DePaul University Bulletin

UNDERGRADUATE COLLEGES and SCHOOLS

1972-73
1972/1973 BULLETIN

De Paul University
Undergraduate
Colleges and Schools

THE DE PAUL COLLEGE
COLLEGE OF COMMERCE
COLLEGE OF
LIBERAL ARTS AND SCIENCES
SCHOOL OF EDUCATION
SCHOOL OF MUSIC

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DE PAUL UNIVERSITY

Lincoln Park Campus
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Chicago, Illinois 60614

Lewis Center Campus
25 East Jackson Boulevard
Chicago, Illinois 60604

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# Academic Calendar 1972-1973

## Autumn Quarter 1972-73

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<thead>
<tr>
<th>August</th>
<th>7-19</th>
<th>Monday-Saturday. Mail Registration. Consult Schedules for detailed instructions.</th>
</tr>
</thead>
<tbody>
<tr>
<td>September</td>
<td>4</td>
<td>Monday. Labor Day.</td>
</tr>
<tr>
<td>11-12</td>
<td>Monday-Tuesday. In Person Registration for Autumn Quarter.</td>
<td></td>
</tr>
<tr>
<td>11-15</td>
<td>Monday-Friday. Orientation Program for all new day students. Consult the Orientation Booklet for the daily schedule.</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Monday. Autumn Quarter begins.</td>
<td></td>
</tr>
<tr>
<td>18-19</td>
<td>Monday-Tuesday. Late Registration and change of courses.</td>
<td></td>
</tr>
<tr>
<td>October</td>
<td>6</td>
<td>Friday. Final date for filing for November Credit-By-Examination.</td>
</tr>
<tr>
<td>7</td>
<td>Saturday. Final date for filing for February Convocation.</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Saturday. Last date to withdraw with automatic “W” grade.</td>
<td></td>
</tr>
<tr>
<td>16-21</td>
<td>Monday-Saturday. Mid-Term Examinations.</td>
<td></td>
</tr>
<tr>
<td>November</td>
<td>1</td>
<td>Wednesday. Feast of All Saints, Holyday. Special liturgical services held on both campuses.</td>
</tr>
<tr>
<td>4</td>
<td>Saturday. Last day to withdraw from class.</td>
<td></td>
</tr>
<tr>
<td>13-25</td>
<td>Monday-Saturday. Mail Registration for Winter Quarter.</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Saturday. Administration of Credit-By-Examination.</td>
<td></td>
</tr>
<tr>
<td>23-25</td>
<td>Thursday-Saturday. Thanksgiving Holidays.</td>
<td></td>
</tr>
<tr>
<td>27-Dec.</td>
<td>2</td>
<td>Monday-Saturday. Final Examinations for Autumn Quarter.</td>
</tr>
<tr>
<td>December</td>
<td>2</td>
<td>Saturday. Autumn Quarter Ends.</td>
</tr>
</tbody>
</table>

## Winter Quarter 1972-73

<p>| December | 11-12 | Monday-Tuesday. In Person Registration for Winter Quarter. |
| January | 2 | Tuesday. Winter Quarter Begins. |
| 2 | Tuesday. Late Registration and change of courses. |
| 3 | Wednesday. Orientation for all new day students. |
| 27 | Saturday. Last date to withdraw with automatic “W” grade. |
| 29-Feb. | 3 | Monday-Saturday. Mid-Term Examination. |
| February | 4 | Sunday. Mid-Year Convocation. |
| 12-24 | Monday-Saturday. Mail Registration for Spring Quarter. |
| 17 | Saturday. Last date to withdraw from class. |
| 24 | Saturday. Final date for filing for June Convocation. |
| March | 8-14 | Thursday-Wednesday. Final Examinations for Winter Quarter. |
| 9 | Friday. Last date to apply for Spring Quarter Credit-By-Examination. |
| 14 | Wednesday. Winter Quarter Ends. |</p>
<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>March</td>
<td>15-16</td>
<td>Thursday-Friday. In Person Registration for Spring Quarter.</td>
</tr>
<tr>
<td></td>
<td>22</td>
<td>Thursday. Spring Quarter Begins.</td>
</tr>
<tr>
<td></td>
<td>22</td>
<td>Thursday. Late Registration and change of courses.</td>
</tr>
<tr>
<td></td>
<td>23</td>
<td>Friday. Orientation for all new day students.</td>
</tr>
<tr>
<td>April</td>
<td>19</td>
<td>Thursday. Easter Holidays begin after last class.</td>
</tr>
<tr>
<td></td>
<td>23</td>
<td>Monday. Classes Resume.</td>
</tr>
<tr>
<td></td>
<td>25</td>
<td>Wednesday. Last date to withdraw with automatic “W” grade.</td>
</tr>
<tr>
<td></td>
<td>23-28</td>
<td>Monday-Saturday. Mid-Term Examinations.</td>
</tr>
<tr>
<td></td>
<td>28</td>
<td>Saturday. Administration of Credit-By-Examination.</td>
</tr>
<tr>
<td>May</td>
<td>9</td>
<td>Wednesday. Last date to withdraw from class.</td>
</tr>
<tr>
<td></td>
<td>1-19</td>
<td>Tuesday-Saturday. Mail Registration for 1st and 2nd Summer Sessions.</td>
</tr>
<tr>
<td></td>
<td>28</td>
<td>Monday. Memorial Day—No Classes.</td>
</tr>
<tr>
<td></td>
<td>29-June 4</td>
<td>Tuesday-Monday. Final Examinations for Spring Quarter.</td>
</tr>
<tr>
<td></td>
<td>31</td>
<td>Thursday. Feast of Ascension, Holyday. Special liturgical services held on both campuses.</td>
</tr>
<tr>
<td>June</td>
<td>4</td>
<td>Monday. Spring Quarter Ends.</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>Sunday. Convocation.</td>
</tr>
</tbody>
</table>
AN INTRODUCTION TO DE PAUL UNIVERSITY

The President’s Page
The Aims and Purposes of De Paul
Undergraduate Education at De Paul
Admissions
Tuition and Fees
Student Services
Dear Student,

It is my privilege to introduce you to De Paul University and to give you a notion of life in our community. Perhaps you have heard a University described as a collection of colleges, each of which provides for teaching, research, and degrees in special areas. Our seven colleges, to some extent, fall within such a description.

Yet, when I reflect on this, I recognize that at De Paul University such a structure is not what one sees or feels. It is not the colleges that I see, but a multitude of persons of all ages, races, creeds and colors. It is the persons who predominate and are impressive, not merely as individuals or as aggregations of individuals, but as persons who have come to know the importance of dialogue. As I walk through the corridors, dining and recreation rooms, I see groups of young men and women engaged in conversation—sometimes argumentative, sometimes jovial. At other times of the day, when the corridors are empty, one can hear discussion from within the classroom or laboratory or in an open forum. It is then one gets a deeper sense of what the University is all about. It is then one feels a sense of close personal association and excitement which is a far cry from simply a collection of persons.

De Paul University is a Catholic University. As a University it is a center of learning in which all questions can be freely and civilly discussed from all points of view to enable its members to have informed viewpoints on subjects of substantive issue as a foundation for their personal decision making. As a Catholic University it is a forum for open inquiry and discussion of the cardinal questions and issues that are of ultimate personal concern to the people of God. It is an arena within which the Judaic-Christian community or any other community that wishes to participate can share and exchange sacred and profane knowledge that emanates from reason and revelation as these relate to the acquisition of truth as a directive force in the fulfillment of one's life goals.

When I reflect on the University from this dimension, the common purpose of faculty and students to learn with each other becomes more apparent. I think that you, too, can put yourself in this position—of taking a portion of your life to concentrate and involve yourself in the exciting enterprise of higher learning. It is a very special commitment that faculty and students make in order to participate in the great dialogue on human society, shedding light on the past and seeking paths for the future. It is in this dialogue between persons—be they seasoned and called faculty or beginners and called students—that the University really exists.

De Paul is a stimulating academic community for those who love the excitement of learning. We hope you will participate and contribute.
The PURPOSE of De Paul

De Paul University is founded on Judaic-Christian principles and continues to assert the contemporaneous relevance of these principles to higher education and the modern world. The University will express these principles especially by passing on the heritage of St. Vincent de Paul, which has as its purpose the perfection of the individual person through purposeful involvement with other persons, communities, and institutions.

The faculty, students, and administrators are mutually committed to the examination of truth for its intrinsic value, for the meaningful direction it provides for the person, and for its force in the continuum of civilization.

The AIMS of De Paul

To acquire, disseminate and advance knowledge; to develop scholarly habits of mind; to foster greater understanding of the interrelationship of knowledge.

To pursue learning that provides for a moral and aesthetic life, for a dedication to the service of other persons, and for responsible involvement in various communities and other institutions.

To engage in liberal and professional studies, and through cooperation with other agencies and persons to marshal its resources so as to assist persons and the community in the life-long educational endeavors that are in harmony with the purpose and dignity of human living.

