

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

**DEPARTMENT OF WOMEN'S AND GENDER STUDIES
DEPAUL 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: ([College of Liberal Arts and Social Sciences < DePaul University](#)), 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 [Women's and Gender Studies | Academics | College of Liberal Arts & Social Sciences | DePaul University, Chicago](#) or the Catalogue.

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 five full-time tenured and tenure track faculty, one full-time term faculty, and 3 part-time faculty members in the Department and approximately thirty affiliated faculty from across the University who teach WGS courses, serve on WGS committees, and serve on

graduate Final Project committees. 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 six required core courses, five elective courses, and one Final Project Independent Research course (WGS 493). Students have four options for their final projects: a thesis, a practical project, a creative project, or a portfolio project. In addition to the core courses all students must complete five electives and one WGS 493 – Final Project Independent Research course. One of the five electives for the program must be an experience-based practicum. This requirement can be fulfilled by 1) taking WGS 452 or taking WGS 492 (WGS Practicum), an independent study course that will involve either a research based or a teaching based practicum experience. The time-frame for full-time students is usually two years.

Typical Timeline for 2 year MA Program

Year I

Fall Quarter:

WGS 415 – Feminist Genealogies in Women's and Gender Studies

One WGS approved elective

Three Required Proseminar meetings scheduled 1 ½ hours prior to WGS 415

Winter Quarter:

WGS 465 – Globalization, Transnationalism and Gender

One WGS approved Elective*

Three Required Proseminar meetings scheduled 1 1/2 hours prior to WGS 465

Spring Quarter

WGS 485 Gender, Agency, and Social Change

One WGS approved Elective*

Three Required Proseminar meetings scheduled 1 ½ hours prior to WGS 485

****One WGS elective in the First year must be a Theories class

Year II

Fall Quarter:

WGS 491 – Methods and Scholarship in WGS

One WGS approved Elective*

Required Proseminar meeting at least once per quarter 1 ½ hours prior to WGS 491 in preparation for Final Project and Post-Graduation planning

Winter Quarter:

One or two WGS approved Electives* or WGS 493 (Final Project Independent Research)
Required Proseminar meeting for Final Project and Post-Graduation planning

Spring Quarter:

One WGS approved Elective* and/or WGS 493 (Final Project Independent Research) – total of two courses
Required Proseminar meeting 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. If you would like to take a course in another department that is not on the list of approved courses, you must get the approval of the WGS Graduate Director prior to signing up for the course. One of the five electives for the program must be an experience-based practicum WGS 492 or WGS 452.

Master of Arts and Master of Social Work Combined Degree (MA/MSW) – 3 year program

The MA/MSW dual degree provides the foundation for developing a career in social work that emphasizes social responsibility, advocacy and activism. This unique program is an opportunity to focus on gender, community and social justice. All core and many elective courses are offered during the evening at both Lincoln Park and Loop campuses. The program can be completed in 3 years and requires the completion of 80 credit hours in the Masters in Social Work (MSW) program and 28 credit hours in the Women's and Gender Studies program. In addition to the core and elective courses students in the combined program must take one WGS 493 (Final Project Independent Research)-a course in which they will work on completion of their final projects. Students have four options for their final projects: a thesis, a practical project, a creative project, or a portfolio project. In year III the 3 quarters of Community Practice courses will double count as WGS electives (placement will be WGS-related).

Typical Timeline for the 3 year MA/MSW Program

Year I

Fall Quarter:

WGS 415 – Feminist Genealogies in Women's and Gender Studies
One WGS approved elective
MSW 411 – Human Behavior and the Social Environment I
Three Required Proseminar meetings scheduled 1 ½ hours prior to WGS 415

Winter Quarter:

WGS 465 – Globalization, Transnationalism and Gender
MSW 412 – Human Behavior and the Social Environment II
MSW 421– Introduction to Social Work Research
Three Required Proseminar meetings scheduled one-hour and 30 minutes prior to WGS 465

Spring Quarter:

WGS 485 – Gender, Agency and Social Change

MSW 431 – Social Welfare Policy I

One WGS approved Elective*

Three Required Proseminar meetings scheduled one-hour and 30 minutes prior to WGS 485

****One WGS elective in the First year must be a Theories class

Year II

Fall Quarter:

WGS 491 Methods and Scholarship in WGS

MSW 481– Foundation Practice I

MSW 491– Foundation Field Ed. I

Required Proseminar meeting at least once per quarter 1 ½ hours prior to WGS 491

Winter Quarter:

One WGS-approved Elective

MSW 482 – Foundation Practice II

MSW 492 – Foundation Field Ed. II

Required Proseminar meeting at least once per quarter

Spring Quarter:

MSW 483 – Foundation Practice III

MSW 493 – Foundation Field Ed. III

MSW 501– Program Evaluation

Required Proseminar meeting at least once per quarter

Year III

Fall Quarter:

MSW 432 – Social Welfare Policy II

MSW 581 – Community Practice I; WGS related placement

MSW 591 – Advanced Field Ed. I

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

Winter Quarter:

MSW 521 – Fund Development & Management

MSW 582 – Community Practice II; WGS related placement

MSW 592 – Advanced Field Ed. II

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

Spring Quarter:

WGS 493 – Final Project Independent Research

MSW 583 – Community Practice III; WGS related placement

MSW 593 – Advanced Field Ed. III

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

***An elective is a WGS or WGS-approved elective, or could be a WGS 499, Independent Study course, taken individually with a faculty member in a specific area of interest. This is not to be a course focused on MA Final Project. For WGS 499, you must get permission from the Graduate Director.

**Professional Writing and Development (MSW 401) [REQUIRED FOR MSW] may be taken in Summer term before starting 1st year, between the 1st and 2nd year or as a 4th class in Autumn quarter.

BA/MA Combined Program

The B.A./M.A. combined program, requires five required core courses (WGS 415, WGS 465, and WGS 485), six elective courses, and one Final Project Independent Research course (WGS 493). The Final Project options are: a thesis, a practical project, a creative project, or a portfolio.

