the event and the speakers. We envision this as “YOUR” event although the faculty colloquium advisor and the department will assist and support as much as possible.

### **WGS Service Learning and Internship Program**

This program supports students in finding meaningful community-based internships and in helping you build relationships with community-based organizations. These experiences are integral as you consider future life and career possibilities.

The department offers two course options to make the most of your internship experience and to allow you credit toward your MA:

(1) **WGS 352/452: Gender, Community and Activism: Community Based Learning in WGS**, is an experiential/service learning internship course designed to provide students with an experience that integrates the feminist-informed theoretical work of the classroom with practical application in the community. Through participation in the program, students are placed with a community organization that aligns with their scholarship, activism and interests.

(2) **WGS 499 - Independent Study internship**. For those that select this option, you must first find a sponsoring faculty member who will work with you to design course around the internship. Planning is required in advance of the quarter to set up the internship and to find and work with a professor to develop a plan for research, reflection, and writing which will supplement their work in the field. You can sign up for an

Independent Study (WGS 499) with the faculty member, and the course is then approved by the Graduate Director.

Students who participate in an internship for course credit, whether in the course or as independent study, will be required to be on site at least 8-10 hours per week for the duration of the quarter.

Students may receive credit interning at organizations in a variety of areas within the interdisciplinary field of Women's and Gender Studies – such as child and youth services, health and welfare agencies, social justice organizations, legal advocacy organizations, and media institutions among others. Students may find internship and community-based service learning opportunities through our [internship board](#).

### **Ongoing Internship Opportunities through WGS:**

#### **Take Back the Halls (TBTH): Ending Violence in Relationships and Schools**

Take Back the Halls: Ending Violence in Relationships and Schools (TBTH) is a teen dating violence prevention and community activism program designed to prevent relationship violence among teens. The program is co-directed by Heather Flett, AM, LCSW, and Dr. Beth Catlett, Director of the Beck Research Initiative for Women, Gender and Community (BRI) at DePaul University. Developed in 2004, TBTH is based on best practices for dating violence prevention programs and is designed to incorporate both service learning and research components for high school and college students. High school student participants meet weekly throughout the school year to examine a range of issues related to violence and advocacy efforts toward ending such violence. Weekly group meetings are facilitated by specially trained staff and DePaul University interns who are taking a community-based service learning class that includes their participation in delivering the program throughout the academic year.

**The Women's Legislative Leadership Project (WLLP)** is an intensive policy training program that equips women, their allies, and their organizations with the capacity to advocate successfully for sound policies that ensure economic stability, equity, and justice for women in Illinois, with a focus on benefiting older women of color and their communities. Over the last several years, the program has accepted WGS Graduate students. Students participating in WLLP can receive course credit by enrolling in WGS 499 (graduate). Please contact Beth Catlett ([bcatlett@depaul.edu](mailto:bcatlett@depaul.edu)), Director of the Beck Research Initiative for Women, Gender and Community, to learn more.

### **Additional Internship Opportunities through DePaul:**

Beyond the WGS Department, DePaul University offers students a broad range of programs to support internship and service learning experiences during the course of their studies.

#### **[Steans Center for Community-Based Service Learning and Community Service Studies](#)**

The Steans Center develops mutually beneficial relationships with community

organizations to engage DePaul students in educational opportunities grounded in Vincentian values of respect for human dignity and the quest for social justice.

### University Internship Program (UIP)

DePaul's University Internship Program connects you with employers in short-term and long-term internships.

### **Teaching Internships in Women's and Gender Studies**

The teaching internship in Women's and Gender Studies offers Graduate Students in our MA Program an opportunity to work with a faculty member to teach one of the WGS undergraduate courses. The internship has two components: a hands-on teaching component and a learning/reflection component.

To qualify for the teaching internship, you must meet the following eligibility requirements:

- (a) You must have minimum GPA of 3.5 and no more than one outstanding Incomplete grade, and have taken at least 4 graduate courses;
- (b) if you are in the five year BA/MA Program, you must be matriculated into the MA Program to be eligible to apply;
- (c) You may only count ONE Teaching Internship course (4 credit hours of WGS 499) toward your MA degree.

You must apply for the Teaching Internship. A call for applications will be distributed around the 3<sup>rd</sup> or 4<sup>th</sup> week of each quarter for courses that will be taught the following quarter.

#### **If accepted -Preparation and Planning Process:**

(1) Register for WGS 499 – *Independent Study: Teaching Internship/Feminist Teaching Pedagogies* during the quarter in which they work as a teaching assistant.

(2) Supervising faculty member and graduate student will meet together to come to an agreement on the specifics of their work together. There are generally two components to the internship: (A) Teaching Component; (B) Reading, analysis and reflection component. While the agreement will be tailored to the specific class, circumstances, and needs of both professor and student, the following general guidelines should be used in developing work agreements:

#### **(A) Teaching Component:**

- Faculty members will have primary responsibility for developing the course syllabus, but teaching interns can work collaboratively with faculty members on course design;
- Teaching interns have no independent grading responsibilities; they may participate with faculty (and possibly other graduate teaching interns) in



- grading and grading “training,” but faculty members will have responsibility for grading course work and assigning student grades;
- Teaching interns can take responsibility for leading several class sessions, but the specific number of such class sessions should be agreed upon before the beginning of the quarter. For twice a week classes, leading approximately 4 class sessions can serve as a standard of sorts;
  - Faculty members will always be in class;
  - Teaching interns can support faculty by holding office hours to help with student support. These office hours should provide a supplement (not a replacement) to faculty office hours and faculty members’ individual work with students;
  - If the course has an online discussion component, the faculty member and teaching intern should make advance plans in terms of responsibility for responding to online discussions;
  - If appropriate, teaching interns will attend at least one university sponsored teaching workshop during their teaching internship.

**(B) Reading, Analysis, Reflection Component:**

- The faculty member and teaching intern will come to an agreement of how the faculty member will provide teaching support and independent study learning opportunities – i.e., mutually agreed upon readings on teaching pedagogies; number and substance of independent study/supervision meetings; written reflections and other written assignments that might be required of the teaching interns, guidelines for grading the teaching internship/independent study, etc.

**Assessment:**

At the end of each quarter, the WGS Graduate Director will conduct an “exit interview” with, or distribute an “exit survey” to, the teaching intern to assess the program. She will collect these assessments and the WGS Graduate Committee will review and assess whether the program is meeting its curricular and programmatic goals in order to further improve and develop the program.

**Research-Based Conference Individual and Panel Presentations, Roundtables, and Workshops**

We encourage students to present their scholarship at local and national conferences as well as at other community-based spaces. The Department will circulate Calls for Papers throughout the year when they come across our desks, but we also encourage you to seek out such opportunities. Graduate funding is available for conference registration and travel through the Graduate office of the College of Liberal Arts and Social Sciences (<http://las.depaul.edu/research/graduate/Documents/GRFGuidelines.pdf>)

The National Women's Studies Association has a mid-November annual conference (<http://www.nwsa.org>). The Call for Papers begins circulation in November, and the deadline is usually February 15.

The annual Gender Matters conference (<http://www.govst.edu/gendermatters/>) organized by Governors State University (Chicago's Southland) is often held in late March – mid April. Call for papers usually in Fall Quarter.

DePaul also hosts a Graduate Student conference each Spring Quarter. The Call for Papers is often circulated Winter Quarter.

There are many additional topics-based conference opportunities throughout each year. We will try to keep you informed, and we encourage you to seek them out.

## GENERAL INFORMATION

### Graduate Office

The LAS Graduate Office provides many services to students. They maintain a very useful and important website that contains information on graduate policies, independent study forms, final requirements forms, registration, tuition waivers, conferral and graduation, and other important information: <http://las.depaul.edu/student-resources/graduate-student-support/Pages/default.aspx>

Ms. Nora Durkin is the Assistant Director and Coordinator of Graduate Student Services and is an excellent resources. If you cannot find the information you need from the website, please feel free to contact Ms. Durkin with questions concerning billing, graduation, degree conferral, etc. Her telephone number is 773.325.7893 and her e-mail is [ndurki1@depaul.edu](mailto:ndurki1@depaul.edu).

### Advising

Advising for graduate students in WGS is often done by the Graduate Director, at least until students select an advisor and/or the Chair of their Final Project committees. Students are strongly encouraged to meet with either the Graduate Director or establish an advisor in WGS closely aligned with your interests during the pre-registration periods to select courses that will forward their progress toward the graduate degree, including courses that would best prepare students for their Final Project. It is the student's responsibility to set up meetings with the Director and/or Advisor for this planning.

### Registration

Normally course registration is done online through Campus Connect. Registration windows for a given quarter are determined by schedules set by the University; you will find information about your enrollment appointment on your home page in Campus Connect. Prior to the opening of pre-registration for courses in a given quarter, a list of courses offered by WGS and Affiliated faculty and approved for students in the WGS M.A.

program is made available. In general, students completing the M.A. will select their courses from that list.

All courses toward the MA must be at the level of 400 or above. If you are interested in a course at the 200 or 300 level, there are possibilities of doing independent studies with the professor for such a course. Contact the Graduate Director for more information about how to pursue this possibility.