Non-discriminatory Policy

The first charter of De Paul University included a statement of non-discrimination. This policy enunciated approximately seventy-five years ago has been enforced vigorously over the years. "Students, faculty, and the public are entitled to equal treatment regardless of race, sex, creed, or color."
UNDERGRADUATE EDUCATION AT DE PAUL

THIS IS DE PAUL

De Paul is an urban university, one of the ten largest Catholic universities in the world. Since its founding in 1898 by the Vincentian Fathers, the development of De Paul has paralleled the dynamic growth of the city of Chicago. Today the University boasts an alumni of over thirty-thousand and a student body of nearly ten thousand, as diverse in academic interest as they are in national origin and creed.

In the University’s seven graduate and undergraduate colleges and schools, the De Paul student enjoys advantages found in both small and large academic institutions. Within the specific college or school, the student comes to know well his professors, administrators, and fellow students. As professors teach at all levels, the undergraduate has the advantage of instruction by the same professors who direct research and teach at the graduate level. Students have the advantage of University-wide libraries and laboratories as well as the stimulating intellectual atmosphere created by the diverse interests of a large student body.

As members of a University in an urban community, De Paul students enjoy incomparable cultural advantages and the vast academic resources of the city. In addition, students may make use of the practical and broad resources of the modern work-a-day metropolis.

UNDERGRADUATE PROGRAMS—A GENERAL VIEW

At De Paul students may pursue undergraduate degree programs on either of two campuses: Lincoln Park or Lewis Center. Regular students of any School or College may register for classes on either campus, arranging hours and courses in a manner designed to afford maximum educational advantage.

The Lincoln Park Campus is situated about three miles north of the Chicago Loop in the vicinity of Fullerton (2400 N) and Sheffield (1000 W). On this campus The De Paul College, The College of Liberal Arts and Sciences, and The School of Education offer daytime programs leading to these undergraduate degrees:
- Bachelor of Arts
- Bachelor of Science
- Bachelor of Science in Physical Education
- Bachelor of Science in Nursing
- Bachelor of Science in Medical Technology

The Lewis Center Campus is located in the Chicago Loop at 25 East Jackson Boulevard, on the corner of Jackson and Wabash. On this campus The De Paul College, The College of Commerce, The College of Liberal Arts and Sciences, The School of Music, and The School of Education offer programs leading to these degrees:
- Bachelor of Arts (Evening)
- Bachelor of Music (Day)
- Bachelor of Science in Commerce (Day and Evening)
- Bachelor of Science in Business Education (Day and Evening)

The first two years of the Bachelor of Arts program may be taken in the Lewis Center division of The De Paul College. Students choosing this option complete their junior and senior work on the Lincoln Park campus.
COURSES AND CREDIT

The University uses the quarter system. There are three quarters during the regular school year followed by a summer term. Students who desire to accelerate or enrich their college program may elect to attend the summer term. Most courses carry four quarter hours credit. Four courses or sixteen hours per quarter constitute the normal class load. A total of 180 quarter hours credit is the minimum necessary for graduation. A typical baccalaureate degree program has the following pattern:

<table>
<thead>
<tr>
<th>QUARTER HOURS</th>
<th>TYPE OF COURSE WORK</th>
</tr>
</thead>
<tbody>
<tr>
<td>72</td>
<td>General Education</td>
</tr>
<tr>
<td>48 - 58</td>
<td>Education in the Major Field</td>
</tr>
<tr>
<td>50 - 60</td>
<td>Education in Allied Fields and Electives</td>
</tr>
<tr>
<td>180</td>
<td>Minimum Total</td>
</tr>
</tbody>
</table>

GENERAL EDUCATION

All undergraduate students enroll in a common 72 hours of General Education courses offered by The De Paul College. Students seeking degrees in Liberal Arts, Science, Education and Nursing register as students in The De Paul College for their freshman and sophomore years. Students entering The College of Commerce and The School of Music register through these Colleges for their De Paul College General Education courses.

EDUCATION IN THE MAJOR FIELD

Major fields of specialized study are determined by the individual student's area of primary interest. Major fields of study are offered through the College of Liberal Arts and Sciences, the College of Commerce, the School of Education, and the School of Music. Details of the programs and course offerings in each major area of concentration appear in the various college sections of this bulletin.

EDUCATION IN ALLIED FIELDS AND ELECTIVES

In each major area of concentration certain related studies are recognized for their value to the specialist. Courses in these supporting or allied fields are selected with the assistance of the faculty adviser.

Other areas of study with less significance for all specialists, but of great interest to a particular student, are classified as electives. In these areas the student may choose to enroll in courses offered by any College or School in the University.

GUIDANCE AND COUNSELING

Because curricular patterns, personal choices, prerequisites, etc., differ with each student, programs vary considerably. Counselors working with each student seek to insure maximum educational impact, articulation with past study, and personal development.

Students who have decided upon an area of concentration begin course work in their specialty immediately upon being accepted at De Paul. Their course selection is under the guidance of faculty from that subject area. These students also immediately begin work in General Education under guidance of University counselors.

Students who have not decided upon an area of concentration also begin studies in General Education. With the assistance of University counselors, programs of study are developed to suit their individual needs and aid them in selecting an area of concentration.
**SAMPLE PROGRAMS**

In general, the program of a four year day student would follow this pattern:

<table>
<thead>
<tr>
<th>GENERAL EDUCATION</th>
<th>EDUCATION IN THE MAJOR FIELD, Allied Field and Electives—27 Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>18 De Paul College Courses</td>
<td>6 courses</td>
</tr>
<tr>
<td>1st Year</td>
<td>General Education</td>
</tr>
<tr>
<td>2nd Year</td>
<td>General Education 6 courses</td>
</tr>
<tr>
<td>3rd Year</td>
<td>General Education 4-6 courses</td>
</tr>
<tr>
<td>4th Year</td>
<td>General Education 0-2 courses</td>
</tr>
</tbody>
</table>

**A SAMPLE FRESHMAN PROGRAM**

<table>
<thead>
<tr>
<th></th>
<th>Autumn</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities</td>
<td>Humanities or Behavioral-Social Science</td>
<td>Humanities or Behavioral-Social Science</td>
<td>Humanities or Behavioral-Social Science</td>
</tr>
<tr>
<td>Philosophy and Religion or Natural Science</td>
<td>Philosophy and Religion or Natural Science</td>
<td>Philosophy and Religion or Natural Science</td>
<td>Philosophy and Religion or Natural Science</td>
</tr>
<tr>
<td>Major Field</td>
<td>Major Field</td>
<td>Major Field</td>
<td>Major Field</td>
</tr>
<tr>
<td>Allied Field, Mathematics or Language</td>
<td>Allied Field, Mathematics or Language</td>
<td>Allied Field, Mathematics or Language</td>
<td></td>
</tr>
</tbody>
</table>

**COLLEGE AND SCHOOL PROGRAMS**

In specific sections of this bulletin, each College and School explains the programs and courses offered under its auspices. Each student should examine the requirements of The De Paul College which determines the General Education program for every University student. The programs in the other Colleges and Schools should be studied in accordance with the areas of major interest of the individual student.
ADMISSIONS

Admissions policies and procedures reflect the total philosophy of De Paul University, which pre-eminently considers the personal worth of the individual. As a University, De Paul is especially concerned with the academic achievement and the academic aptitude of the student, since they are necessary requisites for advanced study. It is also vitally interested in the student's seriousness of purpose, his reasons for going to college and his choice of a major field of specialized study. And it is mindful of the fact that personal factors do contribute to a student's academic record and to his success or failure in a college program.

Firmly committed to a belief in the uniqueness and the dignity of each individual and recognizing that each has his own particular aptitudes, interests, and abilities, De Paul University accepts the responsibility for educating the most talented and creative students and for developing the potential of the capable majority.

The University considers the total qualifications of each applicant and admits those for whom there is a strong likelihood of success in the De Paul programs.

De Paul has a non-discriminatory admissions policy; it makes no distinctions on the basis of race, sex, creed, or color.

ADMISSION AS A DEGREE-SEEKING STUDENT

1. Candidates interested in admission as degree-seeking students in the undergraduate divisions of the University should direct all inquiries to the Office of Admissions, De Paul University, 25 E. Jackson Boulevard, Chicago, Illinois, 60604. Telephone: WEbster 9-3525. The Admissions Office will provide each candidate with the required forms and instructions for filing the application. A non-refundable application fee of $15.00 is required of each applicant.

2. Applicants are urged to initiate admissions procedures early. Completed applications must be on file in the Office of Admissions at least one month prior to the first day of class in the quarter in which the student expects to register. Full time day students must submit the Physician's Certificate Form to the Student Health Service by September 1 if they are entering the University in the Fall Quarter; by December 1, if entering in the Winter Quarter; by March 1, if entering in the Spring Quarter. Those who do not submit the Physician's Certificate Form will not be allowed to register for the subsequent quarter.

3. Applications are acted upon as soon as they are completed and the applicant is notified immediately by letter of the decision of the University.

ADMISSION AS A FRESHMAN

Applicants for admission to the freshman class may file applications for admission after they have completed six semesters of high school work. Students planning to enroll for the first time during the autumn quarter should file for admission during or before their seventh semester of high school work. Applications filed less than six weeks before the beginning of any term cannot be processed for that term but will be considered for the following term.