In the undergraduate senior year (Year 1), a student takes three graduate core courses that are counted toward both their undergraduate major and the M.A. degree, with tuition charged at the undergraduate rate. The rest of the graduate courses are typically taken in the 5th year after the student has successfully matriculated into the MA program once the BA is completed.

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.

Typical Timeline for BA MA Combined Program

Year I (undergraduate senior year)

Fall Quarter:

WGS 415 – Feminist Genealogies in Women's and Gender Studies

Three Required Proseminar meetings scheduled one-hour and 30 minutes prior to WGS 415

Winter Quarter:

WGS 465 – Globalization, Transnationalism and Gender

Three Required Proseminar meetings scheduled 1 ½ hours prior to WGS 465

Spring Quarter:

WGS 485

Three Required Proseminar meetings scheduled 1 ½ hours prior to WGS 485

Year II

Fall Quarter:

WGS 491 Methods and Scholarship in WGS

Two WGS approved Graduate Electives*

Required Proseminar meeting at least once per quarter 1 ½ hours prior to WGS 491 in preparation for Final Project and Post-Graduation planning

Winter Quarter:

Three WGS approved Graduate Electives*

Required Proseminar meeting at least once per quarter 1 ½ hours prior to WGS 485 in preparation for Final Project and Post-Graduation planning

Spring Quarter:

WGS 493 (Final Project Independent Research)

Two WGS approved Graduate Electives*

Required 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 this may not be used for work on Final Project). WGS 499 must be approved by the Graduate Director. If you would like to take a course in another department that is not on the list of approved courses, you must get the approval of the WGS Graduate Director prior to signing up for the course. One course must be a practicum course, either WGS 452 or WGS 492, that is either a research, teaching, or service/advocacy organizational practicum experience.

WGS Graduate Certificate Program

The Women's and Gender Studies Graduate Certificate Program requires successful completion of WGS 415 (Feminist Theories, offered Fall Quarter only) and three graduate-level WGS approved 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. All three elective courses however may not be taken from the same department or program.

Graduate Proseminars

The proseminar is a mandatory 0-credit graduate seminar designed to assist in fully integrating graduate students into the MA program and WGS community. It offers information, resources and support as the student navigates the system and prepares for making decisions regarding the development of their 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, post-graduate opportunities for work and further education.

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 415: Feminist and Gender Theories or Feminist Genealogies in Women's and Gender Studies; in Winter, WGS 465: Globalization, Transnationalism, and Gender; in Spring, WGS 485: Gender, Agency and Social Change in WGS. Proseminar meetings are held at least once a quarter in year two (for those in MA and BA/MA Program) and year three (for those in the MA/MSW program). The second-year and third-year proseminars will assist students in preparing the Final Project, meeting deadlines and requirements for the Final Projects and for Graduation, and for Post-Graduate Planning.

WGS Advising and Mentorship

All first year/incoming students who begin their graduate program in the Fall will be assigned a "First Year Advisor" from amongst the WGS department faculty based on their research interests and professional expertise. This faculty member along with the Graduate Director will offer support and will advise the student as they navigate the program and graduate student life in their first year at DePaul. The student is expected to meet with your First Year Advisor at least once during each quarter.

In the second year when the student creates their Final Project Committees they may continue to work with their First Year Advisor if their research interests and other professional expertise is a good match or if the student has developed a supportive mentoring relationship with them and wants to continue to work with them. The First Year Advisor is not obligated to or does not automatically become part of the Final Project Committee. Second year onward, in addition to the Graduate Director, the Chair of the Final Project Committee and members of the Final Project Committees will become the student's main source of support and mentorship.

In the first year, we encourage the student to seek out and create relationships with departmental and/or affiliated faculty whose expertise is in one or more areas of 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 and the First Year Advisor can also direct the student 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 requesting a meeting, be sure to have 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.

Annual Evaluation of Students

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. The student will be asked to submit to the Graduate Director an unofficial transcript, after the spring quarter posting of grades, and a self-evaluation of their work so far in the program. Using an Annual Evaluation form provided, offer a reflection on skill-building and theoretical/methodological development over the course of the year and plans for the second year. The Graduate Committee will collectively review the materials (transcripts and evaluations).

By the beginning of the second year of the program, the Graduate Director will set up a meeting with the student to review the transcript and the evaluation and reflection, including sharing the Graduate Committee's feedback. The goal of this meeting will be to discuss the student's progress toward the M.A. degree. The review will entail discussion of future plans for the Final Project and the appropriateness of these plans given the student's progress in the program thus far.

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 our location within 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.

WGS Values and Practices of Community:

As a WGS Department, we believe that it is important to create a common core of values to guide us in how we treat one another, how we build our relationships, and how we hold community spaces. These values and practices will also guide us when we address conflicts or harms that come up within our work together - in classes, events and activities.

We recognize that conflict, tensions, and harms are inevitable in our department and community (e.g., classes, events, gatherings) given the interlocking systems of oppression and power that shape WGS community, DePaul University, and the world, including our own lives, work, and relationships within and outside of the academy. We also know that our response to conflict, tension, and harm is as important as our efforts to prevent it.

As a starting off point, the WGS department offers the following values and practices that we believe will help us build a supportive and accountable community. In the Fall of 2023, we will gather together with WGS faculty and students to develop a list of shared values. Our hope is that we will have a living set of values for our WGS community, and that these will be changed and revised as our community grows and changes and in relation to broader social issues and dynamics.

- We strive to act as if each of our actions and choices have an impact on the community; we operate in this space with the collective good in mind.
- We speak our truth in ways that honor others' truths.
- We show care for one another.
- We come to the community with humility and an understanding of our different positionalities, open and willing to learn and grow from and with each other.
- We differentiate between safety and comfort; we accept discomfort as necessary for growth.
- We understand that conflict and tension are natural parts of the process of building community and learning together.
- We believe that cultivating empathetic and generative communication skills, especially for use in moments of conflict and tension, is an ongoing learning process that requires intention and effort from all of us.
- We acknowledge impact vs. intent. We all feel empowered to name the impact when someone has hurt us (if desired). We agree to honor the impacts someone experiences, no matter what the "intention" may be.