**Courses Requiring Separate Registration:** There are some exceptions to the regular registration method, notably WGS 499 (Independent Study) and WGS 493 (Final Project Independent Research). These require special permission from the sponsoring instructor for WGS 499 or Chair of Final Project Committee and from the WGS Graduate Director. **The form for registering for these courses is found online at <http://las.depaul.edu/student-resources/graduate-student-support/Pages/independent-study.aspx>**

#### **WGS 499 - Independent Study**

Independent study courses provide you with the opportunity to undertake intensive study of a particular a set of issues or questions, or to deepen your knowledge in a particular area, in which there is no course equivalent. In an Independent Study, you work with a professor with expertise in the area of interest. If the professor agrees to work with you, work together to develop a specific set of requirements and expectations for the course. Typically, this involves intensive reading and discussion, research and writing, and/or development of some kind of project. This course should not be used to develop the Final Project for your MA, although it may indirectly feed into it; the course to sign up for work on MA Projects is WGS 493.

Independent Study courses require special registration. You cannot register for an independent study through Campus Connect. Registration must be completed online through the use of a special form by the end of the first week of classes in the term when you will complete the study. The form for registering for Independent Study/Research is found online at <http://las.depaul.edu/student-resources/graduate-student-support/Pages/independent-study.aspx>. The form will then request approvals from both the sponsoring faculty member and the Graduate Director.

**WGS 493 -- Final Project Independent Research also requires online registration (see under Final Project Options and Guidelines) using the Independent Study form (see link above).**

#### **Courses that have not been officially approved for WGS credit:**

Depending upon a student's particular interests and program of study, there may be classes you would like to take but they are courses that have not been formally approved

for the WGS M.A. degree. If you want the course to count toward your MA Degree, the course must be approved by the Graduate Director. Typically, this will involve communication between the student, the course instructor, and the Graduate Director about how the course will be appropriate to the WGS MA Program.

### **Course Load**

The recommended course load for full-time students in the M.A. Program is two courses per quarter and for students in the 5-year B.A./M.A. program, the typical load for the fifth year is 3 courses per quarter. In addition, during the first year of both the MA and BA/MA Programs, there will be mandatory Proseminar Meetings held three times per quarter. These meetings are scheduled to be one hour and fifteen minutes before the core course offered in a particular quarter: in Autumn, WGS 400: Feminist and Gender Theories; in Winter, WGS 465: Globalization, Transnationalism, and Gender; in Spring, WGS 491: Methods and Scholarship in WGS. There will also be Proseminars offered during the second year of the MA that support movement toward the final project and toward post-graduate planning.

Students are encouraged to register for and complete all graduate core courses along with their cohort during the first and second years of graduate study. Exceptions will be granted by the Graduate Director in cases of extreme and unusual situations.

No student may attend a class for which he or she has not been properly registered. Credit is accumulated on the basis of quarter hours. 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, unless otherwise noted.

For students fully employed, registration for no more than eight credit hours in a term is the suggested maximum.

### **Grades**

DePaul University uses a plus/minus grading system on a 4.0 basis. Grades are weighted as follows: A = 4.0; A- = 3.7; B+ = 3.3; B = 3.0; B- = 2.7; C+ = 2.3; C = 2.0; C- = 1.7; D+ = 1.3; D = 1.0; F = 0.0. Your Grade Point Average (GPA) is calculated by multiplying the credits earned for a course by the numerical value of the grade received (grade points) and determining the mean by dividing the aggregate total number of grade points by the aggregate total number of credits earned.

A student must earn a grade of B- or higher to receive credit for any graduate course (400, 500, or 600 level). A course taken at any level may be repeated. When a course is repeated, the original grade remains on the transcript, but only the second grade and credits factor into the GPA.

A student must achieve a minimum grade point average of 3.00 to graduate with the M.A.

### **Incomplete Grades**

All grades of “IN” or “Incomplete” are assigned at the discretion of the course instructor. In general, they should only be requested when exceptional circumstances (such as serious illness) prevent the student from completing course assignments by the date specified.

Students have at most two quarters to complete a grade of “IN” or “Incomplete.” At the end of the second quarter (summer excluded) following the term in which the incomplete was assigned, the “IN” grade will automatically convert to a grade of “F.” Faculty members have the prerogative to assign a completion date earlier than the two quarter deadline and this date will supersede the two quarter timeframe just stated. Ordinarily, no incomplete grade may be completed after the grace period has expired; once the time is up, faculty members may not change incomplete grades without the permission of the LA&S Dean’s Office and Grade Exception Committee.

### **“R” Grades – Continuing Research**

A grade of “R” is given when a student is making satisfactory progress in a course that extends beyond the end of a given term or on a project that extends over more than one term. With the exception of students completing a thesis project, “R” grades must be completed within one academic year of the posting of the “R” grade or it will revert to an “F.” A faculty member may assign a completion date earlier than the one-year deadline and this date will supersede that deadline. Ordinarily no “R” grade may be changed after the grace period without the permission of the LA&S Dean’s Office and Grade Exception Committee.

Students who have completed degree requirements, but have an R grade that has not yet expired and has not been changed by an instructor can elect to have the degree posted and the “R” grade made permanent. The “RG” (“Research, Graduated”) grade cannot be changed at any future point.

### **Degree Progress Report**

Students should familiarize themselves with the Degree Progress Report (DPR) function of Campus Connect, which is found under the “For Students” menu and the “Records and Registration” submenu. The DPR tracks progress toward the degree, although it may not recognize course substitutions (see below) and other non-standard elements of degree progress. Thus it is often not accurate. If you have questions regarding your DPR, contact the WGS Graduate Director who can assist you in correcting the credits toward your degree.

### **Transfer Credit and Course Substitution**

Upon consultation with and approval by the Graduate Director, students may request that up to twelve (12) credits of graduate work earned at another graduate degree-granting institution be applied toward the M.A. in Women's and Gender Studies. Credit counted in the completion of a previous degree cannot be transferred to DePaul University. Transfer grades from other institutions do not count in the calculation of the DePaul GPA.

If you are transferring internally from another unit of DePaul University, a maximum of twelve (12) credits of graduate work earned in other departments/programs may be applied toward the M.A. in Women's and Gender Studies.

Any course substitutions, whether on transfer or for courses offered outside of WGS, must be approved by the Graduate Director, who will decide on a case-by-case basis which course(s) will be applied toward completion of the M.A. in Women's and Gender Studies.

### **Continuous Enrollment**

Students in M.A. programs at DePaul are expected to complete all degree requirements within a six-year period from the first registration for a course in the graduate program. For students who do not do so, the Department Chair or Graduate Director may recommend, on receipt of the student's written petition, an extension of time with or without additional courses, examinations, or other conditions.

### **Candidacy Continuation and Candidacy Maintenance**

Candidacy Continuation—Enroll in WGS 496 -- a 0 credit, "permission only" course. It is for students actively working on the Final Project. Registration for it ensures continued deferment of any student loans and allows for further loan applications to be processed. It also affords the student access to full campus services, including library privileges, use of the Ray Meyer Center, etc. To sign up for WGS 496, the student must request that the Graduate Director enroll them in the course.

Candidacy Maintenance – Enroll in WGS 497 -- a 0 credit "permission only" course. It is for students who are NOT actively working on their Final Project, but want to be considered Active in DePaul's system. To sign up for WGS 497, student must request that the Graduate Director enroll them in the course.

### **Maintaining Active Student Status**

A student who has not yet completed requirements for the M.A., but who wishes to remain on active status and has paid the appropriate fee and HAS NOT registered for WGS 496 may still graduate, once application for degree conferral has been made. However, there will be no deferment of student loans and the student will not have access to full campus services.

## Leave of Absence

If a student intends to take a temporary leave or break from registering and attending DePaul, a leave of absence must be filed with the University. You can request a leave of absence through Campus Connection. You should note that taking a leave of absence does not absolve a student from financial obligations to DePaul. You may consult the Academic Calendar and Academic Policies section of the online Course Catalog for more information regarding a leave of absence.

## Re-entering the MA Program

A student who has been dismissed from the program may reapply through the formal application process. All students considering applying for readmission are strongly encouraged to contact the Graduate Director before doing so.

## Graduation

In order to graduate from the M.A. Program in WGS, you must successfully complete all of the requirements set forth in the Department's section of the University catalog under which you were admitted. All requirements must be completed by the grading deadline of the degree conferral quarter.

**Distinction** will be granted to those students with a minimum 3.8 GPA AND if your Final Project Committee determines that the Final Project merits the designation of distinction. The distinction is then noted on the student's transcript.

**Application for Degree Conferral:** Applying for degree conferral requires that the student anticipate completion by the stated deadline of all program requirements. Submitting the on-line degree conferral application does not guarantee that a degree will be granted by DePaul University. Degree requirements are reviewed at the end of the expected completion term indicated on the application. Students may not have any outstanding incomplete grades, transfer credit, grade changes, substitutions, or waivers. Final Projects must have been graded and submitted. Failure to have these items complete by the end of the degree conferral term will prompt the Graduate Office to deny degree conferral; if you wish to postpone your degree conferral or are not eligible to graduate, you will have to reapply at the appropriate time.