Students admitted as undergraduates may enroll in any degree program offered. Prior to enrolling at the University, all students are encouraged to complete 16 units of high school work including:
4 units in English  
2 units in the same foreign language  
2 units in mathematics  
1 unit in a laboratory science  
1 unit in history  

Other units should be taken in areas related to preparation for college-level work. Applicants can take advantage of a variety of admissions plans as described below.

**EARLY DECISION** Students may apply for admission at the conclusion of junior year of high school. Applications will be reviewed and candidates notified if:

1) the application and fee are received in the Office of Admissions between May 30 and September 1 after junior year;  
2) the candidate's sixth semester high school transcript reporting all course work, grades, rank-in-class, and including recommendations from the guidance staff or principal, is on file by September 1;  
3) test results from the American College Test (ACT), the Scholastic Aptitude Test (SAT), or the De Paul Entrance Examination are reported to the Office of Admissions prior to September 1;  
4) the candidate agrees to apply only to De Paul until he has received his response.

All candidates for admission will be notified as soon as applications are completed. All students requesting Early Decision consideration will be notified by September 15.

**REGULAR ADMISSION** High school seniors may apply for admission beginning September 1. Applications will be reviewed as soon as the data described in items 1, 2, 3 in the Early Decision section above are received in the Office of Admissions. In the regular admissions period, students may apply for admission to other colleges and universities. Applications received less than six weeks prior to the first day of class of any term cannot be considered for that term but only for subsequent terms.

**EARLY ADMISSION (AFTER THREE YEARS OF HIGH SCHOOL)** Gifted, mature students may apply for admission and attend as full-time, degree-seeking undergraduates after three years of high school if they have met the diploma requirements of their high school and if admission to the University is also requested for them by their parents, their principal, and their director of guidance in high school.

**COOPERATIVE HIGH SCHOOL-COLLEGE PROGRAM** Gifted high school students may enroll at the University as part-time students taking courses for college credit in addition to their normal high school work. Students in this program are considered non-degree candidates and are not required to submit the regular application materials and test data. No application fee is charged. Students in the Cooperative High School-College Program may take courses during the summer terms or during the regular academic year. Students interested in this program must complete a non-degree application and must be interviewed by the Director of Admissions. They must be recommended by their high school principal or headmaster, and the letter of recommendation must indicate course areas in which the student is judged capable of successfully completing college work.
THE ADVANCED-STANDING FRESHMAN

Each year a sizable number of freshmen enroll at the University with advanced standing; they have already earned some college-level credit that is applied to their degree requirements. To qualify as an Advanced Standing Freshman, a student must successfully participate in one or more of the following programs:

I. De Paul University's Cooperative High-School-College Program (See Section Above)

II. Advanced Placement Program of the College Entrance Examination Board (See Credit-By-Examination)

III. De Paul Credit-By-Examination Program (See Credit-By-Examination)

IV. College Course Work in High School Students who have completed college-level course work while still in high school will be awarded credit for all courses successfully completed if:

1) the course was offered by an accredited college or university;
2) the course is reported on the official transcript of the college;
3) the college identifies the course as college-level;
4) the course corresponds to similar courses offered at De Paul University.

ADMISSION AS A NON-DEGREE-SEEKING STUDENT

Students who do not intend to work for a degree or who have not applied for degree-seeking status may be accepted by the Director of Admissions. These students may register for courses approved by the Dean without regard to any specific program. The following general regulations apply to non-degree-seeking student applications:

1. Applicants must be high school graduates or demonstrate sufficient maturity, educational background, or professional experience to carry college work successfully.

2. Applicants who have attended another college or university must be in good academic standing at the last school attended.

3. Applicants currently enrolled in a college or university other than De Paul may be admitted, at the time of registration, upon presentation of a written permit from the Dean or Registrar of the institution where they are working for a degree. This permit must state that the student is in good academic standing and must specify the courses for which permission to register is being given.

4. Applicants refused admission as degree-seeking students may not enroll as non-degree-seeking students.

5. Non-degree-seeking status may be terminated at any time by the Dean.

Non-degree-seeking students who plan to register for or who accumulate a substantial amount of credit are advised to become degree-seeking students. The first 40 quarter hours (27 semester hours) earned as a non-degree-seeking student at De Paul or elsewhere may subsequently be applied toward a degree when the student is accepted as a degree-seeking student.

ADMISSION AS A FOREIGN STUDENT

Students who have been educated outside of the fifty states of the United States are advised to apply for admission at least six months prior to the quarter in which they plan to enroll. The final application deadlines are: June 1 for the Autumn Quarter, October 1 for the Winter Quarter, and January 1 for the Spring
Quarter. The application form should be accompanied by either official transcripts and diplomas or copies certified by the school from which they are issued. If these documents are not in English, they must be accompanied by an official translation. The transcripts should be for all post-secondary education, including college, university, and professional institutions of learning. Information about admission should be obtained from the Foreign Student Adviser, De Paul University, 25 East Jackson Boulevard, Chicago, Illinois 60604.

In addition to the admission requirements listed above, all foreign applicants whose native language is not English must demonstrate proficiency in the English language by taking the Test of English as a Foreign Language (TOEFL). Information as to how arrangements can be made to take this examination locally can usually be obtained from an American Embassy or Consulate or a United States Information Service office or by writing to: Educational Testing Service, Princeton, New Jersey 08540, USA.

As scholarships are not available to foreign students, an affidavit of support indicating adequate financial resources for a minimum of one academic year must also be submitted. No final decision on admission can be made nor can an I-20 form be issued until all requirements have been met.

Upon arrival at the University, the student should contact the Foreign Student Adviser who will assist the student with personal counseling, immigration advice, and information concerning housing, health services, and general University procedures. If admitted, all foreign undergraduate students must register for a minimum of 12 quarter hours during each quarter of the academic year.

ADMISSION AS A DEGREE-SEEKING TRANSFER STUDENT

Students who have completed at least 12 semester or 16 quarter hours of college level work are admitted as transfer students. With less than these hours, credit is evaluated as explained below but the student follows the admissions procedures for a freshman.

To be admitted as a degree-seeking student, a transfer student must be in good academic standing at the last college attended and must have at least an overall “C” average for all college work completed. A student on probation or dismissed from the last college attended is not admissible as either a degree-seeking or non-degree-seeking student. A student in good standing but with less than a “C” cumulative average should see the section on admission as a non-degree-seeking student.

EVALUATION OF CREDIT Generally all academic credit earned at accredited colleges is accepted when it is earned with grades of “D” or better in areas comparable to those offered at De Paul.

1. From a Junior College a maximum of 66 semester (99 quarter) hours, a full two years of credit, is accepted. This credit may be chosen from among the acceptable courses to provide the maximum articulation in terms of a student’s major program at the time of admission.

2. From a Senior College a maximum of 88 semester (132 quarter) hours is accepted, leaving only credit equivalent to the senior year minimum residency requirement to be completed. This transfer credit may be chosen from among the acceptable courses to provide the maximum articulation in terms of a student’s major program at the time of admission.

3. From a Mixture of Junior and Senior Colleges credit for the freshman and sophomore years, 66 semester (99 quarter) hours, may be chosen from among credits earned at any college to provide maximum articulation in
terms of the student's major program at the time of admission. Junior year credit may be chosen for best articulation from among credits earned at any college but only up to the maximum number of hours earned in the Junior year at a senior college.

Semester credit is converted to quarter hours by adding on half-again as many hours. Thus, 3 semester hours become 4.5 quarter hours, 50 semester hours become 75 quarter hours. The normal De Paul degree of 180 quarter hours is equivalent to 120 hours at a semester institution.

An official evaluation of transfer credit is provided to each transfer student at the time of admission. The evaluation shows where the transfer credit fits into the student's major program, indicates the courses still required, and estimates the time needed to complete the program. An unofficial evaluation will be prepared for students considering transfer to De Paul by contacting the Director of Inter-College Relations.

READMISSION OF FORMER DE PAUL STUDENTS

Former degree-seeking or non-degree-seeking students in good standing who have been absent from the University for one quarter or more must apply at the Registrar's Office to initiate readmission procedures. Students dismissed for academic reasons should see the Probation Section in this bulletin. Students dismissed for other than academic reasons may be considered for readmission under specified University regulations.

Degree-seeking students seeking readmission must submit transcripts from all colleges attended since last attending De Paul. Applications must be submitted six weeks prior to the first day of class in the quarter in which the student expects to register.

ADMISSION AS A VETERAN

Veterans can be admitted as either freshmen or transfer students. Advance credit is accepted for Service School training, CLEP, and USAFI courses following the guidelines of the American Council on Education. Pre-service college work with a cumulative grade point average below "C" supplemented by service education or other evidence of maturity may allow admission following petition to the Director of Admissions.

INTER-COLLEGE TRANSFER

Degree-seeking students desiring to transfer from one college in the University to another may obtain an Inter-College Transfer application in the Registrar's Office, Lewis Center. Completed applications should be on file in the Registrar's Office at least four weeks before the beginning of the quarter in which the transfer would be effective, if approved. Students will be notified by the Office of Admissions by letter of the action taken on their applications.