We will make an effort to create spaces and activities to cultivate interconnectedness and community. We encourage students 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. Please also review our [WGS Shared Values and Practices](#) document for information on how harm and discrimination are addressed by the Department and the University.

E-mail Communication

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

If there is a time-frame in which a definitive response from the professor is needed, it is important to indicate the time frame in the email. If it regards course enrollment or registration, be sure to include the DePaul ID number. If the student has not heard back from a professor in 48 or more hours and needs a response, feel free to contact them again.

Graduate Students and Departmental Governance

Students have the opportunity to participate in Department governance in a number of ways. One way is to become the graduate student representative who is invited to department meetings and can bring up issues or concerns of graduate students. This is an elected position and elections take place annually in the spring. Students may also be asked to serve when faculty are being evaluated with regard to tenure and promotion. In this case, students participate in writing up a report based on student evaluations of faculty teaching. 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 these 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 that are necessary for you to become successful in our program given our high expectations in the area of research and writing. 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 students 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;
- 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;

Citation

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 (The UCWbL @ DePaul University) as is the online site from Purdue University's Online Writing Lab ([Purdue OWL](#))

PROFESSIONAL DEVELOPMENT OPPORTUNITIES

Graduate Colloquium

The Graduate Colloquium is a bi-quarterly afternoon speaker series organized by and for students to develop their knowledge and skills in 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 students to participate in these events and to contribute to organizing and/or planning them. They are offered three times per year. The Colloquium Committee is usually composed of 2-4 graduate students along with the Graduate

Director, who take the lead on planning events every year. Membership to this committee is based on a purely voluntary basis. Ideally, the committee should be composed 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, Internship and Practicum Program

This program supports students in finding meaningful community-based internships and in helping build relationships with community-based organizations and/or to engage in an experience of research or teaching with a faculty member. These experiences are integral as students consider future life and career possibilities.

The department may offers two course options to make the most of student's internship experience and to allow for credit toward the MA [required for MA completion]:

(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 492 - Graduate Practicum class. For those that select this option, the student must first find a sponsoring faculty member who will work with them to design a 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 WGS 492 with the faculty member and it must be approved by the Graduate Director. Please sign up for WGS 492 using this link: [Forms | Graduate Student Support | Student Resources | College of Liberal Arts & Social Sciences | DePaul University, Chicago](#)

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.

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.

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.

Egan Office for Urban Education and Community Partnerships (UECP)

[The Egan Office of Urban Education and Community Partnerships](#) provides a platform for community engagement, community voices and a catalyst for change in Chicago's most disadvantaged communities. It plays a central role in advancing DePaul faculty and student engagement with public agencies, nonprofits, and community-based organizations and schools.

University Internship Program (UIP)

[DePaul's University Internship Program](#) connects students with employers in short-term and long-term internships.

Teaching Internships in Women's and Gender Studies

The teaching practicum 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, the student must meet the following eligibility requirements:

- (a) They 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 they are in the BA/MA Program, you must be matriculated into the MA Program to be eligible to apply;
- (c) They may only count ONE Teaching Internship course (4 credit hours of WGS 492) toward your MA degree.

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

If accepted -Preparation and Planning Process:

(1) Register for WGS 492 – Graduate Practicum: 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.

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 ([Graduate Research | Student Resources | College of Liberal Arts & Social Sciences | DePaul University, Chicago](#))

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.** This is a great opportunity to present one's work, either proposing an individual paper or poster session, or a panel or roundtable with other students in the cohort. Guidance can be sought from the Director of WGS Graduate Program or from any of our full-time faculty.

There are many additional topics-based conference opportunities throughout each year. We will try to keep students informed, and we encourage students 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: [Graduate Student Support | Student Resources | College of Liberal Arts & Social Sciences | DePaul University, Chicago](#). If you cannot find the information you need from the website, please feel free to contact lasgraduateoffice@depaul.edu with questions concerning billing, graduation, degree conferral, etc.

Advising

During the first year, advising for graduate students in WGS is done by the Graduate Director and the First Year Advisors assigned to students in Fall Quarter. Students are strongly encouraged to meet with the Graduate Director and their First Year Advisors 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 First Year Advisor for this planning.

During the Fall quarter of the second year, students will be choosing the Chair and members of their Final Project Committee. These faculty become the advisors for the student. It is up to the student to decide whether to include the first year advisor as a member of their committee, or to continue to seek out their advice and mentorship.

Registration

Normally course registration is done online through Campus Connect. Registration windows for a given quarter are determined by schedules set by the University; students will find information about their enrollment appointment on their **student homepage** 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. Depending on student interests and goals, they may want to take graduate courses offered in other departments and programs that are not listed. See guidance below for the process.

All courses toward the MA must be at the level of 400 or above. If a student is interested in a course at the 200 or 300 level, there are possibilities of doing independent studies [WGS 499] 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), WGS 492 (Graduate Practicum), 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

[Forms | Graduate Student Support | Student Resources | College of Liberal Arts & Social Sciences | DePaul University, Chicago](#)

WGS 499 - Independent Study

Independent study courses provide the student with the opportunity to undertake intensive study of a particular set of issues or questions, or to deepen their knowledge in a particular area, in which there is no equivalent course. In an Independent Study, students work with a professor with expertise in the area of interest. The faculty and the student 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 the 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 [Forms | Graduate Student Support | Student Resources | College of Liberal Arts & Social Sciences | DePaul University, Chicago](#) The form will then request approvals from both the sponsoring faculty member and the Graduate Director.

WGS 492 - Graduate Practicum - sign up with faculty sponsor.

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 they would like to take but they are courses that have not been formally approved for the WGS M.A. degree. **In order for the course to count toward the 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, for MA/MSW students it is three 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. These meetings are scheduled to be one hour and fifteen minutes before the core course offered in a particular quarter: in Autumn, WGS 415 or Feminist Genealogies in Women's and Gender Studies; in Winter, WGS 465: Globalization, Transnationalism, and Gender; in Spring, WGS 485: Gender, Agency and Social Change. There will also be required Proseminars offered during the second year of the MA and third year of the MA/MSW program 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 they have 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 time frame 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.