The University confers graduate degrees four times per year, after the autumn, winter, spring, and summer terms. In order to have your degree posted to your transcript and receive your diploma, you will need to apply for degree conferral. You do this by logging into Campus Connect and following the instructions under the "For Students" menu. You will also need to pay the degree conferral fee. The deadlines for applying for degree conferral are posted on the Graduate Office website:

<http://las.depaul.edu/student-resources/graduate-student-support/Pages/degree-conferral.aspx>.

**Commencement: Students must apply for degree conferral in order to participate in commencement.** If you plan to attend the annual commencement ceremony, please visit website below. DePaul's graduation ceremony is symbolic and is held in June of each year. Degree audits take place in June and August of each year and thus candidates may not be accurately recognized as having earned a degree. Likewise, graduation with distinction may not be announced at the ceremony or noted in the graduation program, but will show on the transcript and diploma.

**Diploma:** Your diploma will be mailed by Student Records within three months after the convocation ceremony.

**Deadlines for Degree Conferral and Commencement Participation:** The University confers graduate degrees four times a year – after the autumn, winter, spring and summer terms. [View deadlines for applying for degree conferral.](#) The deadline for applying for the June commencement ceremony is February 1st of that academic year.

Up-to-date info on Graduation Requirements, Conferral, Commencement, Deadlines -- <http://las.depaul.edu/student-resources/graduate-student-support/Pages/default.aspx>

## **Academic Integrity Policy**

Violations of academic integrity in any form are detrimental to the values of DePaul, the mission of Women's and Gender Studies, the students' development as responsible members of the university and larger communities and to the pursuit of knowledge and the transmission of ideas. Violations of academic integrity include but are not limited to: cheating, plagiarism, fabrications, falsification or sabotage of research data, destruction or misuse of the university's academic resources, academic misconduct, and complicity.

If a faculty member finds that a student has violated the Academic Integrity Policy, the violation must be reported to the Office of Academic Affairs. In the case of a first violation, the appropriate sanction is at the faculty member's discretion. In the case of a second or subsequent violation, a hearing before an Academic Integrity Board is mandatory and may result in additional sanctions, up to and including suspension or dismissal from the university and notation on the student's transcript. Conduct that is punishable under the Academic Integrity Policy could also result in criminal or civil prosecution.

The full Academic Integrity Policy and guidelines may be found in the online Student Handbook-- <http://offices.depaul.edu/oa/faculty-resources/teaching/academic-integrity/for-students/Pages/default.aspx> .

## **Academic Probation and Dismissal**

A graduate student is placed on academic probation when the graduate Grade Point Average (GPA) falls below 2.5 and remains on probation until four (4) more courses have



been completed. At the end of those four (4) courses, if the GPA has not risen above 2.5, the student may be dismissed and prohibited from registering for additional coursework.

## **FINANCIAL ASSISTANCE**

### **Tuition and Fees**

Tuition charges are calculated per credit hour. DePaul is on a quarter system; the M.A. in WGS requires 48 quarter hours for degree completion. To help fit the cost of graduate school in your budget, DePaul provides multiple methods of payment. For additional details on tuition and fees or setting up payment plans, please visit the Student Accounts website at [www.studentaccounts.depaul.edu](http://www.studentaccounts.depaul.edu).

### **Sources of Financial Aid**

Needs-based financial aid may be available through the Office of Financial Aid. Eligibility is determined through completion of the Free Application for Student Financial Aid (FAFSA). You might wish to explore student loan options, which provide a form of financial aid that must be repaid, with interest. Student loans are offered through the federal government's direct loan program or through private lenders. The Office of Financial Aid website provides guidance on what to look for and what questions you should ask when researching federal and private loan options. Visit the "Types of Aid" section on the Office of Financial Aid's website: [www.depaul.edu/financial\\_aid](http://www.depaul.edu/financial_aid)

Graduate students are strongly encouraged to seek additional funding from outside sources. A listing of scholarship search engines is available on the Office of Financial Aid's website, shown above. You also may contact any social, religious, military or professional organizations with which you are affiliated to see if the sponsor scholarship programs.

In the past, WGS graduate students have supplemented formal financial aid in a variety of ways. For example, several students seek full-time employment with the university. Full-time employment carries with it tuition support for up to two courses per quarter. Many students work in administrative positions with the university during their graduate program. In addition, students may be interested in applying for the position of Residence Director within the Division of Student Affairs. Residence Directors are full time professional staff who live in the residence halls and assist students in a variety of ways, including programming, emergency response, roommate concerns, personal wellness, and connectedness to the DePaul Community. Recruiting for these positions takes place at Oshkosh Placement Exchange (OPE), and such vacancies also are listed on DePaul's Human Resources website at [hr.depaul.edu](http://hr.depaul.edu). The human resources website provides a listing of all jobs at DePaul, and we suggest visiting the site often.

### **Graduate Assistantships**

Each year the Department of Women's and Gender Studies (WGS) and the Beck Research Initiative for Women, Gender and Community (BRI) offers a limited number of graduate

assistantships for WGS Graduate students in the MA Program. Graduate assistants typically complete up to 20 hours of weekly service to the department in exchange for tuition waivers and a stipend.

The [Center for Intercultural Programs](#) (CIP), in partnership with the Department of Women's and Gender Studies, also offers one graduate assistantship each year to a WGS graduate student. This assistantship also comes with a stipend and tuition waivers.

WGS, BRI, and CIP Graduate Assistantships are announced in late fall and applications are due February 15. For more information about graduate assistantship opportunities, please contact [Dr. Ann Russo](#), the WGS Graduate Director.

For more information about Stipends and Tuition Waiver logistics in the College of LAS, please visit <http://las.depaul.edu/student-resources/graduate-student-support/Pages/stipends-and-tuition-waivers.aspx>

Additional graduate assistantships may also be available through the Office of Student Affairs, the Steans Center, and other programs and offices. We encourage WGS students and applicants to reach out to these centers and programs as well for additional opportunities.

## **DePaul-Based Scholarships and Financial Aid**

**WGS Ballenger Memorial Scholarship** – Each year, the Department of Women's and Gender Studies awards two scholarships (up to \$1500 per award) that is applied to tuition. This Fund was established in 2001 with a legacy from the late Sally Ballenger, one of the founders of the Women's Studies Program, who taught in and chaired the Department of Nursing at DePaul. Call for applications is sent out in Winter Quarter. For info, contact the WGS Departmental Office.

**Richard J. Meister Scholarship:** This is an award of \$1,500 for DePaul University students. All DePaul students are eligible, with a special consideration for students ages 25 and older. The Richard J. Meister scholarship lies in the tradition of DePaul scholars who critically reflect on societal issues and problem solving methods to achieve societal goals and engage in service within the local and/or global community, and encourages students to continue doing so throughout their lives.

Additional information about DePaul Scholarships: <http://www.depaul.edu/admission-and-aid/Pages/scholarships.aspx>

## **External Funding and Scholarship Sources**

**American Association of University Women**

<http://www.aauw.org/what-we-do/educational-funding-and-awards/>

### **National Women's Studies Association Awards and Scholarships**

<http://www.nwsa.org/content.asp?pl=16&contentid=16>

NWSA will award \$1,000 to a student who, in the fall of the year of the award, will be engaged in the research or writing stages of a Master's Thesis or Ph.D. Dissertation in the interdisciplinary field of women's studies. The research project must enhance the NWSA mission. This opportunity is open to current NWSA members.

### **P.E.O. International: Scholarships**

P.E.O. International Peace Scholarship (IPS) Fund was established in 1949 to provide scholarships for international women students to pursue graduate study in the United States and Canada.

### **Paul and Daisy Soros New Americans Fellows Program –**

<http://www.pdsoros.org/>

### **Graduate Student Research Funding Opportunities**

The College of Liberal Arts and Social Sciences supports the research, scholarship, and creative work of graduate students through its Graduate Research Funding (GRF) program. The GRF helps defray the cost of conducting research and creative work and for presenting papers at academic conferences. Proposal guidelines, eligibility requirements, and all necessary application forms can be found at the website:

<http://las.depaul.edu/Research/Graduate/index.asp>

Graduate students are also eligible to apply for research grants through DePaul's Vincentian Endowment Fund (VEF). The VEF has an annual funding cycle as well as a discretionary grant program for funding requests of less than \$1500. For detailed information about these grant opportunities, visit the VEF website:

<http://mission.depaul.edu/Programs/funding/vef/Pages/default.aspx>

### **WGS Community Opportunities**

#### **Beck Research Initiative for Women, Gender, and Community (BRI)**

The Beck Research Initiative for Women, Gender, and Community (BRI) promotes community-based programs and research that inform the prevention of, and intervention in, gender-related oppressions. DePaul university faculty and students work with community members to effect social change through social policy, advocacy, and community development. The BRI is administered through the Department of Women's and Gender Studies at DePaul University. Examples of community-based projects include collaboration with teens in changing urban neighborhoods; programs supporting domestic violence survivors; programs to address and prevent relationship violence; LGBTQ Latina activists; restorative and transformative justice projects; and community accountability activism.

In addition, in 2012 the BRI launched the Service Learning and Internship Program (SLIP), with a mission to promote community-based service learning and internship opportunities for both undergraduate and graduate students. The SLIP program, seeks to form long-term partnerships with both feminist-informed community organizations and other DePaul University departments and programs, to produce multi-disciplinary, multi-course, and multi-year projects for our students. As part of this initiative, the department offers an experiential/service learning internship course (WGS 352/452) to provide students with an experience that integrates the feminist-informed theoretical work of the classroom with practical application in the community. Students also can access an internship/job board and a comprehensive community database on our website which offers additional opportunities for internships and independent research. For more information, contact Dr. Beth Catlett ([bcatlett@depaul.edu](mailto:bcatlett@depaul.edu)) and/or visit the BRI website at [www.beckresearch.org](http://www.beckresearch.org).