COUNSELING

Academic counseling is made available to incoming students prior to registration by both the counseling staff in the Admissions Office and the academic advisers in the respective colleges.
TUITION AND FEES

A general cost estimate of tuition, fees and books for a full-time undergraduate at De Paul University is approximately $1,900.00 for an academic year. The costs of food, transportation or housing should be added as well as personal costs.

The basic tuition for a full-time day student is $600.00 per quarter or $1800.00 per year. Tuition for evening students is charged at the rate of $35.00 for each quarter hour.

Resident hall charges are $1,320.00 single occupancy, $1,185.00 for double occupancy for the academic year. This includes fifteen meals per week, Monday through Friday. Food service is available on a cash basis on weekends.

STUDENT SERVICES

FINANCIAL AID

A wide range of financial assistance is available to incoming and current students. Inquiries should be directed to the Office of Financial Aids and Placement in Room 538 of the Schmitt Academic Center or Room 1730 in the Lewis Center. Detailed information is in the Signpost.

COUNSELING

Personal counseling as well as a variety of informational and personal services are available to students through the Dean of Students’ Offices. These are located in Room 182 of the Schmitt Center on the Lincoln Park Campus and Room 1617 in the Lewis Center. Detailed information is available in the Signpost.

Information on student housing, student health service, religious services, organizations and activities may be found in the Signpost or obtained from the Dean of Students’ Office on each campus.
THE DEPAUL COLLEGE

Martin J. Lowery, Ph.D., Dean
Stephen E. Fecske, M.A.,
Administrative Assistant to the Dean
John V. Amato, M.A.
Administrative Assistant to the Dean

Curriculum

Divisions
L. Edward Allemand, Ph.D.,
Philosophy and Religion
Patricia A. Ewers, Ph.D.,
Humanities
William R. Waters, Ph.D.,
Behavioral Social Sciences
Avrom A. Blumberg, Ph.D.,
Natural Sciences and Mathematics
The De Paul College

The De Paul College provides a common program in general education for all undergraduate students.

General education originates with and relies upon the student's vision of life. De Paul College seeks to integrate and develop that vision with incisive knowledge of self, the creative works of man and his religious, philosophical, social, and natural environment. In our dynamic yet disjunctive world, a life vision founded in such knowledge is the call and challenge to years of expanding intellectual and humanizing activity. The De Paul College welcomes the student—his visions, his concerns—into a community of men who will share with him a scholarly approach to man's involvement with life—yesterday, today, and tomorrow. This community, professors and students, is drawn together to explore and deepen the diverse dimensions of the vision. It examines man in his totality and searches out the means by which, in continuing self-education, each can best fulfill his destiny.

The De Paul College seeks to enable the student to conceive broadly the problems of his time, to develop the skills and methods with which to organize and analyze those problems, and to engender in him the zest to delight in the quest for their solution. Through trenchant, integrated, intellectual inquiries the College seeks to develop the probing mind—a mind which will not be content with conventional answers. Viewing knowledge as a mode of inquiry rather than a body of fact, the College seeks an intensive development of the student's intellectual abilities in analysis, synthesis, and evaluation. Through this approach it expects the student to assume responsibility for his continued self-education in the search for wisdom. General education in The De Paul College, then, is principally concerned with how one knows, and expects that each student will come to have a high consciousness of why he knows and what processes underlie his method of knowing.

THE CURRICULUM

The College is organized into four Divisions or domains of knowledge:

I. Philosophy and Religion
II. Humanities
III. Behavioral-Social Sciences
IV. Natural Sciences and Mathematics

Each division develops programs which reflect the knowledge and modes of knowing of the disciplines which comprise it. Further, the divisions seek to integrate the various fields of study in order to confront the student with similarities, differences and interrelationships in various fields of knowledge. By means of individual courses and sequence courses, through discussion, lecture and research the student confronts the nature of knowledge in the context of its relationship and importance to man.

The programs are not preparatory to specialized education. They are designed to be a parallel to specialized programs; together general and specialized education represent a common effort to achieve the liberally educated man. General education, therefore, is not concentrated wholly in the beginning years, but is a continuing part of the student's undergraduate program.

General Education comprises seventy-two of the one hundred and eighty hours required for baccalaureate degrees. A minimum of four courses are required in the Philosophy-Religion, Humanities, and Behavioral-Social Science divisions; three courses are required in the Division of Natural Sciences and Mathematics.
Students must elect their remaining requirements from the divisions of De Paul College. Courses offered through other Colleges and Schools of the University may not be substituted for divisional general education courses.

The varying academic backgrounds, experience, abilities and degrees of maturity of each student are considered in establishing individual programs of study.

**THE DE PAUL COLLEGE WRITING PROGRAM**

The De Paul College Writing Program is a structured effort to insure the development of the student's writing skills within a content framework. By means of constant demands upon the student throughout his four undergraduate years, the program seeks to intensify the thrust toward good writing formerly sought in standard composition courses. While credit is not given, because good writing is expected of each student, the College considers the demands of this program to be greater than those of the basic composition courses in most curricula.

Specifically in the program the student's written assignments are examined in the areas of grammar, mechanics, punctuation, diction, and sentence structure by qualified reader/correctors before being forwarded to instructors for final grading. By means of such initial readings and corrections, students are provided with a series of papers in which they can observe the development of their writing skills within the context of their integrated learning.

The De Paul College Writing Program also offers intensive tutorial services and weekly laboratory sessions for those students judged by their instructors or reader/correctors to have serious writing limitations.
Division of Philosophy and Religion

Behind and beyond the problems of day-to-day existence lurk intriguing questions such as: Who am I? Where did I come from? How do I relate to others? Can I know anything? What can I know? How can I know? What lies beyond the world of my experience, beyond what I see or feel? Where am I going? What is my destiny beyond my present self? Men have always asked such primary questions as these and have sought answers as best they could in the circumstances, environment, knowledge and cultural forces of their lives.

The Philosophy and Religion Division recognizes that in his own life the student has or will formulate questions such as these for himself. In its concern for the expanding consciousness of the student, the Division offers him intellectual experiences and processes, selected from diverse thinkers, which will aid him in thinking through and reflecting upon such questions.

The concern of the Division is for fundamental human questions, a common project of thinking and reflecting by faculty and students. In this concern it reflects the purpose of the University to help perfect and give direction to the individual person. Dialogue but not exclusively, is the means and stimulus for reflecting and thinking.

The fundamental questions are posed within the diverse traditions of many cultures and civilizations. As the University community is pluralistic in its faculty and student body, a variety of religious commitments and philosophical postures is welcomed and encouraged. The postures are, among others, metaphysical, analytical, dialectical, phenomenological, epistemological and existential. Some religious commitments are Jewish, Lutheran, Presbyterian and Roman Catholic. As divergent religious commitments are present, the thought and expectations held out by the agnostic and atheist are also considered. An objective of the Division is to develop in the student a comparative perspective, so that through contact with a broad and sometimes conflicting spectrum of philosophical thought and religious commitment he will deal more surely and expertly with fundamental questions.

Since philosophers and theologians have concerned themselves with the same primary and ultimate questions, the curriculum is interdisciplinary, drawing interrelated materials from both types of thinkers. By reason of this unity, the student is confronted concurrently with the differing methodologies or procedures of the philosopher and theologian. An objective of the Division is to allow the student to achieve the ability to perceive what is distinctive and proper to each discipline as well as to understand levels of interrelatedness.

REQUIREMENTS

The student is required to complete four divisional courses chosen from the offerings 151-157. All courses may be taken for credit by examination. No one course is prerequisite to another. Course #153, "The Meaning and Methods of Knowledge" is highly recommended, especially for beginners in the Philosophy and Religion Division.

COURSES—All courses carry four credit hours.

151 Reflections on God. Utilizing both philosophical and religious materials, reviews the problems of the existence of God and His relation to the human situation.
152 **Reflections on Man.** An investigation from philosophy and religion of life, consciousness, the self, and other dimensions of man’s identity.

153 **Meaning & Method.** Intellective, affective, and linguistic meaning; an examination of the modes of thinking peculiar to intellectual meaning.

154 **Reflections on Morality.** The major alternative ethical theories: their starting points and their modes of solving problems.

155 **Man in Society.** The nature, origin, necessity, and purpose of society and the relationship of the individual to the social order.

156 **Man in Process.** The historicity of human existence as well as man’s self-understanding and self-creation within the time-consciousness dimension.

157 **Oriental Religion.** The classic forms of Hinduism, Buddhism, Confucianism, Taoism, and other Oriental religions.
Division of Humanities

We are witnessing today the birth of a new humanism: "a more universal form of human culture... one which will promote and express the unity of the human race to the degree that it preserves all the treasures of the world's different cultures."

Against this background of a new age in human history, the program of the Humanities Division is designed to probe into the uniqueness of man as he strives historically and artistically to come to the fullness of expression of his humanity. The program can best be understood if viewed as a beginning rather than an end. Growth in the ability to wonder at, to judge critically, and to interrelate requires a personal commitment of considerable time and effort.

Growth, however, is also a unique process, and the recognition of the student's individual interests, talents, and background is an integral part of the Humanities Division. It is this awareness that has led to an extremely flexible program which allows the student to choose courses at his level of competence and in the form that most stimulates him. Individual counseling and the availability to students of course descriptions will aid in making these choices.