Students may not continue into the second year of the MA program unless they have completed all courses. In other words, students may not begin second year of courses with any outstanding incompletes.

"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 the student has questions regarding the DPR, contact the WGS Graduate Director who can assist in correcting the credits toward the 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 a student is 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, students 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. A student can request a leave of absence through Campus Connection. Please note that taking a leave of absence does not absolve a student from financial obligations to DePaul. They 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, a student must successfully complete all of the requirements set forth in the Department's section of the University catalog under which they 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 the 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 and the Final Requirements form 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 a student wishes to postpone their degree conferral or is not eligible to graduate, they 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 the degree posted to the student's transcript and receive the diploma, the student will need to apply for a degree conferral. Log into Campus Connect and follow the instructions under the "For Students" menu. The student will also need to pay the degree conferral fee. The deadlines for applying for degree conferral are posted on the

Graduate Office website: [Graduation Requirements | Graduate Student Support | Student Resources | College of Liberal Arts & Social Sciences | DePaul University, Chicago](#) .

Commencement

Students must apply for degree conferral in order to participate in commencement. If a student plans to attend the annual commencement ceremony, please visit the 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.

Deadlines for Degree Conferral and Commencement Participation

The University confers graduate degrees four times a year – after the autumn, winter, spring and summer terms. [Graduation Requirements | Graduate Student Support | Student Resources | College of Liberal Arts & Social Sciences | DePaul University, Chicago](#). The deadline for applying for the June commencement ceremony is February 1st of that academic year.

Diploma

Diploma will be mailed by Student Records within three months after the convocation ceremony.

Up-to-date info on Graduation Requirements, Conferral, Commencement, Deadlines -- [Graduate Student Support | Student Resources | College of Liberal Arts & Social Sciences | DePaul University, Chicago](#)

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-- Academic Integrity | Faculty Resources .

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 the student's 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.

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). The student 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

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. They also may contact any social, religious, military or professional organizations with which they are affiliated to see if they 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. 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) 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.

WGS Assistantships are announced in late fall and applications are due February 15. For more information about graduate assistantship opportunities, please contact Dr. Laila Farah, the WGS Graduate Director.

For more information about Stipends and Tuition Waiver logistics in the College of LAS, please visit [Stipends and Tuition Waivers | Graduate Student Support | Student Resources | College of Liberal Arts & Social Sciences | DePaul University, Chicago](#)

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 Endowed Scholarship

Each year the WGS Department offers this scholarship to one graduate student. The scholarship is \$2850 and goes toward a student's tuition. Information about the scholarship and application process are available on the DePaul Online Scholarship application website.

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 the Winter Quarter. For information, 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: [Scholarships | DePaul University, Chicago](#)

External Funding and Scholarship Sources

[American Association of University Women Fellowships & Grants – AAUW : Empowering Women Since 1881](#)

National Women's Studies Association Awards and Scholarships

[Awards and Prizes - National Women's Studies Association](#)

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.

Paul and Daisy Soros New Americans Fellows Program
[Soros Fellowship for New Americans](#)

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>

DePaul's Vincentian Endowment Fund (VEF)

Graduate students are also eligible to apply for research grants through 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>.

The Steans Center

Some graduate fellowships for students to work collaboratively with off-campus organizational partners are available to WGS students.. Fellowships are awarded every academic quarter to begin during the subsequent quarter. The fellowship consists of 100 hours per quarter and are renewable for up to three consecutive quarters pending quarterly review by the Steans Center. Applicants can propose projects for the duration of one, two, or three terms (consecutively). Fellows receive a quarterly stipend for up to three terms in the amount of \$1,800 per term (\$5,400 maximum) for masters-level students. During each term of the fellowship, fellows engage in a group reflections on their projects with Steans Center staff. Fellows may be able to pursue academic credit for their fellowship projects within their respective graduate programs (see graduate program director). For detailed information about these opportunities, visit the Steans Center website: [Graduate Fellowships | For Students | Steans Center | DePaul University, Chicago](#)

Social Transformation Research Collaborative (STRC) in LAS

[The Social Transformation Research Collaborative](#) (STRC) supports interdisciplinary research in the humanities (in literature, language, history and culture) as a source of justice and healing for communities historically shaped by, and continuously facing, racism, violence, and dispossession. Graduate students whose primary scholarly or creative field lies within the humanities, who are pursuing a project related to the annual theme identified yearly by STRC are welcome to apply. The project should engage the histories and/or cultures of people of color (in the United States or in the diaspora). Fellowships typically begin in the summer and continue

through December. Fellows receive a \$6000 stipend and an additional \$750 travel budget to pursue their research projects under the mentorship and guidance of faculty sponsors in LAS. For detailed information about these opportunities, visit:

[STRC Graduate Research Fellowship | For Current Students | Social Transformation Research Collaborative | Initiatives | About | College of Liberal Arts & Social Sciences | DePaul University, Chicago](#)

WGS Community Opportunities

Beck Research Initiative for Women, Gender, and Community (BRI) (ON HOLD)

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.

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 their Women's and Gender Studies classes. Students must also have an overall GPA of 3.0. For more information, contact dpu.triota@gmail.com or Dr. Heather Montes Ireland, who is the faculty advisor for Triota at HIRELAN1@depaul.edu.

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. Likewise, the WGS Department can be found on Instagram as well.

M.A. FINAL PROJECT

OPTIONS AND GUIDELINES

Portfolio, Practical Project, Creative Project, Thesis

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

Portfolio Project: Goals, Objectives and Requirements

The Portfolio Final Project Option is designed for those students who are interested in mapping their intellectual journey and growth in the program. It's a great option also because students have the opportunity to take 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 their 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 4-5 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 18-20 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 4-5 selected papers/projects and the courses in which they were developed. In general, the Portfolio Essay should synthesize and evaluate the student's work in the MA Program in WGS. Reflecting upon the papers and/or projects represented in the portfolio, the essay should:

- Ø Synthesize and frame the student's educational experiences in Women's and Gender Studies;
- Ø Analyze central issues, themes, problems, and/or contentions that are significant in terms of their own personal and intellectual development;
- Ø Explain how particular theoretical frameworks guided, expanded and/or informed their intellectual development;
- Ø Include particular methodological approaches that they have found the most useful in deepening their understanding of feminist and gender discourses and knowledge production;
- Ø Project how all of the above will shape the praxis they continue to develop in their future endeavors.