### **Building Communities, Ending Violence Project**

The goal of this project is to build people's capacity for everyday collective & community-based responses to oppression and violence, that do not rely on punishment and external authoritative action. The project offers space for reflection, dialogue and skill building for healing, intervention, accountability, and transformation. Our methods for building community as well as skills are collective strategy sessions, peacemaking circles, healing arts, poetry, and performance events, among others. Our project is grounded in the values of community accountability and transformative justice. For information, contact Dr. Ann Russo ([arusso@depaul.edu](mailto:arusso@depaul.edu)) and check out brief information on the Beck Research Initiative website: <http://beckresearch.org/community-based-projects/building-communities-ending-violence/>

### **TRIOTA**

Iota Iota Iota (Triota) is the academic honor society for the field of Women's and Gender Studies. The purpose of the organization is to encourage academic achievement in Women's and Gender Studies. Iota Iota Iota is named for the ancient goddesses: Inanna, Ishtar and Isis. We are the DePaul chapter of this honor society.

Students who wish to join must have taken at least 3 classes listed under Women and Gender Studies prior to applying (12 credit hours) and must have a cumulative GPA of 3.0 in all of your Women's and Gender Studies classes. Students must also have an overall GPA of 3.0. For more information, contact Dr. Robin Mitchell ([rmitch19@depaul.edu](mailto:rmitch19@depaul.edu)) who is the Faculty Advisor.

### **WGS DEPARTMENT FACEBOOK PAGE**

Please be sure to LIKE the Women's and Gender Studies Department Facebook page. Here you'll find announcements about DePaul classes, events, conferences, film screenings, Chicago-based activities, as well as posts related to WGS-related issues, questions, and communities.

## WGS GRADUATE STUDENT FACEBOOK GROUP

WGS Graduate Students have a facebook group; if interested, please contact the Graduate Director Dr. Ann Russo who can add you to the group.

## M.A. FINAL PROJECT OPTIONS AND GUIDELINES

### *Thesis, Practical Project, Creative Project, Portfolio Project*

In this section, each of the Final Project options with general guidelines are outlined along with the specific steps students would take toward toward completion of this requirement.

### **Thesis Goals, Objectives, Requirements**

The Thesis Option requires that the student plan, execute, and defend an independent and original analytical research project that makes a contribution to current scholarship in the field of women's and gender studies and related subfields. It is designed for students who are planning to seek further graduate study, perhaps at the doctoral level, or for those who enjoy and are committed to the challenges of independent academic research and writing. While many write a thesis for admission into a Ph.D. program, please be aware that applications usually require a much shorter writing sample, and that an MA thesis is not a requirement for admission. For information about DePaul University's general thesis requirements and processes, see <http://las.depaul.edu/CurrentStudents/GradStudentSupport/GraduationRequirements/ThesisRequirements.asp>

The M.A. Thesis in WGS consists of approximately 50 pages of text with a substantial bibliography; however, the project's specific goals and objectives, including length, will be defined by the student in conjunction with the Final Project Committee Chair. The thesis should show accomplishment in methods of research, critical judgment, and, if appropriate, praxis that characterizes feminist research. Thesis research must be grounded in interdisciplinary scholarship as well as feminist and/or gender theories, and must reflect considerable engagement with relevant literature and methodology in the field. The thesis should demonstrate some unique contribution to women's and gender studies and to feminist research.

The thesis should introduce the topic with your specific research questions and/or issues, explain their significance, set out the theoretical and empirical underpinnings of the thesis project, demonstrate your engagement with the literature relevant to your study as well as clearly state the research questions, methods, analysis, and conclusions of your research project. Generally, thesis components include:

- INTRODUCTION TO THE TOPIC AND RESEARCH QUESTIONS – Introduce the topic, the issues at stake, and the research question(s) that you plan to research, analyze, and/or explore in the thesis.
- SIGNIFICANCE OF YOUR PROJECT – Discuss the significance of the topic and research to the field and/or to the world – what do you hope its contribution will be, what impact do you hope it might have. You might also talk about how the thesis is important to you.
- REVIEW OF THE SCHOLARLY LITERATURE—This section should situate your thesis project in a critical and analytical review of the existing scholarship on the issues addressed in the thesis. Discuss the scholarship that exists on the topic, evaluate its effectiveness, and discuss how your project evolves out of the existing scholarship.
- METHODOLOGY AND METHODS—Provide a rationale for the methodology utilized for the project and describe the method(s) you will use to collect the data or evidence that shape the process of your project. In other words, you must explain and justify your choice of methodology and methods in relation to the research problem and/or questions.
- ANALYSIS—Here you offer your analysis of the materials you’ve gathered, analyzed, and interpreted and their relationship to the questions and issues that underlie your thesis project.
- CONCLUSION AND IMPLICATIONS—The conclusion should include a brief summary overview of thesis and arguments, with a discussion of additional questions and/or issues raised and the implications for further research and analysis in this area.

Students who select the Thesis option will complete, in addition to required Core Courses in the M.A. Program, a five-course elective focus, and two courses of WGS 493 Final Project Independent Research focused on researching and writing the thesis. You are required to present and defend the thesis to a your MA Final Project Committee.

In addition, students are expected to present their Final Projects at a year-end celebration of WGS Graduate Student Projects. This event usually takes place toward the end of the Spring Quarter. These presentations are usually no more than 10 minutes per student. Details about this event may be obtained from the Graduate Director.

When the thesis is completed and approved, it will be cataloged and placed in the DePaul University library. It will then become available to scholars worldwide through interlibrary loan.

### **Practical Project Goals, Objectives, Requirements**

The Practical Project Option is a good choice for those students in the M.A. program who are interested in working in the nonprofit, social service and advocacy, education, human rights and/or social justice arenas. Practical projects take a variety of forms; for instance,

it could be a participatory action research project with an organization, or a curriculum to be taught in community-based or educational setting, or a public policy or human rights related educational or advocacy project, or any project created for implementation with a broader community. Areas of interest may include, but are not limited to, social justice issues, community organizing, law, public policy, judicial activism, philanthropy, or social media, mass communication, among others. Since service or leadership in such areas rarely requires doctoral-level credentials, but often asks that practitioners have education beyond the B.A./B.S., DePaul's program offers an option for students seeking career preparation.

The Practical Project Option requires that the student plan, develop, and defend a practical project that is grounded in interdisciplinary scholarship, feminist and/or gender theories, and that has a direct and practical application to community service, advocacy, and/or education. This project does not have to be tied to a particular organization, but it must be grounded in feminist, gender, and related theory and scholarship with a goal to connect academic knowledge with community-based knowledge. When tied to an organization, the project should assist with the goals or needs of the group, which may include (but are not limited to) the pursuit of policy change, social justice, education, health/wellness, or basic needs such as food, shelter, medicine, etc.

In general, the M.A. Practical Project in WGS consists of the project itself (e.g., the curriculum, the participatory action research report) and a Framing Paper (minimum 25 pages) in which you frame the mission, goals, methods, components, and expected outcomes of the project you have undertaken. The project's dimensions as well as mission, goals, methods, and outcomes will be defined by the student in conjunction with the Final Project Committee Chair.

The Practical Project framing paper should describe and provide a rationale for the mission, goals, and outcomes of the project, explain its significance and contribution, set out the theoretical and scholarly underpinnings of the project, describe the components of the project, and explain the project's projected audience and impact. In general a framing paper should include the following components (although these will be further specified in discussion with Chair of Committee):

- **INTRODUCE AND PROVIDE RATIONALE FOR PROJECT** – The introduction should provide a brief introduction to the project's mission, goals, and objectives in relation to a set of issues or questions. It should provide a well-developed rationale grounded in the field in which the project is centered and the problems or issues that it is designed to address. In addition, explain the audience that your research is designed to assist and tell how and why the specific problem you are addressing is relevant.
- **EXPLAIN SIGNIFICANCE OF PROJECT** – This should be a statement of why this project is important and what contribution it will make to the field, to the organization (when relevant), to the community, to the world. This would also be a place for you to talk about its significance to yourself.

- **SITUATE PROJECT IN FIELD OF WGS**—The paper should include a fairly substantial critical, analytical explanation of how the project is situated within and contributes to the theory and scholarship of Women’s and Gender Studies and other relevant fields..
- **DESCRIBE MISSION/PURPOSE, RATIONALE, COMPONENTS, AND METHODS OF PROJECT**—There should be a clear, well-developed description of and rationale for the project’s mission, goals and objectives, methods and strategies, organizational components, intended audience, evaluation measures, and any other relevant aspects to the project.
- **CONCLUSION AND NEXT STEPS**—The conclusion should include a discussion of the overall goals of the project and plans for implementation and/or further development.

Examples of practical projects include writing a curriculum designed to educate high school students on relationship violence prevention, preparing a proposal or policy study for a community organization or NGO, or designing a syllabus for a college course on alternatives to incarceration for non-violent offenders. Examples of MA Projects at DePaul along with their Framing Papers are available through the WGS Office.