At present the departments primarily engaged in the Humanities Program include Art, English, Foreign Languages, History, Speech and the School of Music.

Courses in the Humanities Program are available on two levels. On the introductory and perceptual level the emphasis is on the basic modes of perception, thought and critical judgment peculiar to the particular discipline. These courses are intended for students who have had little or no previous exposure. Students may take all four courses on this level, if needed.

Courses on the experiential level demand a higher level of competence. The emphasis is often interdisciplinary in nature and allows the student both to discriminate and integrate his experience.

REQUIREMENTS

The Humanities Program requires the student to have experience in the four major areas (Art, Music, Literature-Theater, and History). The level on which the courses are taken and the specific courses to be taken are at the option of the student.

COURSES—All carry four quarter hours of credit.

INTRODUCTORY LEVEL

110 The Visual Arts. Development of visual perception through a variety of art experiences.
120 The Literary and Dramatic Arts. Explorations into the forms and themes of creative literature.
130 Music: Sound, Form, and Function. Examination of the art of music as a means of communication.
140 Historical Concepts and Methods. Explorations into the nature and purposes of history.

EXPERIENTIAL LEVEL

300 Art Forms of the Western World. Formal and stylistic development of Western art.
301 Art Forms of the Non-Western World. Examination of non-Western art and its influence on modern Western art.
302 Modern Art in Revolution. Investigation into the sources and nature of 20th Century art.
303 Changing Concepts of Man in Art. Analysis of effects of change in society upon the idea of man in art.
304 Social Criticism in Art. Explorations into the relationship between the artist and the society of which he is a part.
305 Black Experience in Art. A survey of the Black man's ideas and expressions in the visual arts.
306 Art, Society, and Urbanization. Study of the relationship between the artist and his urban community.
315 God and Man in Contemporary Literature. Study of theological themes as found in contemporary literature.
316 Social Criticism in Literature. Explorations into the relationship between the writer and his society.
317 Literature and the Ideal Society. The social sources and nature of Utopian literature.
318 Ethnic Literature. Analysis of the principal ethnic writings of modern America.
319 Man in Black Literature. Survey of the Black man's ideas and expressions in the literary arts.
320 Mythology and the Dramatic Arts. Major Greek and Roman myths and their treatment by dramatists.
321 Perspectives in Literature. Social, psychological, and archetypal approaches to literature.
322 Man in European Literature. Literary analysis of selected Italian, French, German, and Russian masterpieces in translation.
323 Art, Architecture, and Literature. Examination of Medieval and early Renaissance themes in religious and secular art and literature.
324 Pleasures and Problems in American Literature: Fact and Fiction. Introduction to major themes in American culture and intellectual development.
341 Music in the Western World. Examination of correlations between the history of music and literature.
344 The Art of the Performer. The dynamic relationship between the performer and the musical composition.
355 Man and Ideas in History. Examination of ideas which have influenced the history of Western civilization.
356 Literature of History. Study of landmark works in the development of historical writing and intellectual history.
357 Man in the Non-Western World. Analysis of the social, political, and religious forms of life in non-Western societies.
370 World of the Cinema. Critical analysis of cinematic development.
371 Contemporary Cinema. Films of innovation in relation to the heritage of the cinema.
373 World of the Theatre. Study of the origins and development of the theatre as a dynamic institution.
386 The Art of Written Discourse. Analytical and Practical Experience in Prose Writing
Division of Behavioral-Social Sciences

The Behavioral-Social Sciences explain how man affects society and how social institutions, such as churches and government, affect man. Behavioral scientists describe man as a decision-maker in his family, community and nation, as an organizer and exploiter of social power, and as an originator of change in society. They also explain why some individuals and minority groups are alienated from the mainstream of social life. As psychologists, sociologists, economists, political scientists, geographers, educationalists, and business and legal scholars they interpret all aspects of the social behavior of man.

The aim of the Division of Behavioral-Social Sciences is to improve the student's ability to examine his society critically and constructively and to develop the art of decision-making applied to communal and social problems. To accomplish this, the student is (a) introduced to society in its totality with emphasis upon the interrelationships of human psychological processes, spatial environment, culture, social stratification, policy, economy, law, business and communications. In addition to this integrative thrust, the student is (b) introduced to the ways of knowing and the nature of social science generally and the methods of the various disciplines specifically. Lastly, (c) emphasis is placed upon our intellectual and cultural heritage; the student being introduced in the history of social thought, the evolution of Western values, institutions and organizations and the contrast of the West to other cultures. With this background the student can be expected to avoid a common tendency to treat major social problems simplistically and ethnocentrically. In the many courses offered to attain the aim of the division different pedagogical techniques are used. In all cases, however, the professors strive to encourage in the student a creative and active involvement in his intellectual development.

REQUIREMENTS AND RECOMMENDATIONS

The student is required to complete at least four divisional courses of which one must be a 300 level colloquium. Colloquia have the prerequisite of three BSS courses.

The faculty recommends strongly that the student in consultation with his counselor choose one of the following sequences:

**Sequence I.** BSS 101, an integrative course which views society holistically; two or more courses from BSS 111-151 to emphasize the content and methods of various social and behavioral disciplines; and a colloquium synthesizing previously acquired knowledge by applying cognitive tools to an important problem area.

**Sequence II.** Problem Solving Sequence. Three courses from BSS 102-106 that teach some principles of a discipline, study a common problem area and encourage the interaction of professors and students from the various sections; and a colloquium that synthesizes previously acquired knowledge by applying cognitive tools to an important problem area. BSS 100, treating the nature and limitations of science, is a variable complement to this sequence.

**Sample Programs.** Each student should select within one of the sequences above, the course offerings that contribute best to his intellectual and professional development. As an illustration, two samples based upon the choice of a career in primary education are indicated:
### Sample 1:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>101</td>
<td>Man Among Men</td>
</tr>
<tr>
<td>112</td>
<td>Man in His Community</td>
</tr>
<tr>
<td>117</td>
<td>Law and Society</td>
</tr>
<tr>
<td>122</td>
<td>Business and the Community</td>
</tr>
<tr>
<td>323</td>
<td>City and Its Politics</td>
</tr>
</tbody>
</table>

### Sample 2:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>Reason and Unreason in Science</td>
</tr>
<tr>
<td>102</td>
<td>Problem Solving in Society: Anthropology</td>
</tr>
<tr>
<td>105</td>
<td>Problem Solving in Society: Geography</td>
</tr>
<tr>
<td>305</td>
<td>World Poverty and Economic Development</td>
</tr>
</tbody>
</table>

The actual program should be designed by the student and his counselor. It should reflect the person's needs, interests and career plans. The samples above are illustrations not guides. Only the personal characteristics of the student can serve as his guide to the selection of a program.

**COURSES**—All carry four hours credit.

100 **Reason and Unreason in Science.** Nature, method, strengths and limitations of science. Offered in both NSM and BSS divisions.

101 **Man and Men: An Introduction to Society.** Society viewed by various social scientists—the sociologist, anthropologist, economist, political scientist, psychologist and geographer.

102 **Problem Solving in Society: Anthropology.**

103 **Problem Solving in Society: Economics.**

104 **Problem Solving in Society: Sociology.**

105 **Problem Solving in Society: Political Science.**

106 **Problem Solving in Society: Geography.**

In courses 102-106 basic information is offered in one of the disciplines for several weeks, then a mixing with students from other courses to discuss topics of contemporary concern such as medical care or unemployment. No sequence of courses. Three-course program recommended.

111 **Human Psychological Processes.** Human structure and function in perceiving, learning, remembering, thinking, emoting and willing.

112 **Man in His Community.** Student as a participant in a community. Cross-cultural introduction; an intensive look into Lincoln Park or similar American community. Problem-oriented approach to community dynamics.

113 **The Economy and Society.** Necessity and types of economic organization; the American economy; problems stemming from the economy. Economic analysis of economic-social-political problems.

114 **Political Studies.** Methods of political science; relationship to behavioral-social science. Basic political institutions such as legislatures, executives and courts; phenomena of democracy, fascism and communism; the process of Presidential election.

115 **Human Geography of the Non-Western World.** Problems deriving from the worldwide distribution of man and his cultural features. Modification of earth's surface by African, Oriental, Pacific, dry, polar and Latin American population groups.

116 **Man in the Market.**

117 **Law and Society.** The function and purpose of the law. Criminal procedure, first amendment rights and freedoms, landlord-tenant relations, consumer protection, racial discrimination in housing. Field trips.

119 **Technology and Culture.** Cultural base for modern technology. Effects of various technological systems on behavior, emotions, values.

120 **Chicago's Environmental Problems.** City's pollution, transportation, and renewal problems; urban-suburban conflict. Origin of problems in history and growth of cities.

121 **Man, Society and Education.** Influence and impact of education and educational institutions upon man. Improvements of the educational system.

122 **Business and the Community.** (Formerly BSS 196) Functions and contributions of business to society. Friction between aims of businessmen and householders. Guest speakers from business community as well as critics of business.

123 **Police and the Community.** (Formerly BSS 199) Relations between police and communities in a democratic society; emphasis upon minority problems. Societal
dilemma between law and social order. Guest speakers: police departments as well as critics.