The Portfolio Essay should be at least 18-20 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.

Course Load

Students who select the Portfolio Option will complete, in addition to six required Courses in the M.A. Program, five elective courses, 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 WGS or affiliated faculty member. The Committee Chair must be a full-time tenure-track or tenured faculty member.

In addition, students are required to present their Final Portfolio Project 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 5-7 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

The Portfolio Committee is made up of two faculty members - a Chair of the committee and at least one other full-time tenured or tenure-track 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 the Committee 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. The student should talk about potential leaves with their chair and ascertain how the chair's plans might affect their work and progress. Any changes in the committee must be discussed with both the Committee 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 the student is ready to begin concentrated work on the portfolio, they must sign up for one four-credit course of WGS 493 with the Chair of their Final Project Portfolio Committee. The student signs 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 [Forms | Graduate Student Support | Student Resources | College of Liberal Arts & Social Sciences | DePaul University, Chicago](#).

All WGS 493 courses must be approved by both the sponsoring faculty member who is the Chair of the Final Project Committee and the Graduate Director.

III. Select Portfolio Papers and Write Portfolio Essay

Before starting the portfolio project, the student must choose 4-5 papers or projects from their courses that they will use as the basis for the portfolio project and the Portfolio essay. The student then meets with the Chair of their committee to propose an outline and the organizing framework and themes for the essay.

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

The student should keep in mind that the portfolio revision process often requires reflection and refined analysis as well as re-writing. It is important to work closely with the chair on drafts and submission of their portfolio essay. Near the end of writing, the student must consult with the chair about setting up the portfolio final approval meeting 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 ([Purdue OWL](http://www.purdue.edu/owl)).

IV. Portfolio Final Project 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. The student and the committee chair will arrange for the logistics of the portfolio meeting—time, date, room—and ensure that the other committee member is informed and will be present. The meeting should be scheduled within a 1 or 1 ½ hour time frame.

The committee chair and the second member of the committee should receive a final draft of the entire portfolio paper and copies of the 4-5 papers that make up the portfolio **at least two weeks** in advance of the Portfolio approval meeting date. They will be expected to have read the portfolio prior to attending the meeting. The second reader will also be expected to contact the 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.

V. Preparation for the Portfolio Meeting

The student may prepare for the defense generally by thinking through some questions and answers that may come up in the conversation.

The student should prepare:

- Ø A presentation of the main ideas and themes of the portfolio essay and collected papers/projects, approximately 10-15 minutes in length
- Ø The student should 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: [Forms | Graduate Student Support | Student Resources | College of Liberal Arts & Social Sciences | DePaul University, Chicago](#)

We encourage students to invite friends, family, or others with interest in their work to be present at the meeting; if the student plans to do this, they must let the chair know so that an appropriate location can be arranged for the defense.

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

The student must initiate the online Committee Approval Process right before the committee meeting to present the portfolio project by filling out the online form called the Final Requirements Confirmation once the Final Project has been approved. The form can be found on the WGS Graduate Program D2L site, or at the LAS Graduate Site: [Forms | Graduate Student Support | Student Resources | College of Liberal Arts & Social Sciences | DePaul University, Chicago](#)

Sample Agenda of the Portfolio Meeting

The committee chair will preside at the portfolio committee meeting. It is the chair's responsibility to ensure that procedures are followed in an appropriate manner. The student can anticipate the following agenda for the portfolio defense and should prepare accordingly.

- Ø Chair welcomes all present to the meeting; Introductions (1-5 minutes)
- Ø Agenda is presented (2 minutes)
- Ø Candidate for degree presents reflections (10-15 minutes): the presentation should include a discussion of key ideas or questions that framed the project, the background motivation in choosing the topic and focus, and conclusions and thoughts about how this might shape the candidate's future work or study.
- Ø Candidate answers questions from chair and committee member. Committee members may ask all of their questions at once or do several rounds of questions (20-30 minutes)
- Ø Chair invites candidate to step out of the room
- Ø 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)
- Ø Chair invites candidate back into the room to learn the results and to discuss any necessary revisions (10-15 minutes)
- Ø Meeting is adjourned.

VI. Submit Portfolio Project

After the committee meeting, the student should check with the Chair for any guidelines for final submission of the Portfolio Project to ensure that the final copy meets the requisite standards.

Once the portfolio is complete and approved, submit one (1) copy of the Portfolio (4-5 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). In addition, make sure to initiate and the Chair and Committee member has approved the Final Requirements Confirmation form. This form is available at: [Forms | Graduate Student Support | Student Resources | College of Liberal Arts & Social Sciences | DePaul University, Chicago](#). Your graduation will not be certified until this submission has been made.

VII: Public Presentation of Portfolio Final Project - Required

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 5-7 minutes per student. Details about this event may be obtained from the Graduate Director.

Please NOTE: The Practical, Creative and Research Projects are Described below; the Steps are similar across type of project and so the steps are outlined after each type of project is described.

Practical Project Goals, Objectives, Requirements

The Practical Project

This 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 a community-based or educational setting, or a public policy or human rights related educational or advocacy project, or any project created for public implementation. 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. 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 18-20 pages) which frames the mission, goals, theories, methods, components, and expected outcomes of the project the student has undertaken. The project's dimensions as well as mission, goals, theories, 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):

- Ø 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, it should talk about the audience that your project is designed to assist.
- Ø 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 to talk about its significance to the student.
- Ø 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..
- Ø 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.
- Ø 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.

Course Load

Students who select the Practical Project option will complete, in addition to the six required courses in the M.A. Program, four elective courses, plus 2 additional 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; the chair of the Committee must be a full-time tenure-track or tenured faculty member. If the student is working with a specific organization, members of that organization may be invited to join the committee.