Students who select the Practical Project option will complete, in addition to required Core Courses in the M.A. Program, a five-course elective focus, plus an additional two courses (total of 8 credit hours) of WGS 493 Final Project Independent Research. They will also be required to present and defend the Practical Project to a committee of at least three (3) faculty members who are chosen from Department and affiliated faculty. If the student is working with a specific organization, members of that organization may be invited to join the committee.

In addition, students are expected to present their Final Projects at a year-end celebration of WGS Graduate Student Projects. This event usually takes place toward the end of the Spring Quarter. These presentations are usually no more than 10 minutes per student. Details about this event may be obtained from the Graduate Director.

### **Creative Project Goals, Objectives, Requirements**

The Creative Project Option is available to students wishing to prepare an artistic and/or literary project that gives voice to issues or questions in Women’s and Gender Studies. It should be informed by feminist theory and scholarship, and it should address a significant theme or question within the field. A Creative Project may be a play, an art exhibit, a memoir, a novel, a collection of short stories, a collection of non-fiction essays, a mixed-media work, a dance or musical performance, a film, a website—to name just a few of the multiple possibilities open to students choosing this option. The Creative project Option is designed for students interesting in furthering their creative and expressive capabilities in the context of engagement with the interdisciplinary fields of women’s and gender studies.



In general, the M.A. Creative Project in WGS consists of the creative project itself and a Creative Project Framing Paper (minimum 25 pages) in which you describe and frame the creative project. The creative project might be visual art, creative writing, performance, music, etc. When relevant, for example in the case of an art exhibit or performance, students must organize an exhibition and/or public performance in a relevant venue and to a relevant audience. However, the project's specific dimensions, goals and objectives will be defined by the student in conjunction with the Final Project Committee Chair.

The Creative Project Framing Paper should define the questions or themes that guide your creative process, explain the project's significance, demonstrate your engagement with the women's and gender studies literature relevant to your project, and describe the process you envision using in your creation.

- **INTRODUCE THE CREATIVE PROJECT AND THE QUESTIONS OR THEMES IT EXPLORES** – Introduce the project, the questions or issues it addresses, and provide a rationale for why you chose a creative approach to the project.
- **EXPLAIN THE SIGNIFICANCE OF YOUR PROJECT** – Discuss why your project is important to you, to the field of Women's and Gender Studies, to feminist and gender politics, and/or to the world.
- **SITUATE PROJECT IN WGS THEORY AND SCHOLARSHIP**—This section should be short, critical, and analytical, explaining how your project emerges from the theory and scholarship in the field. Provide a rationale for how the project is situated within the field, and the themes that emerge from the theoretical and creative works of others and evaluating their effectiveness in grounding or illuminating your own creative process.
- **DESCRIBE THE PROJECT AND OFFER A REFLECTION ON THE CREATIVE PROCESS AND RATIONALE FOR IT** —Describe the creative project and the process you followed as you develop your project; you must explain and justify your choice of process that guides your creative work. If other persons are to be involved in the process, include a detailed description of each person's role and function (for example, musicians, stage technicians, etc.).
- **CONCLUSION AND REFLECTION ON FUTURE**—The conclusion should offer some reflection on the project as a whole, its vision, goals and methods, and impact, as well as plans for further distribution and/or exhibition.

The Creative Project may be created by you as a single individual or it may employ others in the case of a collaborative project, such as a play or a dance or musical performance. You, however, are the one who is finally responsible for the work, since you are submitting the project as the Final Project for the Master's Degree.

Students who select the Creative Project Option will complete, in addition to required Core Courses in the M.A. Program, a five-course elective focus, plus an additional two courses of independent study and research. You will also be required to present and defend the creative project to a committee of at least three (3) faculty members who are

chosen from Department and affiliated faculty. You might also seek mentoring from a practicing artist or creative worker in an area relevant to the project, who may become an ex-officio members of your Final Project Committee.

Students who select this option must organize some exhibition and/or public performance in a relevant venue and to a relevant audience. At a minimum, this could be presenting the project at the end-of-year Graduate Student Presentations. All students are expected to present their projects at this public celebration of work. This event usually takes place toward the end of the Spring Quarter. These presentations, however, are usually no more than 10 minutes per student. Therefore, if your project is a more extensive play or performance or live music, you must organize an additional performance.

### **Portfolio Project: Goals, Objectives and Requirements**

The Portfolio Final Project Option is designed for those students who do not wish to undertake an extensive independent research-based project. In this case, the students have the opportunity to an additional elective course with only one quarter of WGS 493 (Final Project Independent Research) for portfolio preparation. This option is useful for students who wish to synthesize and reflect upon key themes, issues, and/or questions that developed over the course of their graduate studies, perhaps with a future trajectory in mind, or simply as a way of bringing closure to your graduate studies.

The Portfolio Final Project Option requires that the student conduct a comprehensive analysis of their learning while a graduate student in WGS. The student must prepare and submit (1) a collection of at least six seminar papers, practical or creative projects, and/or other research products that are the outcomes of core and elective courses; and (2) a Portfolio Essay (minimum 25 pages) that offers a reflective and critical analysis of how the papers/projects reflect the students intellectual, creative, and analytical development over the course of their graduate studies.

The Portfolio Essay is a critical reflection on the scope and meaning of their graduate work, reflected in the six papers/projects and the courses in which they were developed. In general, the Portfolio Essay should synthesize and evaluate your work in the MA Program in WGS. Reflecting upon the papers and/or projects represented in the portfolio, the essay should:

- Synthesize and frame your educational experiences in Women's and Gender Studies;
- Analyze central issues, themes, problems, and/or contentions that are significant in terms of your own personal and intellectual development;
- Explain how particular theoretical frameworks guided, expanded and/or informed your intellectual development;

- Include particular methodological approaches that you have found the most useful in deepening your understanding of feminist and gender discourses and knowledge production;
- Project how all of the above will shape the praxis you continue to develop in your future endeavors.

The Portfolio Essay should be at least 25 pages in length; however, the portfolio's specific dimensions, goals and objectives, including length, will be defined by the student in conjunction with the Portfolio Committee Chair.

Students who select the Portfolio Option will complete, in addition to required Core Courses in the M.A. Program, a six-course elective focus, plus an additional course WGS 493 – Final Project Independent Research during which they will write the Portfolio Essay. They will also be required to present and defend the portfolio project to the Chair of their Final Project Committee and one additional faculty member, who must both be appointed in the Department of Women's and Gender Studies at DePaul.

In addition, students are expected to present their Final Projects at a year-end celebration of WGS Graduate Student Projects. This event usually takes place toward the end of the Spring Quarter. These presentations are usually no more than 10 minutes per student. Details about this event may be obtained from the Graduate Director.

## **Steps in the Production of Thesis, Practical, and Creative Projects (Section for Portfolio Projects follows this section):**

### **I. Select a Final Project Committee Chair & Committee**

At the beginning of the second year of full-time graduate study, students are expected to develop a topic and focus for their project and to form a Final Project Committee. A Final Project committee is comprised of a minimum of three (3) members, who are chosen from Department and affiliated faculty. In most cases, the Committee Chair should be a member of the Department faculty, although exceptions to this can be made with permission of the Graduate Director. Under special circumstances, and with permission of the Graduate Director, students may include faculty who are not affiliated with WGS or whose appointments are at other institutions as members of the Final Project committee, but such individuals may not chair the committee.

The first three (3) members of a Final Project Committee, including the Chair, must be full-time, tenured or tenure-track faculty members. In addition, at no time shall the number of committee members who are not full-time, tenured or tenure-track faculty members exceed the number of committee members who are full-time, tenured or tenure-track faculty.

To help you identify an appropriate chair, we encourage you to meet with the Graduate Director or your advisor to discuss the general topic of your project and to explore

potential committee chairs. Once you've chosen a potential chair, you should approach that person to discuss your research and project ideas, to make a plan for completion and defense of Project Proposal.

There are various ways in which a student may work with a Final Project committee. For example, all members may be involved from the beginning with the development of the proposal. In some cases, the student and committee chair may work together to develop the proposal and only involve other committee members once a draft proposal has been completed. All parties involved should work out the specific arrangements clearly before proceeding to develop a proposal.

Changing your chair or other committee members is not encouraged and can be complicated, particularly when you have an approved proposal. Sometimes changes become necessary if chairs are on sick leave or sabbatical or leave the University. You should talk about potential leaves with your chair and ascertain how the chair's plans might affect your plans for completion. Any changes in your committee should be discussed with your chair and the Graduate Director. If you anticipate any difficulties in making the change, consult the Graduate Director.

In the event that a student loses a committee chair because of illness or change of employment, the department will make every effort with the student to find a suitable replacement. If a student takes a leave of absence or is unreasonably delayed in completing the final project, there are no guarantees that the same chair will be able to continue chairing or serving on the thesis committee.

## **II. Enroll in WGS 493 with Chair of your Final Project Committee**

Once your project has been proposed and defended, you are ready sign up for WGS 493. This is the course in which you work directly toward completion of your Final Project. If you are writing a thesis or undertaking a practical or creative project, you will register for a total of 8 credit hours of WGS 493 (equivalent of two courses, either over two quarters or all 8 hours in one quarter).