124 **Real Property and Society.** Function of real property; influence upon man and society. Real estate, zoning, mortgages, F.H.A., eminent domain and related concepts and some social problems. Stress upon decision making.

151 **Great Social Scientists.** Great contributors to the behavioral-social sciences. Selection of scholars (Max Weber, Marx, Schumpeter, Keynes, Freud, Skinner, Durkheim, Ratzel, Vidal de la Blache, Dewey, Locke) announced in abstract.

There is a prerequisite of three BSS courses before enrolling in a colloquium.

301 **Colloquium: Problems of Asia.** Basic factors, formal and informal political pressures and economic problems of countries in Asia. Specific countries and areas selected indicated on course abstract.

302 **Colloquium: America's Interests in the Far East.** Contact of Western man with the cultures and economic organizations of China, Japan, Indochina and the Philippines.

303 **Colloquium: Problems of American Democracy.** Problem of democratic participation under modern conditions of specialization of labor, overpopulation and large scale organization.

304 **Colloquium: Political Behavior.** Political behavior in the United States. Interdisciplinary analysis of age, sex, residence, occupation, religion.


306 **Colloquium: Man in His Urban Environment.** An integrating seminar synthesizing the student's knowledge of society; city and its problems. Political, social, cultural, economic, geographic elements; problems of pollution, transportation, deficiency of housing, education, minority problems.

307 **Colloquium: Population Problems of Selected Regions.** Problem of population in a selected area. Area of specific study indicated in course abstract.

308 **Colloquium: Geopolitical Problems of Selected Areas.** Problems and prospects of critical regions in world affairs. Regions selected indicated in course abstract.

309 **Colloquium: Economics of Educational Freedom.** Sources and allocation of funds for education.
Colloquium: University in Modern Society. Nature and problems of the university; economic, political and social factors. University as a force in our society.

Colloquium: Black Economic Development. Socio-economic problems confronting black Americans in the business sector. The balance between economic cost and the social benefits involved in increasing the "Ghetto National Product."

Colloquium: Social Justice. Relationship between social science, social problems and morality.


Colloquium: Health Problems Among the Poor. Social and cultural values and human practices that foster and hinder optimum health among deprived persons; future trends.


Colloquium: Problems of the Middle East. Integration of the history of the Middle East, the development of Arab nationalism and the contemporary problems that beset the region.

Colloquium: The Iberian Impact: The Influence of Spain and Portugal in the Modern World. Historical development, cultural achievements and continuing role in world affairs of the Spanish and Portuguese-speaking peoples.


Colloquium: City and Its Politics: Politics in the American cities with reference to the problems faced by metropolitan areas.

Colloquium: World Order and Law. Legal and political problems of world order; creation and function of international law and its inadequacy in the contemporary international community.

Colloquium: Problems of Modern Transportation. Political, social and economic factors; relationship to transportation problems in our society.

Colloquium: Decision Making in International Affairs. (Formerly BSS 197) A contemporary world problem chosen by the instructor, for example, political separatism. Involves cooperation with the Chicago Council on Foreign Relations and students from other universities. Expense in addition to tuition incurred for a required trip to Washington, Montreal or appropriate city.

Colloquium: The Consumer and the Quality of Life. Consumer-citizen's pursuit of happiness in modern America's human and physical environment.
Division of
Natural Sciences and Mathematics

The Natural Sciences and Mathematics are essential to general education. These disciplines have had, and continue to play central roles in our culture. Science is one means we have of describing our universe. It is our principal tool of knowing what we do about physical reality, the form and function of nature.

Mathematics is a necessary tool in scientific investigations. It is a language which enables the scientist to handle ideas often too complex for his ordinary vocabulary. But mathematics is more than this; it is the paradigm of logical reasoning. Where science discovers the design of the universe, mathematics studies design itself.

Mathematics and science are among the great intellectual and esthetic accomplishments of man. However, there is another compelling reason for their study in general education. There is close cooperation between science and technology—how we describe, and how we control nature.

Even the most casual observer today cannot avoid the scientific and technological character of our times. We take comfort in our high standard of living, but are concerned over pollution of air and water. Utilizing nuclear power, we are anxious about nuclear weapons. Taking pride in man’s walking on the moon, we worry about offensive and defensive missile systems. Conquering infectious diseases, we are horrified about chemical and biological warfare agents. Rejoicing in lower infant mortalities, we fear overpopulation and undernourishment. Using pesticides to control harmful insects, we find an accumulation of these poisons in fish, birds, and even in man. It is evident, for good and ill, ours is a technical age.

The successes and problems of a technical society in part arise from a high degree of specialization, with a widening gap between the specialist and the general citizen.

The program in this division is designed especially for the nonscientist, for it is he who must live and contend with the problems of our scientific and technological progress. Broad goals include introducing the student to the scientific method, pointing out its power and its limitations, acquainting him with some of the major scientific achievements, and emphasizing the process how we learn what we know, rather than storing facts.

The basic 100 level courses, developed by the departments of the Biological Sciences, Chemistry, Mathematics and Physics, use the tools of these disciplines to examine the universe, and to provide experiences in scientific and mathematical discovery.

The 300 level courses are problem-oriented, and may include such multidisciplinary topics as automation, energy and food resources, evolution and genetic manipulation, modern warfare, overpopulation, pollution, and technology in a democratic society.

REQUIREMENTS

The student is required to complete three divisional offerings, at least one of which must be a 300 level course. If he should select two 100 level courses, these must relate to different disciplines. In addition to this basic program, he may register for any other divisional courses as electives to complete the De Paul College requirements.

30
COURSES—All carry four credit hours unless otherwise noted.

100 Reason and Unreason in Science. The nature of methodology of science, its scope and limitations. Offered in both NSM and BSS Divisions.

101 The Atomic and Nuclear Universe. Discussion of experiments and concepts concerning the atom and its nucleus.

102 Chemistry. Theories and techniques; their exploitation for investigating and describing nature, and for modifying our circumstances.

103 Selected Topics in the Life Sciences. Special topics such as ecology, genetics and race, or principles of living organisms and systems.

104 The Astronomical Universe. Descriptive physical astronomy including the solar system and stellar astronomy.

107 Evolution of Mathematics. Cultural approaches to, and historical perspectives of mathematics.

109 Explorations in Mathematics. Creative or experiential approaches to mathematics.

113 The Concepts and Structure of Modern Physics. The development and inter-relations of modern physical theories.

114 Introduction to Astronomy.

115 Galaxies and Cosmology.

116 History of Astronomy.

114-116 Taught at Adler Planetarium. Credit: 2 quarter hours. Any two are equivalent to NSM 104. Descriptions and syllabi available in De Paul College Offices.

301 The Atmosphere and the Oceans. Related motions of sea and air; oceanography, ecology and pollution; political and economic implications. (Optional laboratory)

302 Nuclear Energy and/or Society. The benefits and risks of utilizing the atomic nucleus. (Optional laboratory)

303 Problems in a Technological Society. (Formerly NSM 105) Detailed discussions of one or two current problems, such as: modern warfare and disarmament; pollution; population and resources.

304 Man and Systems: The New World of Cybernetics. Concepts, and applications to ecology, learning, automation, the economy and technological change.

305 Plants and Man. The role of plants in maintaining man's environment; natural distribution of plants and the great agricultural regions of the world; plants as a source of medicine.

306 The Environment of Sound. Studies of sound energy. Speech, hearing, music, acoustics and other applications; noise measurements and abatement problems. (Optional laboratory)

309 Contemporary Physics and Its Impact on Society. Description and assessment of current physical science technologies; ways in which assessment is used in the formulation of public policy; societal implications for the present and future.
COLLEGE OF COMMERCE

James J. Diamond, B.S.C., M.B.A., M.A., Ph.D., Acting Dean
Thomas J. Wynn, A.B., J.D., Associate Dean
Philip R. Kemp, B.S.C., Administrative Assistant to the Dean

Curriculum and Fields of Specialization
Program Acceleration
Guidance and Information
Freshman-Sophomore Curricular Pattern

Departments
Programs
Courses
Faculty

Supporting Areas
Courses
Faculty
THE COLLEGE OF COMMERCE

The College of Commerce considers the practice of business a profession. Thus, we view business as a body of persons with ethical norms of conduct and specific conceptual knowledge engaged in a common calling. This concept of business, combined with the historical mission of De Paul University, leads directly to the primary purpose of the College of Commerce: to provide to qualified students the educational experiences necessary to meet the challenges of the rapidly changing demands of the dynamic world of business.

Beyond this primary purpose of the development of conceptual knowledge, all of our programs aim at familiarizing the student with the latest technical and behavioral knowledge required of the modern businessman. Furthermore, these programs aim at instilling social and ethical values which will enable the student to positively influence the society in which he will live. In summary, our aim is the development of the decision making ability and character qualifying the student for the eventual assumption of responsible roles as members of society and leaders of business activity. The professional stature of the College of Commerce is enhanced by its membership in the select American Association of Collegiate Schools of Business.

CURRICULUM AND FIELDS OF SPECIALIZATION

The College of Commerce offers the degree Bachelor of Science in Commerce in its full-time day and evening programs.