In addition, 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 5-7 minutes per student. Details about this event may be obtained from the Graduate Director.

Creative Project Goals, Objectives, Requirements

Creative Project

This 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 interested 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 18-20 pages) in which the student describes and frames 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 the student envisions using in their creation.

Ø 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 the student chose a creative approach to the project.

Ø 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.

Ø 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 evaluate their effectiveness in grounding or illuminating your own creative process.

Ø DESCRIBE THE PROJECT AND ITS MISSION, PROVIDE A RATIONALE FOR THE PARTICULAR CREATIVE METHOD IN RELATION TO GOALS AND CONTRIBUTIONS OF THE PROJECT, AND OFFER A DESCRIPTION AND REFLECTION ON THE CREATIVE PROCESS—Describe the creative project and the process you followed as you develop your project; you must explain and justify your choice of the method and 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.).

Ø 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. The student, however, is the one who is finally responsible for the work, since you are submitting the project as the Final Project for the Master's Degree.

Course Load

Students who select the Creative Project Option will complete, in addition to required six Core Courses in the M.A. Program, four elective courses, plus 2 courses of WGS 493 focused on the final project. Students are 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; the chair of the committee must be a member of the full-time tenured and tenure-track faculty. Students might also seek mentoring from a practicing artist or creative worker in an area relevant to the project, who may become an ex-officio member of their Final Project Committee.

In addition, 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 5-7 minutes per student.

Thesis Goals, Objectives, Requirements

Thesis Project

This option requires that the student plan, execute, and defend an independent and original analytical research-based 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 35-50 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 specific research questions and/or issues, explain their significance, set out the theoretical and empirical underpinnings of the thesis project, demonstrate engagement with the literature relevant to the study as well as clearly state the research questions, methods, analysis, and conclusions of the student's research project.

Generally, thesis components include:

Ø INTRODUCTION TO THE TOPIC AND RESEARCH QUESTIONS – Introduce the topic, the issues at stake, and the research question(s) to be researched, analyzed, and/or explored in the thesis.

Ø SIGNIFICANCE OF YOUR PROJECT – Discuss the significance of the topic and research to the field and/or to the world – what it's contribution will be, what impact it has, how the thesis is important to the student..

Ø REVIEW OF THE SCHOLARLY LITERATURE—This section should situate the 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 the project evolves out of and contributes to the existing scholarship.

Ø METHODOLOGY AND METHODS—Provide a rationale for the methodology utilized for the project and describe the method(s) used to collect the data or evidence that shape the process of the project; explain and justify the choice of methodology and methods in relation to the research problem and/or questions.

Ø ANALYSIS—Offer an analysis of the materials gathered, analyzed, and interpreted and their relationship to the questions and issues that underlie the thesis project.

Ø 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.

Course Load

Students who select the Thesis option will complete, in addition to required six Core Courses in the M.A. Program, four elective courses, and two courses of the WGS 493 Final Project Independent Research focused on researching and writing the thesis. They will also be required to present and defend the Thesis to a committee of at least three (3) faculty members who are chosen from Department and affiliated faculty; the chair of the Committee must be a full-time tenure-track or tenured faculty member.

In addition, students are required to present their Final Projects at a year-end celebration of WGS Graduate Student Projects. This event takes place at the end of the Spring Quarter. The presentations are usually 5-7 minutes per student. Details about this event will be distributed by and 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. The thesis must also be submitted to the WGS Administrative Assistant and the Graduate Director.

Steps in the Production of Practical, Creative Projects, and Thesis Projects

I. Select a Final Project Committee Chair & Committee

In the fall of the second year of full-time graduate study, students will develop a topic and focus for their project, write a proposal for the project, form a Final Project Committee, and present/defend the proposal to their Final Project Committee.

A Final Project Committee is comprised of three (3) faculty members (except for two in the case of a portfolio project), who are chosen from the Department of Women's and Gender Studies and/or from the WGS list of affiliated faculty. The Committee Chair must be a full-time tenured or tenure-track faculty member in Women's and Gender Studies. While this is the general rule, exceptions can be made with permission of the Graduate Director.

Under special circumstances, students may request a tenured or tenure-track faculty member from the list of WGS-affiliated faculty, or a full-time, term faculty member in Women's and Gender Studies to serve as the Chair. Reasons for this request may include when an affiliated faculty or a full-time, term faculty member's specific knowledge and expertise, related to the student's project, is most compatible for both the student and the faculty member. In other words, this option is reserved for when an affiliated faculty or a WGS full-time, term faculty member's expertise fulfills a lacuna among potential faculty committee advisors. Decisions will be made in the context of the current workload of the faculty member and the impact of the uncompensated labor required of a full-time, term faculty member when serving as a committee Chair.

The additional members of the Final Project Committee may include tenured, tenure-track, or full-time term DePaul faculty members. All committee members must hold a PhD or a terminal degree in their respective fields. These members may include DePaul faculty who are affiliated with the Department of WGS or an unaffiliated faculty member who has a specialty in the student's area of interest. As part-time faculty are uncompensated for committee service, a part-time faculty member should not customarily serve on a committee in any capacity. However, a part-time faculty member may agree to serve on a committee in very select cases, such as in the examples given above; this will be done on a volunteer basis and with the permission of the Graduate Director.

In addition, students may make a request to be allowed to invite a professor (“outside reader”) from another institution to be a member of their committee, though this person cannot serve as committee Chair. In this case, students must also be aware that DePaul does not provide compensation for this person’s service to the committee.

To help you identify an appropriate chair and additional committee members, we encourage you to meet with the Graduate Director and your First Year Advisor to discuss the general topic of the project and to explore potential committee chairs and members. Once the student identifies a potential chair and members, they should approach each of them to discuss their research and project ideas. When the student has chosen a committee chair, they will work with them to make a plan for completion and defense of the Project Proposal.

There are various ways in which a student may work with a Final Project committee for the proposal process. For example, all members may be involved from the beginning with the development of the proposal, or it could be primarily the chair of your committee. For instance, the student and the 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 and proceed to a proposal defense meeting.