WGS 493 is taken with the Chair of your Final Project Committee who will be the official faculty instructor/advisor for the Project. You work with the Chair of your Final Project Committee to map out a plan for your work during the quarter(s) in which you are registered for WGS 493.

You cannot register for WGS 493 through Campus Connect. Registration must be completed online with the Independent Study form, and must be approved by the Instructor and the Graduate Director by the end of the first week of classes in the term when you will be taking the course. You sign up for this course using the Independent Study online form. The name of the course: Final Project Independent Research. The form for registering for Independent Research is found online at

<https://lascollege.depaul.edu/IndependentStudy/Login.aspx> . All WGS 493 courses must be approved by both the sponsoring faculty member who is the Chair of your Final Project Committee and the Graduate Director.

### **III. Develop and Present Final Project Proposal**

All students are required to receive formal approval of a thesis or project proposal prior to beginning their final project. This process usually takes place Fall Quarter of the year you plan to graduate. The specific format and length of the proposal will be set by individual chairs in consultation with the student prior to starting the proposal. The student should discuss the time line with the chair once the committee has been formed.

Students work with the Chair of the Committee (and committee members, if appropriate) to develop a project design or plan for the final project proposal. Once the proposal is completed, and before beginning the project, the student presents the proposal at a Final Project Proposal meeting organized in conjunction with your committee chair.

**Components of the Final Project Proposal:** A final project proposal normally contains the following:

- A statement of the main research questions, issues, and/or ideas to be explored in the work. Practice and Creative Projects should include a projected mission, goals, and brief description of project.
- A preliminary bibliography. The bibliography will, of course, be modified as the project proceeds. A preliminary literature review may also be necessary, depending on the focus of the project.
- An overview of the theoretical as well as the methodological approach or methods to be used in the project (for example, include a discussion of methods such as textual analysis, critique of key elements, feminist literary criticism, philosophical analysis, participant observation, action research, content analysis, archival research and documentary analysis, experiment).
- A rough outline of the structure of the proposed project. Examples of completed M.A. theses and projects are available in the WGS Department Office and theses are available online through the University library.
- A discussion of the ethical and political implications of the proposed study and how ethical criteria are to be met, if relevant.
- The name of the Committee Chair and Committee Members
- Anticipated timeline for completion.
- If you are doing research with human subjects, you must have taken the IRB training through DePaul and you must develop and submit a draft IRB proposal for your project. For information about the IRB at DePaul, including training and proposal forms, go to [http://research.depaul.edu/IRB/IRB\\_Home.html](http://research.depaul.edu/IRB/IRB_Home.html).
- If applicable, a budget.

**Final Project Proposal Meeting:** The purpose of this meeting is to gain approval for the Final Project Proposal (including all of the above elements), and in the process to gain input, resources, ideas, and suggestions from the Committee members. Final Project proposals should be provided to the committee members at least two weeks prior to the proposal meeting date. When applicable, any ethical considerations for the research may be raised as well as a discussion of the potential availability of financial support for the research.

The meeting should be scheduled during the Fall Quarter for 1 hour and should be led by the Committee Chair. Students should work with the Chair of the Committee to schedule the WGS Conference room for the meeting (contact Departmental Assistant Leo Masalihit, [lmasalih@depaul.edu](mailto:lmasalih@depaul.edu)).

At the meeting, the student makes a short oral presentation (15- 20 minutes) introducing background to and key components of the Proposal. The committee members and others present may ask questions or offer suggestions. The discussion will inform any changes the committee will require the student to make before granting approval for the project to proceed.

Once there is agreement on the proposal, the committee chair and members need to sign off on the “Final Project Proposal” form which should be submitted to the Department Office and to the Chair of the Committee. Forms can be found on WGS Graduate Program D2L Site or on the LAS Graduate Forms site:  
<http://las.depaul.edu/CurrentStudents/GradStudentSupport/Forms.asp>

#### **IV. Develop and Write Thesis or create a Practical/Creative Final Projects that include Framing Papers**

As you begin work on the approved Final Project, it is important to meet with the Committee Chair to discuss the committee members’ and your own needs and expectations with regard to consultations regarding the development of your project. It is the student’s responsibility to check in regularly with the Chair with updates and/or for consultations regarding the status of the project. The student should expect that multiple re-writes of the thesis and or rewrites of the framing papers and revisions of the projects themselves will be required. It is important to work closely with your chair on drafts and submission of your thesis chapters or framing paper and project. As you near the end of writing/creating, you should consult with your chair about setting up the final project defense.

You need to keep in mind that the final project revision process can be lengthy. Drafts take time to circulate among committee members and you may not receive instant feedback or comments. The revision process often requires reflection and refined analysis on your part as well as re-writing/re-creating. It is essential that you, your chair, and your committee be clear on developing a timeline for completing your work and

getting feedback from the committee members, and create a timeline in relation to your plans for graduation.

Professional conduct for graduate students includes remaining in regular contact with your chair and committee. The faculty members who serve on your committee are busy people with multiple professional obligations, of which thesis committee work is just one. Understanding your committee members' obligations can only be achieved through clear and consistent communication with them about your work and its timeline.

Citations and Bibliography: The Department requires that MA students use the **Chicago Manual for citation and format style**, and to use it consistently and accurately throughout your thesis and/or framing paper and/or project. The Center for Writing-based Learning is an excellent resource for guidance on the Chicago Manual of Style (<http://condor.depaul.edu/writing/writers/citations.html>) as is the online site from Purdue University's Online Writing Lab (<https://owl.english.purdue.edu/owl/section/2/>)

## **V: Final Project Defense Meeting**

The student, in conjunction with the chair of the committee, will decide when the project is ready to be defended. Normally, a defense will not be scheduled until the Chair of the Committee has reviewed the project and is comfortable with proceeding to the defense. It is often helpful to have had some review by Committee members as well. You and your committee chair will arrange for the logistics of the Final Project defense—time, date, room—and ensure that all committee members are informed and will be present. The defense should take about 1 and ½ hours; the timeframe should be established with the Chair and members of the Committee. You or your Committee Chair should work with the Departmental Assistant Leo Masalihit ([lmasalih@depaul.edu](mailto:lmasalih@depaul.edu)) to arrange for a room for the defense, which is usually the WGS Conference Room. The defense should be planned at least 2 weeks prior to the end of the quarter you plan to graduate so that you have a substantive amount of time to make any revisions to the thesis or project before final submission.

You should submit a final draft of your project to the Chair and Committee at least two-three weeks in advance of the defense date. They will be expected to have read and reviewed the project prior to attending the defense. They will also be expected to contact your committee chair before the defense date if there are major concerns with the project such that a successful defense is unlikely or if major revisions are needed.

Prepare for the Defense: When your chair and committee agree that your Final Project is ready to be defended, you should be able to present your work with confidence and enthusiasm. You may prepare for the defense generally by thinking through some questions and answers that may come up in the conversation.

You should prepare:

- A presentation of your project, approximately 15-20 minutes in length

- Initiate the Final Requirements Confirmation Process for Committee Chair and Members to approve the final project; be sure to fill out the form correctly: <http://las.depaul.edu/student-resources/graduate-student-support/forms/Pages/default.aspx>

Agenda of the Defense: Your committee chair will preside at the defense. It is the chair's responsibility to ensure that procedures are followed in an appropriate manner. You can anticipate the following agenda for the final project defense and you should prepare accordingly.

- Chair welcomes all present to the defense; Introductions (1-5 minutes)
- Agenda is presented (2-3 minutes)
- Candidate for degree presents project (20 minutes)
- Candidate answers questions from chair and committee members. Committee members may ask all of their questions at once or do several rounds of questions (30-40 minutes)
- If others are present as audience, questioning may be opened up to all (0-10 minutes)
- Chair invites everyone but the committee members to step out of the room
- Chair presides over the committee's private deliberations. Chair organizes the committee's response, any required revisions, procedures for supervising completion of revisions, and ensures the collection of all required signatures for the Final Requirements form. (10-20 minutes)
- Chair invites candidate back into the room to learn the results and to discuss any necessary revisions (10-15 minutes)
- Defense is adjourned.

You should enjoy the defense and the opportunity to have the full attention of faculty members paid to your project. The term "defense" is perhaps not the best designation for what is actually a conversation about your project among experts—including you, the author/creator of the project—since it implies an adversarial relationship between the student and the committee that should not exist. Given this, it is important that you have provided multiple drafts in a timely fashion as determined by the committee, and that revisions have been made according to comments and feedback received prior to the defense date.

If you wish, you may invite friends, family, or others with interest in your work to be present at the defense; if you plan to do this, be sure to let your chair know so that an appropriate location can be arranged.

Normally, you should expect to be asked to make revisions to your text after the defense. These can range from suggestions for a few editorial changes to more substantive changes. If more substantive changes are required, you will be provided with concrete suggestions for change after the meeting. You should plan on anywhere from a few days to a few weeks for revisions if you are trying to meet a graduation date at the end of a



particular quarter. Your committee chair may be able to help you estimate the length of time that revisions might take—but this is not always predictable. The time you will need to devote to final revisions depends on how many drafts you have already done. If you are having problems with this process and think you aren't being treated fairly by your committee, contact the Graduate Director.