The evening division, which also offers classes on Saturday, meets the needs of both the degree seeking part-time student and the non-degree student desiring to advance himself professionally.

The typical degree pattern is composed of the following:

<table>
<thead>
<tr>
<th>Type of Course Work</th>
<th>Quarter Hours</th>
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<tbody>
<tr>
<td>General Education</td>
<td>72</td>
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<tr>
<td>Business Core and</td>
<td></td>
</tr>
<tr>
<td>Allied Fields</td>
<td>84</td>
</tr>
<tr>
<td>Major Field of Specialization</td>
<td>24</td>
</tr>
<tr>
<td>Total</td>
<td>180</td>
</tr>
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</table>

The College is divided into the following major departments: Accountancy, Economics, Finance, Management, and Marketing. A major may be chosen within any one of these departments or a student may major in General Business through an inter-departmental program. A Commerce-Law curriculum offers programs leading to the J.D. degree or the B.S.C.-J.D. degrees. Allied course work in Business Law and Mathematics-Statistics support the fields of specialization.

PROGRAM ACCELERATION

All departments provide an opportunity for acceleration through credit-by-examination in various courses. A student is encouraged to discuss with his advisor ways of accelerating or enriching his program in order to progress toward his degree at a pace more suited to his individual desires and abilities.

The College of Commerce encourages the undergraduate student to consider further studies at the graduate level. The M.B.A. degree can usually be earned in a year either at De Paul or other universities. Obtaining this degree in one year is possible since a Commerce student will have completed all prerequisite work. Qualified De Paul students may be admitted to the Graduate Division of the College of Commerce after completing the second quarter of their senior year and may begin graduate course work while completing their undergraduate program.
GUIDANCE AND INFORMATION

As soon as a student has selected his field of specialization, he will be assigned a faculty advisor in that major department. Until such a selection is made, the student is advised in his program by the Administrative Assistant to the Dean. A student should declare his major as soon as he feels reasonably certain of it since this facilitates early counseling by members of the faculty. The student must declare his field of specialization no later than the last quarter of his sophomore year. Proper counseling is crucial and it is the joint responsibility of the student and his advisor to maintain continuing contact. These counseling sessions will provide the student with the specific information and guidance needed to formulate an individualized program. All departments have prepared brochures designed to acquaint prospective students with their departmental programs.

FRESHMAN-SOPHOMORE CURRICULAR PATTERN

During the freshman and sophomore years, students follow a common program of study, regardless of their intended or declared field of specialization.

**Freshman Year**
- Accountancy 101, 102
- Economics 103
- Mathematics 125, 126
- De Paul College: 7 courses

**Sophomore Year**
- Accountancy 103, 130
- Business Law 201
- Economics 104
- Statistics 142
- De Paul College: 7 courses
Department of Accountancy

Accounting is becoming ever broader in scope and increasingly important and varied in its application in industry and government. A knowledge of accounting and an ability to use information derived from accounting records and financial statements, not so much as figures themselves but as causes and effects on human behavior as well as the organization life itself, are vital to business and professional men. This knowledge makes the individual, as an accountant, aware that the figures convey messages describing the relationship of the enterprise to the economy in general, to people, to the nation, and often the world.

The program offered in the Department of Accountancy is planned to provide: 1) all students in the College of Commerce with a sound knowledge of accounting and its use as a tool in the management and control of a business organization; 2) adequate training for those who desire to acquire a thorough knowledge of the advanced theory and practice of accounting as a background for a career in general business; 3) adequate knowledge for those who wish to become private accountants in the field of industry, government or finance; 4) adequate knowledge for those who desire to enter the professional practice of accounting and secure, through state examination, the status of Certified Public Accountant; 5) adequate background to pursue further graduate studies and independent research.

**PROGRAM OF CONCENTRATION**

**Junior Year**
- Accountancy 204, 303, 380
- Bus. Law 202
- Finance 200, 210
- Management 200, 201
- Marketing 200, 202
- De Paul College: 1 course

**Senior Year**
- Accountancy 372, 383, 399, 390*
- Commerce Elective: one
- Economics Elective: one
- Finance 220
- Management 304
- De Paul College: 3 courses

*Internship—Any student planning on an Internship Program must anticipate completing the three required courses prior to his Senior year in the Summer Session.

**Adjustments in programs may be made upon agreement with the chairmen concerned.

**COURSES**—All courses carry four hours of credit, unless otherwise stated.

101 Principles of Accounting I. An introduction to the discipline of measuring quantifiable economic events and communication of these results to management and the public. Presented on a conceptual basis. The accounting equation, accrual basis, and other fundamental accounting principles are developed using the corporate entity. (Prerequisite: None)

102 Principles of Accounting II. Continuation of Accountancy 101. Basic procedures for the analysis of financial statements. (Prerequisite: 101)

103 Managerial Accounting I. Design and operation of cost systems and procedures. Functional relationship between revenues, expenses and cost; volume of production; budgeting and its effects. (Prerequisite: 102)

130 Introduction to Computer Technology and Methodology. To familiarize the student with the computer as a problem solving tool in the business environment; skill in computer programming; background for communication with the information processing community. (Prerequisite: Math. 126)

204 Intermediate Theory. Application of basic accounting principles; underlying concepts of the accounts on the balance sheet; resulting effects on the related income statement. (Prerequisite: 103)

210 Consolidations. Home Office and Branch Accounting; Parent and Subsidiary Accounting; techniques and applications of accounting theory related to acquisitions, mergers and reorganizations and foreign exchange. (Prerequisite: 204)
215 **Multiple Corporations and Municipal Accounting.** Multiple corporations, corporate acquisitions, preparation of consolidated financial statements for domestic and foreign affiliates, statements of changes in financial position; introduction to municipal accounting. (Prerequisite: 204)

303 **Advanced Managerial Accounting.** Cost accounting data; development of quantitative methods and techniques as an aid to managerial decision making. Models examined in relationship to cost behavior and their help in the internal management of a firm. (Prerequisite: 103)

329 **Intermediate Data Processing Concepts.** Data processing from a management point of view. Emphasis on case study approach; problems in feasibility, overall systems design, PERT, simulation, and information retrieval. (Prerequisite: 130 or Equivalent)

330 **Advanced Data Processing Concepts.** Fundamentals of random access systems design; concepts of data communications and related problems; design of complex, multiprogrammed systems. Emphasis on management approach. (Prerequisite: 329 or Permission)

333 **Profit Planning and Control.** Long-range and short-range planning (budgeting). Forecasting techniques. Coordinating management information. Program-planning-budgeting (PPB). (Prerequisite: 303)

341 **Governmental and Institutional Accounting.** Accounting principles, practices and financial reporting problems of governments, hospitals and institutions. Examination of the organizational, legal and political backgrounds of financial process of fund accounting; budget authorization and appropriations; receipts and expenditures; special assessments; property and funded debt. (Prerequisite: 204)

372 **Auditing Theory.** Financial audits by public accountants and internal auditors, and the resulting audit reports with emphasis on underlying concepts and accepted standards rather than procedures. Study of mathematical techniques, such as statistical sampling, and techniques applicable to auditing electronic systems. (Prerequisite: 204)

380 **Taxes I.** The basic provisions of the Federal Income Tax Law; reporting responsibilities and problems of individuals are given major emphasis. Basic principles of income and deductions which also govern in partnerships, corporations, estates and trusts. (Prerequisite: 204)

383 **Taxes II.** Continuation of Accountancy 380; technical tax problems pertaining to individuals; reporting responsibilities and problems of partnerships, corporations, estates and trusts. (Prerequisite: 380)
Internship Program. An opportunity to apply knowledge acquired in the classroom in an actual business environment through varied assignments under supervision at one of a number of carefully selected firms in the fields of commerce industry, and public accounting. (Prerequisite: 372 and 380)

C.P.A. Review. Preparation of students for the Certified Public Accountant examination. Numerous problems are worked by the student, both in the classroom and at home. Problems selected to review systematically the student's knowledge of principles of accounting involved. Open only to candidates for the next C.P.A. examination and with permission of the Director of the C.P.A. Review. (Tuition: $250.00)

Advanced Theory Course. The pertinent authoritative accounting literature summarizing and synthesizing up-to-date developments in accounting thought through discussion of statements, bulletins, pronouncements, studies, articles, etc. (Prerequisite: Senior)

FACULTY

Chairman: Eldred C. Strobel, M.Ph., C.P.A.

Professors: Helene M.A. Ramanauskas, Ph.D., C.P.A.


Instructor: Gerard V. Radie, M.B.A., C.P.A.

Adjunct Professor: Richard J. Bannon, Ph.D., C.P.A.


Department of Economics

Economics analyzes the manner in which scarce resources are utilized to satisfy the material wants of men. The purpose of the Department of Economics is to offer courses that formulate, interpret, and explore topics such as unemployment, inflation, production and distribution, economic growth, and international economic relations. The faculty approaches economics from a scientific viewpoint, i.e., courses emphasize the need for accurate knowledge of business institutions and economic phenomena, the need for theories capable of explaining these phenomena, the need for estimating relationships among economic variables and the need for testing explanations. After a thorough scientific analysis, the normative aspects of private and governmental economic policy are also emphasized.