Changing the chair or other committee members can be complicated, particularly when there is an approved proposal. Sometimes changes become necessary if chairs are on sick leave or sabbatical or leave the University. The student should talk about potential leaves with their chair and ascertain how the chair’s plans might affect their plans for completion. Any changes to the committee should be discussed with the chair and the Graduate Director. If the student anticipates 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. For instance, if the student plans to complete the work over the summer session, they must make sure that all committee members understand the timeline and agree to serve during that time.

II. Develop and Present Final Project Proposal

All students are required to receive the Final Project Committee’s formal approval of a project proposal prior to beginning their final project. Students will develop, write and present their Final Project Proposals in the Fall of the year they plan to graduate.

Students work with the Chair of their 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 the committee chair**. Students must submit and circulate the final proposal to the committee members **at least two weeks before** the Final Project Proposal Meeting Date. The student should coordinate and schedule the meeting, including finding a room or setting up a zoom meeting.

Components of the Final Project Proposal

A final project proposal normally contains the following:

- Ø 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.
- Ø 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.
- Ø An overview of the theoretical as well as the methodological approach or methods to be used in the project.
- Ø A rough outline of the structure of the proposed project. Examples of completed M.A. Final projects are available in the WGS Department Office and theses are available online through the University library.
- Ø A discussion of the ethical and political implications of the proposed study and how ethical criteria are to be met, if relevant.
- Ø The name of the Committee Chair and Committee Members
- Ø Anticipated timeline for completion.
- Ø 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 DePaul University Research Services.
- Ø 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, Imasalih@depaul.edu) or set up a zoom link

At the meeting, the student makes a short oral presentation (15- 20 minutes) about the project based on the proposal. For instance, the student may discuss what led them to decide on this

particular topic and method, the theoretical grounding of the project, the proposed outline, planned process for the project, and the timeline toward completion. The committee members and others present ask questions and 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 Chair of the Committee and the Graduate Director along with a copy of the final version of the approved proposal. Forms can be found on WGS Graduate Program D2L Site or on the LAS Graduate Forms site: [Forms | Graduate Student Support | Student Resources | College of Liberal Arts & Social Sciences | DePaul University, Chicago](#)

III. Enroll in WGS 493 with Chair of your Final Project Committee

Once the project has been approved by the committee, the student signs up for WGS 493. This is the course counted toward the completion of the Final Project. Students who choose the practical or creative or thesis options will register for two WGS 493 (8 credit hours), usually in the Winter and Spring Quarters of the year they plan to graduate.

WGS 493 is taken with the Chair of the Final Project Committee who will be the official faculty instructor/advisor for the Project. The student works with the Chair of the Final Project Committee to map out a plan for the quarters in which they are registered for WGS 493.

Registration for WGS 493 must be completed online with the Independent Study form, [**NOT** through Campus Connect] and must be approved by the Committee Chair and the Graduate Director by the end of the first week of classes in the term when the student will be taking the course. The name of the course: Final Project Independent Research. The form for registering for Independent Research is found online at [Forms | Graduate Student Support | Student Resources | College of Liberal Arts & Social Sciences | DePaul University, Chicago](#). All WGS 493 courses must be approved by both the Chair of your Final Project Committee and the Graduate Director.

IV. Develop and create a Practical/Creative Final Projects that include Framing Papers or the Thesis Project

While beginning work on the approved Final Project, it is important to meet with the Committee Chair to discuss the committee members’ and the student’s own needs and expectations with regard to consultations regarding the development of the 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 rewrites 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 the Chair on a timeline for submission of drafts as well as submission of the final thesis or framing paper and project. As the student nears the end of writing/creating, they must get the approval of the Chair before setting up the final project Committee meeting.

Keep in mind that the final project revision process can be lengthy. Drafts take time to circulate among committee members and the student may not receive instant feedback or comments. The revision process often requires reflection and refined analysis as well as rewriting/re-creating. It is essential that all concerned are clear on developing a timeline for completing the work and getting feedback from the committee members, and create a timeline in relation to graduation plans.

Professional conduct for graduate students includes remaining in regular contact with their chair and committee. The faculty members who serve on the final project committee are busy people with multiple professional obligations, of which final project committee work is just one. Understanding the committee members' obligations can only be achieved through clear and consistent communication with them about the status of the student's work and its timeline. This also requires regular meetings with the Chair of the Committee.

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 \(Purdue OWL\)](#)

V: Final Project Presentation to Committee Meeting

The student, in conjunction with the chair of the committee, will decide when the project is ready to be presented. Normally, the final project committee meeting will not be scheduled until the Chair of the Committee has reviewed the project and is comfortable with proceeding to the meeting. It is often helpful to have had some review of the work by Committee members, but it is not required.

The student and the committee chair will arrange for the logistics of the Final Project Committee meeting—time, date, room—and ensure that all committee members are informed and will be present. The meeting should take about 1 and ½ hours; the timeframe should be established with the Chair and members of the Committee. The student and the Committee Chair should work with the Departmental Assistant Leo Masalihit (lmasalih@depaul.edu) to arrange for a room for the meeting, which is usually the WGS Conference Room, or a zoom room. **The meeting 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.**

The student must submit a final draft of the project to the Chair and Committee **at least two-three weeks in advance of the Committee meeting date.** The Committee will be expected to have read and reviewed the project prior to attending the meeting. 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.

If the student is not able to complete and defend the final project during the regular academic term and need the summer to do so, do not assume that your Chair or committee members will automatically be able to accommodate your schedule. For summer final project meetings, the student must get official approval from each member of their Final Project Committee affirming that they are available and willing to attend the meeting during that time. Students must then submit documentation to this effect to the Graduate Director before the start of the Summer Term for their records. This is required in order to obtain a summer graduation conferral.

VI. Prepare for the Final Project Meeting

When the chair agrees that the Final Project is ready to be presented, we encourage the student to present their work with confidence and enthusiasm. The student may prepare for the meeting generally by thinking through some questions and answers that may come up in the conversation.