Be sure to initiate the online Committee Approval Process by filling out the online form called the Final Requirements Confirmation once the Final Project has been defended and approved. The form can be found on the WGS Graduate Program D2L site, or at the LAS Graduate Site: <http://las.depaul.edu/student-resources/graduate-student-support/forms/Pages/default.aspx>

## **VI: Submit Thesis, Practical and Creative Projects**

**For the Thesis Option:** After your defense, check the LAS guidelines for final submission of your Thesis to ensure that your final copy meets the requisite standards. There are very specific guidelines for formatting theses—be sure you are aware of them, because you will be asked to resubmit copies of the thesis if your format is not correct.

The Thesis must be submitted **both** to the College of LAS Graduate Office and the Women's and Gender Studies Office. For WGS, you may submit an online version of the thesis to the Departmental Office Assistant Leo Masalihit (lmasalih@depaul.edu).

**For the Practical and Creative Projects:** After your defense, check with your Committee Chair to see if there are any specific guidelines for final submission of the Practical and Creative Projects with Framing Papers to the Departmental Office Assistant Leo Masalihit (lmasalih@depaul.edu).

The Final Projects must be submitted to the WGS Departmental Office by the last day of finals during the quarter the student plans to graduate; if possible, they may be submitted electronically to Leo Masalihit, the Departmental Assistant (lmasalih@depaul.edu).

Please NOTE: Your graduation will not be certified until all of these submissions are made.

**In addition, since completion of Final Project is often connected to Graduation, be sure to check with the Graduate Director or your Advisor on completion of all degree requirements, including changes of Incomplete or Research Grades.**

## **VII: Public Presentation of Final Projects**

Students are required to present their Final Projects at a year-end celebration of WGS Graduate Student Projects. This event usually takes place toward the end of the Spring

Quarter. These presentations are usually no more than 6-8 minutes per student. Details about this event may be obtained from the Graduate Director.

## **Steps in the Production of your Portfolio Project**

### **I. Select Final Project Chair & Committee Member**

Your Portfolio Committee is made up of two faculty members - a Chair of the committee and at least one other member of the Department of Women's and Gender Studies core or affiliated faculty. Generally, the student works most closely with the Committee Chair when preparing the portfolio, although the second member of the committee may also be consulted. All parties involved should work out the specific arrangements clearly before proceeding to develop a portfolio.

Changing your chair is not encouraged. However, if this must be done, it's easier to change chairs earlier in the process than later. Sometimes changes become necessary if chairs are on sick leave or sabbatical or leave the University. You should talk about potential leaves with your chair and try and ascertain how the chair's plans might affect your work and progress. Any changes in your committee should be discussed with both your chair and the Graduate Director.

In the event that a student loses a committee chair because of illness or change of employment, the department will make every effort to find a suitable replacement. If a student takes a leave of absence or is unreasonably delayed in completing the portfolio, however, there are no guarantees that the same chair will be able to continue chairing or serving on the portfolio committee.

### **II. Enroll in WGS 493:**

When the Chair has been selected, and when you are ready to begin concentrated work on the portfolio, you must sign up for one four-credit course of WGS 493 with the Chair of your Final Project Portfolio Committee. You sign up for this course using the Independent Study online form. The name of the course: Final Project Independent Research. The form for registering for Independent Research is found online at <https://lascollege.depaul.edu/IndependentStudy/Login.aspx> . All WGS 493 courses must be approved by both the sponsoring faculty member who is the Chair of your Final Project Committee and the Graduate Director.

### **III. Select Portfolio Papers and Write Portfolio Essay**

Before you start your portfolio project, you must choose the six papers or projects from six of your courses that you will use as the basis for the portfolio project and the Portfolio essay. You must then meet with the Chair of your committee to propose an outline and the organizing framework and themes for the essay.

In addition, it is important to discuss your needs with regard to meetings and consultations with your committee chair and to find out what your chair's expectations will be. It is your responsibility to check in regularly with your chair and to update or consult with your chair regarding the status of your portfolio. It is essential that you are both clear on the timeline for completing your work and getting feedback.

You need to keep in mind that the portfolio revision process often requires reflection and refined analysis on your part as well as re-writing. It is important to work closely with your chair on drafts and submission of your portfolio essay. As you near the end of writing, you should consult with your chair about setting up the portfolio defense which should be about 1 to 1 ½ hours.

**Citations and Bibliography:** The Department requires that MA students use the **Chicago Manual for citation and format style**, and to use it consistently and accurately throughout your thesis and/or framing paper and/or project. The Center for Writing-based Learning is an excellent resource for guidance on the Chicago Manual of Style (<http://condor.depaul.edu/writing/writers/citations.html>) as is the online site from Purdue University's Online Writing Lab (<https://owl.english.purdue.edu/owl/section/2/>).

#### **IV. Portfolio Defense Meeting**

The student, in conjunction with the chair, will decide when the portfolio project is ready to be presented. Normally, a portfolio defense will not be scheduled until the chair and committee member have read the portfolio, with the accompanying papers, and are comfortable with proceeding to the defense. You and your committee chair will arrange for the logistics of the portfolio defense—time, date, room—and ensure that the other committee member is informed and will be present. The defense should be scheduled within a 1 or 1 ½ hour time frame.

Your committee chair and the member of your committee should receive a final draft of your entire portfolio paper and copies of the 6 papers (or more) that make up the portfolio at least three weeks in advance of the defense date. They will be expected to have read the portfolio prior to attending the defense. The second reader will also be expected to contact your committee chair before the defense date if there are major concerns with the portfolio such that a successful defense is unlikely or if major revisions are needed.

When your chair and committee agree that your portfolio is ready to be defended, you should be able to present your work with confidence and enthusiasm. You may prepare for the defense generally by thinking through some questions and answers that may come up in the conversation.

You should prepare:

- A presentation of the main ideas and themes of the portfolio essay and collected papers/projects, approximately 20 minutes in length

- Be sure to initiate the online Final Requirements Confirmation form for the Committee Chair and committee member for final approval necessary for graduation. The form can be found at: <http://las.depaul.edu/student-resources/graduate-student-support/forms/Pages/default.aspx>

If you wish, you may invite friends, family, or others with interest in your work to be present at the defense; if you plan to do this, be sure to let your chair know so that an appropriate location can be arranged for the defense.

You may be asked to make more revisions to your text after the defense. These can range from suggestions for a few editorial changes to more substantive changes.

Be sure to initiate the online Committee Approval Process right before the defense of your portfolio project by filling out the online form called the Final Requirements Confirmation once the Final Project has been defended and approved. The form can be found on the WGS Graduate Program D2L site, or at the LAS Graduate Site: <http://las.depaul.edu/student-resources/graduate-student-support/forms/Pages/default.aspx>

**Sample Agenda of the Portfolio Defense:** Your committee chair will preside at the defense. It is the chair's responsibility to ensure that procedures are followed in an appropriate manner. You can anticipate the following agenda for the portfolio defense and you should prepare accordingly.

- Chair welcomes all present to the defense; Introductions (1-5 minutes)
- Agenda is presented (2-3 minutes)
- Candidate for degree presents reflections (20 minutes)
- Candidate answers questions from chair and committee member. Committee members may ask all of their questions at once or do several rounds of questions (30-40 minutes)
- Chair invites candidate to step out of the room
- Chair organizes the response, noting any required revisions, procedures for supervising completion of revisions, and ensures the collection of all required signatures. (10-20 minutes)
- Chair invites candidate back into the room to learn the results and to discuss any necessary revisions (10-15 minutes)
- Defense is adjourned.

## V. Submit Portfolio Project

After your defense, you should check with your Chair for any guidelines for final submission of your Portfolio Project to ensure that your final copy meets the requisite standards.

Once the portfolio is complete and approved, you must submit one (1) copy of the Portfolio (6 papers/projects) and Portfolio Essay to the Women's and Gender Studies Department Office. This could be sent electronically to Leo Masalihit, Departmental Assistant ([lmasalih@depaul.edu](mailto:lmasalih@depaul.edu)). In addition, make sure that you have initiated and the Chair and Committee member have approved the Final Requirements Confirmation form. This form is available at: <http://las.depaul.edu/student-resources/graduate-student-support/forms/Pages/default.aspx>. Your graduation will not be certified until this submission has been made.

## **VI: Public Presentation of Portfolio Final Project**

Students are expected to present their Portfolio Final Projects at a year-end celebration of WGS Graduate Student Projects. This event usually takes place toward the end of the Spring Quarter. These presentations are usually no more than 10 minutes per student. Details about this event may be obtained from the Graduate Director.

## **RESOURCES, PROGRAMS AND CENTERS**

### **Research and Writing:**

#### **Library**

To aid and support student research initiatives be it the Final Project, a term paper or assignment, our department has established a library liaison to help familiarize you with library databases, archives and other resources.

Our current liaison is Alexis Burson who has put together a number of research guide. They can be found on the library website, and there will find links to some basic research tools. You can make an appointment with her by walking over to the reference desk at Richardson Library or send her an email at: [aburson1@depaul.edu](mailto:aburson1@depaul.edu). If there is a book, documentary, journal or other gaps in the academic resources at the library Alexis can order them for you or assist you in finding them. Our students and faculty greatly appreciate the services Alexis Burson provides. We hope she is a good resource for you during your graduate studies at DePaul.

#### **University Center for Writing Based Learning**

<http://condor.depaul.edu/writing/>

**Lincoln Park Campus Writing Center**, SAC 212

**Loop Campus Writing Center** 25 E. Jackson; 1600 Lewis Center

The University Center for Writing-based Learning promotes the development of writers, writing instruction, written texts, and the use of writing as a powerful and ubiquitous modality of and for learning. Grounded in the belief that language in general, and writing specifically, shapes and sustains democratic processes, the members of the University

Center for Writing-based Learning community believe writing is an important means for an individual's participation in democracy in that writing promotes learning, critical inquiry, self-development, and reflection through continual revision. We are committed to both DePaul's shared vision to enhance "academic rigor" and DePaul's mission to promote personalism through appreciation of the "dignity of each individual." As such, we collaborate with writers from all disciplines, backgrounds, levels of expertise, and roles within the University community.

Our goal is to help develop better writers along with better writing. Because we recognize the diversity of our community members in terms of not only their locations but their preferred ways of learning, we use all media of communication for collaboration. As we interact with individuals within the University Center for Writing-based Learning, the University, academic professions, and our global community, we aim to foster a commitment to peer tutoring, teaching, service, and scholarly and creative activities.

## **Support and Advocacy at DePaul**

### **LGBTQA Student Services**

<http://offices.depaul.edu/student-affairs/support-services/for-specific-populations/Pages/lgbtqa-student-services.aspx>

Student Center, in Center for Intercultural Programs, Student Center Suite 105.

LGBTQA Student Services exists to promote, foster and support a campus environment that is inclusive of people from all sexualities and gender identities. This mission is achieved through a range of services, educational programs and community building events that reflect the needs and interests of the diverse LGBTQA communities at DePaul. Check out their website and office for information about student organizations, gender inclusive/single occupancy bathrooms, and numerous DePaul and city-wide resources.

### **Sexual Health and Violence Office**

<http://studentaffairs.depaul.edu/svss/usa/defi.html>

Student Center, 3<sup>rd</sup> Floor

This service is offered to help students whose lives have been affected by sexual violence. The Office of SVSS is available to help navigate DePaul's policies and procedures around sexual violence. We recognize that sexual violence is pervasive within our culture and therefore requires a complex understanding and response for each individual's situation. We tailor our outreach to meet student needs, acting as liaison between students and faculty or staff to encourage support, respect, and understanding. SVSS provides students with a space to ask questions, discuss their experience, receive support and request referrals. Referrals may include medical attention and evaluation; obtaining information; support and counseling; and reporting.

## University Counseling Services

<http://studentaffairs.depaul.edu/ucs/>

**Lincoln Park Campus** -- 2250 N. Sheffield, Student Center, Suite 350, (773) 325-7779  
**Loop** -- 25 E. Jackson Blvd, Lewis Center, Suite 1465, (312) 362-6923

We are committed to a student centered, developmental approach. Our purpose is to assist students in defining and accomplishing personal/academic goals, thus maximizing their potential to benefit from the academic environment and experience.

**Same Day Consultation** University Counseling Services offers a Same Day Consultation (SDC) appointment to help a student determine the best way to proceed based on their current and unique needs. The SDC is generally a brief telephone assessment conducted by our clinical staff.

Please call our Lincoln Park Campus office at 773-325-7779 or our Loop Campus office at 312-362-6923 to schedule this consultation.

## Center for Students with Disabilities

<http://offices.depaul.edu/student-affairs/about/departments/Pages/csd.aspx>

Lincoln Park Student Center, Room 370.

773-325-1677 main phone; 773-325-7276 TTY

DePaul's Center for Students with Disabilities (CSD) coordinates DePaul University's provision of accommodations and other services to students with documented disabilities in accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. CSD regularly works with students diagnosed with a range of disabilities such as learning disabilities, AD/HD, autism spectrum, medical conditions, chronic illness, mental health disorders, and physical and sensory impairments, amongst others.

All CSD programs and services are free of charge with the exception of a modest fee for students requesting weekly clinician services. Students are encouraged to contact CSD to initiate the enrollment process well before beginning your first term at DePaul. This will enable students to be well-organized from the onset of the term and assist success.

## Selected Centers at DePaul

### Center for Black Diaspora

<http://las.depaul.edu/diaspora/index.asp>

SAC, Suite 551, 2320 N. Kenmore

The Center for Black Diaspora established in 1993, promotes and supports the study of the Black Diaspora in all its complexities as shaped by the historical, contemporary and



global experiences of dislocation, migration, cultural and ethnic intersections. In its commitment to engagement with collaborative, interdisciplinary, and comparative scholarship, and the arts, the Center provides a venue for scholars from diverse disciplines and fields to share their work and also critically examine issues as well as expressive and performative, cultural and creative works.

While the programs and activities that the Center organizes and sponsors focus primarily on Africa, the Americas, the Caribbean, it also addresses their encounters with each other as well as other regions of the world. The Center is committed to connections between academic studies of the Diaspora, broader communities and their lived experiences. We seek to establish reciprocal relationships with other academic units, centers and institutes, community organizations and their constituents through community outreach. To maximize accessibility, the Center's programs are open to faculty, students, staff as well as members of the broader community.

### **Center for Intercultural Programs**

<http://www.studentaffairs.depaul.edu/cip>

Student Center, 2250 N. Sheffield Ave., Ste 105, Chicago, IL 60614-3673

The Center for Intercultural Programs provides transformative curricular and co-curricular educational experiences that encourage students, faculty and staff to think broadly and critically about cultural identity and adopt strategies to confront systems that do not recognize the dignity of the individual. The Center also works with strategic campus partners to support and advocate for substantive and culturally relevant student engagement and leadership development.

### **Center for Latino Research**

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

2320 North Kenmore Avenue; Schmitt Academic Center (SAC), 5A-H

The Center for Latino Research (CLR) the Center for Latino Research is dedicated to the enrichment of knowledge and understanding by and about Latina/o and Latin American experience. It reflects the commitment of DePaul University to extend classroom learning and research to public and community service. CLR's primary goals are to open and sustain dialogues, to invest in the empowerment and recognition of Latino communities while creating learning and research opportunities for scholars, and to forge collaborations with local, national, and international partners.

In summer 2015, the Center for Latino Research at DePaul University celebrates 30 years of history: Since our humble beginnings in the mid 1980s to the emergence of the earliest *Latino Studies* journal in the early 1990s, to greater expansion and birth of the journal *Diálogo* in the 1990s, when oral histories projects were also launched, to the new century



when sponsorship of a Latino student graduation banquet was established, and annual research fellowship awards to DePaul faculty.

### **Egan Office for Urban Education and Community Partnerships (UECP)**

<http://steans.depaul.edu/UECP>

The Steans Center's Monsignor John J. Egan Office of Urban Education and Community Partnerships (UECP) plays a central role in advancing DePaul faculty and student engagement with public agencies and community-based organizations and schools. Through innovative scholarship, technical assistance and educational programming in schools UECP addresses critical social issues. The Office directly builds on the work the Egan Urban Center and the life's work of Monsignor Egan who dedicated himself to social and racial justice in Chicago.

This office offers multiple opportunities for graduate students, in the form of internships and graduate assistantships, interested in engaging public agencies and community-based organizations and schools.

### **Social Science Research Center**

<http://condor.depaul.edu/ssrc/index.html>

990 W. Fullerton, Suite 3100

The Social Science Research Center (SSRC) was established as a mechanism to put DePaul-originated behavioral and social science research into the service of “the public.” The SSRC promotes, enhances, facilitates, and supports faculty, staff, and student engagement in methodologically diverse, socially relevant research by providing the physical space and human capital necessary to develop a robust infrastructure for designing research projects, assisting Behavioral and Social Science Research/Researchers (BSSR/s) to procure intramural and extramural funding for research, implement funded research programs, and craft mutually productive and rewarding collaborations with community organizations and other universities.

To achieve this mission, SSRC commits itself to working collaboratively with other research-oriented units at DePaul University, and with external parties to help BSSR/s formulate and execute research agendas and to make their work meaningful to the public. To raise the profile of BSSR/s’ work at DePaul, the SSRC works to position scholars (faculty, staff, and students) to become creators of mass media products and generators of knowledge in the multifaceted realm of public policymaking.

### **Steans Center**

<http://steans.depaul.edu/>

2233 N. Kenmore Ave.

The Steans Center for Community-based Service Learning provides educational opportunities grounded in Vincentian community values to DePaul students. The Center seeks to develop mutually beneficial, reciprocal relationships with community organizations in order to develop a sense of social agency in our students through enrollment in CbSL courses, community internships and placements, and community-based student employment.

### **Women's Center**

<http://las.depaul.edu/centers-and-institutes/womens-center/about/Pages/default.aspx>

SAC 150, 2320 North Kenmore Avenue

Established in 1995, The Women's Center's overall mission is rooted in the fundamental mission of Saint Vincent de Paul. As a Women's Center, we interpret and accomplish our mission by bringing about an awareness of women's issues. Established to provide a physically and psychologically supportive environment for women- students, staff, faculty and administrators, The Women's Center provides: Advocacy, Conferences, Education, Programming, Seminars, Services and Referrals.

With programming designed to enhance and promote the development and creativity of women, The Women's Center is a catalyst for positive social change!