The student may prepare for the meeting:

- Ø A presentation of the project, approximately 15-20 minutes in length
- Ø Initiate the Final Requirements Confirmation Process for Committee Chair and Members to approve the final project; be sure to fill out the form correctly: [Forms | Graduate Student Support | Student Resources | College of Liberal Arts & Social Sciences | DePaul University, Chicago](#)

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

- Ø Chair welcomes all present to the defense; Introductions (1-5 minutes)
- Ø Agenda is presented (2 minutes)
- Ø Candidate for degree presents project (15-20 minutes)
 - o The presentation would include: background to choice of project, key questions or goals of the project, theoretical grounding, methods, process, and findings or substance of the practical or creative project, conclusions and goals for the future
- Ø 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)
- Ø If others are present as audience, questioning may be opened up to all (0-10 minutes)
- Ø Chair invites everyone but the committee members to step out of the room
- Ø 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)
- Ø Chair invites candidate back into the room to learn the results and to discuss any necessary revisions (10-15 minutes)
- Ø The meeting is adjourned.

If the student wishes, they may invite friends, family, or others with interest in their work to be present at the meeting; if the student plans to do this, the student must be sure to let the chair know so that an appropriate location can be arranged.

Revisions

Normally, the student should expect to be asked to make revisions to their thesis or project and framing paper after the meeting. These can range from suggestions for a few editorial changes to more substantive changes. If more substantive changes are required, the student will be provided with concrete suggestions for change after the meeting. The student should plan on anywhere from a few days to two weeks for revisions if they are trying to meet a graduation date at the end of a particular quarter. The committee chair may be able to help the student estimate the length of time that revisions might take—but this is not always predictable. The time needed to devote to final revisions depends on how many drafts the student has already done. If the student has problems with this process and thinks that they are being treated unfairly by their committee, they should contact the Graduate Director.

The student must 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: [Forms | Graduate Student Support | Student Resources | College of Liberal Arts & Social Sciences | DePaul University, Chicago](#)

VII: Submit Practical, Creative, and Thesis Projects

For the Practical and Creative Projects: After the Final Committee Meeting and approval, check with the 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).

For the Thesis Option: After the Final Committee meeting, check the LAS guidelines for final submission of the Thesis to ensure that the final copy meets the requisite standards. There are very specific guidelines for formatting theses. Students are also required to create an abstract, set of keywords, title page, and a form regarding public access to the thesis.

The Thesis must be submitted both to the College of LAS Graduate Office and the Women's and Gender Studies Office. For WGS, the student must also submit the thesis to the Departmental Office Assistant Leo Masalihit (lmasalih@depaul.edu). Please NOTE: The student's graduation will not be certified until all of these submissions are made.

In addition, since completion of Final Project is often connected to Graduation, the student must check with the Graduate Director or the Chair of their Committee on completion of all degree requirements, including changes of Incomplete or Research Grades.

VIII: Public Presentation of Final Projects - Requirement

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 5-7 minutes per student. There is a rehearsal component of the presentation which is mandatory for all students who are presenting. For this rehearsal all students must send their prepared presentations to the Graduate Director and attend and present their work at the designated time. **Students who do not attend the rehearsal will not be permitted to participate in the public presentation.** Details about this event will be circulated and may be obtained from the Graduate Director. We encourage students to invite family, friends, professors, and others who have supported them along the way. This is a chance to share their work and accomplishments with others!

RESOURCES, PROGRAMS AND CENTERS

Research and Writing:

Richardson Library - Lincoln Park Campus

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 the student with library databases, archives and other resources.

Our current liaison is Jill King who will assist students interested in research and scholarship in WGS. There are a number of resources including research guides focusing specifically on Women's and Gender Studies. They can be found on the library website, and there will find links to some basic research tools. Students can make an appointment with her by walking over to the reference desk at Richardson Library or send her an email at: jking25@depaul.edu. If there is a book, documentary, journal or other gaps in the academic resources at the library Alexis can order them or assist the student in finding them. Our students and faculty greatly appreciate the services Jill King provides.

University Center for Writing Based Learning

The UCWbL @ DePaul University

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

[LGBTQIA Resource Center | Identity-specific Cultural and Resource Centers | Diversity & Culture | Division of Student Affairs | DePaul University, Chicago](#)

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.

Health, Promotion and Wellness Office

[Health & Wellness | Student Services | Division of Student Affairs | DePaul University, Chicago Student Center, 3rd Floor](#)

This office provides a variety of services, supports, and resources in relation to sexual and intimate violence, mental health and wellness, substance use, health equity and inclusion, and more.

University Counseling Services

[University Counseling & Psychological Services | Departments | About | Division of Student Affairs](#)

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

[Center for Students with Disabilities | Departments | About | Division of Student Affairs | DePaul University, Chicago](#)

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

[Center for Black Diaspora | Centers & Institutes | College of Liberal Arts & Social Sciences | DePaul University, Chicago](#)

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 Latino Research

[Center for Latino Research | Centers & Institutes | College of Liberal Arts & Social Sciences | DePaul University, Chicago](#)

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 celebrated 30 years of history: from 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 \(UECP\)](#)
[Steans Center | DePaul University, Chicago](#)

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 of 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.

Steans Center

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

2233 N. Kenmore Ave.

[Steans Center | DePaul University, Chicago](#)

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

SAC 150

[The Women's Center | Centers & Institutes | College of Liberal Arts & Social Sciences | DePaul University, Chicago](#)

Established in 1995, the DePaul Women's Center seeks to build a community of students, faculty, and staff at DePaul committed to creating, sharing, and strategizing around intersectional, coalitional, transnational, queer, trans*, and antiracist feminist theories, research, activism, and movement building.

The Center offers a variety of ongoing programs, including Drop In space, Self/Community Care Skills Shares, Stitch n Bitch, Sexual Assault Support Circles, as well as singular programs featuring scholars, writers, activists, artists, healers, and cultural workers. We are committed to working collaboratively with other programs and organizations within DePaul and in the broader Chicago community. The Women's Center also houses references and resources to support and advocacy around a whole variety of issues as well as needs.

The Women's Center current programs, resources, activities, and more can be found through the Women's Center Instagram found [HERE](#).