The Department of Economics provides courses in all of the major areas of the discipline on both the introductory and advanced undergraduate level. The faculty endeavors to apply the knowledge of the other social sciences and the various areas of business to economics. This enables students of the College of Commerce to gain a more complete understanding of economic problems.

The Department of Economics prepares students for careers in business and government service, as well as for graduate work in economics and areas such as law and graduate work in business administration. Typically, undergraduate majors in economics pursue careers in manufacturing industries, banking, insurance, government, and trade associations, as well as many other areas. Their functions usually involve some combination of the following activities: (1) forecasting national and industrial trends, (2) cost and price studies, (3) public relations activities.

**PROGRAM OF CONCENTRATION***

<table>
<thead>
<tr>
<th>Junior Year</th>
<th>Senior Year</th>
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<tbody>
<tr>
<td>Bus. Law 202</td>
<td>Commerce Elective: one</td>
</tr>
<tr>
<td>Economics 305, 306</td>
<td>Economics Electives: four</td>
</tr>
<tr>
<td>Economics Elective: one</td>
<td>Finance 220</td>
</tr>
<tr>
<td>Finance 200, 210</td>
<td>Management 304</td>
</tr>
<tr>
<td>Management 200, 201</td>
<td>De Paul College: 3 courses</td>
</tr>
<tr>
<td>Marketing 200, 202</td>
<td>De Paul College: 1 course</td>
</tr>
</tbody>
</table>

*Adjustments in programs may be made upon agreement with the chairmen concerned.

**COURSES**—All courses carry four hours of credit, unless otherwise stated.

103 **Principles I. Introduction to Economics.** Fundamental theories of macro (or aggregate) economics; supply and demand, national income accounting and analysis, and international trade. Analysis of unemployment, inflation, urban and rural development, and the balance of payments. (Prerequisite: None)

104 **Principles II. Economics of the Market Place.** Basic theories of micro (or individual) economic units; the theory of consumer demand, the firm, and distribution; pricing and production in competitive, monopolistic, and oligopolistic industries. (Prerequisite: 103)

210 **Economics of the Urban Environment.** Economic principles are used in analysis of problems of pollution, health, transportation, housing, and education. (Prerequisite: 104)

212 **Social Control of Business.** Relationships between government and private enterprise. Institutional and theoretical aspects of governmental intervention in economic life. (Prerequisite: 104)

215 **Introduction to Money and Banking.** The structure of the American banking system; role of the Federal Reserve System; private financial institutions; and the effectiveness of monetary policy. (Prerequisite: 104)
European Economic History. Major factors and institutions of influence on the economic development of European nations; impact of these nations on U.S. developments. (Prerequisite: 104)

American Economic History. Major factors and institutions which have influenced the economic development of the United States. Empirical information and economic theory are employed. (Prerequisite: 104)

Development of Economic Thought. Great ideas in the history of economic science; currents of thought which led to modern economic theory and which conditioned the economic development of the Western World. (Prerequisite: 104)

Statistics for Economies. Fundamental knowledge of applied statistics. Descriptive statistics, statistical inference, analysis of variance and regression analysis are applied to economic problems. (Prerequisite: 104)

Pricing and Distribution Analysis. Continuation and an indepth analysis of topics treated in Economics 104. Marginal analysis and indifference curves are major tools used in discussion of demand for products, pricing output, wages, and distribution of output. (Prerequisite: 104)

National Income Analysis. A continuation of Economics 103. Fiscal and monetary policy analyzed with the use of IS-LM curves. Current national economic controversies discussed. (Prerequisite: 104)

Labor Economics and Organization. Historical and theoretical problems confronting labor groups, with particular reference to dynamic economy of the United States. (Prerequisite: 104)

Economic Teachings of the Encycleicals. Teachings of the modern social encyclical which have direct application to modern economic theories, systems, and problems. (Prerequisite: 104)

Economics of Poverty. Material and cultural, absolute and relative forms of poverty investigated insofar as they derive systematically, directly and indirectly, from American economy. Taking elimination of poverty as an appropriate objective, existing private, institutional, and governmental activities are analyzed, including economic activity itself. (Prerequisite: 104)

The Economics of Socialism. Fundamental economic relationships under socialist forms of organization. Theory of socialism; practical organization of the economies in the various socialist nations. (Prerequisite: 104)

The Theory of Economic Development. Major aspects of the theory of economic development. Theories of economic growth; role of land, capital, labor,—and technology in the development process. (Prerequisite: 104)

Economics of Under-Developed Countries. Special problems of under-developed countries. Authoritarian control by the states contrasted with private economic decision making on issue of development. (Prerequisite: 104)

International Trade. International trade theory and policy; balance of payments; international investment flows; position of the dollar in foreign exchange transactions. (Prerequisite: 104)

Introduction to Econometrics I. Techniques of estimation and testing of economic relationships. Probability theory, probability distributions, least squares estimation, and correlation. (Prerequisites: 104 & Stat. 142 or Econ. 242)

Introduction to Econometrics II. A continuation of Economics 375. Multiple regressions, hypothesis testing, and simultaneous equations systems. A knowledge of elementary calculus is required. (Prerequisite: 375)

Mathematics for Economics and Business I. Sets, functions, limit derivatives, optimization, and some fundamentals of linear algebra. High school algebra background required. (Prerequisite: 104)

Mathematics for Economics and Business II. Continuation of Economics 380. Unconstrained and constrained optimization of functions of more than one variable, integral calculus, and difference equations. (Prerequisite: 380)

FACULTY
Chairman: James E. Ciecka, Ph.D.


Department of Finance

The purpose of the undergraduate division of the Department of Finance is to provide a curriculum which will enable all students in the College of Commerce to acquire a basic understanding of the public and private financial processes which affect all aspects of government, business and personal activities. It will also provide a strong foundation for students with career goals related to corporate financial management, securities management, commercial banking and non-bank financial institution administration and financial positions in government.

The aims of the department are to provide opportunities for development of learning abilities through instruction in basic and advanced courses; to provide a varied and flexible curriculum to expose department majors to all aspects of the finance functions and enable them to concentrate in areas of greatest individual appeal; to assist students to become aware of career opportunities for persons with a foundation in financial management; and to assist all students in the College of Commerce to see the relationships and usefulness of a basic understanding of finance for their own areas of concentration.

In keeping with the objective of providing a flexible program of study suitable to varied student needs, the program of concentration indicated below may be adjusted through consultation with the department chairman.

**PROGRAM OF CONCENTRATION***

<table>
<thead>
<tr>
<th>Junior Year</th>
<th>Senior Year</th>
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<tbody>
<tr>
<td>Bus. Law 202</td>
<td>Commerce Elective: one</td>
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<tr>
<td>Finance 200, 210, 220, 330</td>
<td>Economics Elective: one</td>
</tr>
<tr>
<td>Management 200, 201</td>
<td>Finance 321, 340</td>
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<td>Marketing 200, 202</td>
<td>Finance Electives: three</td>
</tr>
<tr>
<td>De Paul College: 2 courses</td>
<td>Management 304</td>
</tr>
<tr>
<td></td>
<td>De Paul College: 2 courses</td>
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</tbody>
</table>

*Adjustments in programs may be made upon agreement with the chairmen concerned.

**COURSES**—All courses carry four hours of credit, unless otherwise stated.

200 **Financial Structures and Functions.** An integral part of the three finance course sequence required of all commerce students. Definitional and descriptive material of Money and Banking and Corporate Finance; number and variety of institutions and instruments in the money and capital markets. (Prerequisite: Junior Standing)

210 **Corporate Finance.** Development of the student's logic and methodology in identifying significant factors in corporate financial decision making situations and in analyzing those factors to reach supportable conclusions compatible with the objectives of the corporation. Capital budgeting, capital structure and costs; dividend policy and current asset management. (Prerequisite: 200)

220 **Money and Banking.** Study of money and banking as a means to understanding how operations of our financial institutions affect functioning of our economic system and evaluation of monetary policies designed to facilitate attainment of goals for which society expresses a desire. (Prerequisites: 200 & Econ. 104)

312 **Corporate Financial Management.** Actual financial problems confronting business concerns. Case method is used to apply principles developed in Corporate Finance to situations involving administration of working capital, capital budgeting, short and long term financing and new public offerings. (Prerequisite: 210)

321 **Monetary and Fiscal Policy I.** Shows how the government works through the money markets and the banking system to influence economic activity and attain our national goals. Demonstrates the difficulties inherent in achieving those goals through macroeconomic policy, both in the definition of the goals and in the implementation of policy tools. (Prerequisite: 321)

322 **Monetary and Fiscal Policy II.** Relative impacts of monetary and fiscal policies; current use in projecting the probable effects of government policy strategies. (Prerequisite: 321)
324 Public Finance. The financial problems of government. Principles of taxation, borrowing and financial management; jurisdiction of taxing bodies and intergovernmental fiscal relationships; current trends in government financial policy. (Prerequisite: 220)

330 Investments: Securities and Markets. Investment principles and problems. Development of the student's perception of risks and opportunities in investment instruments and markets; description of the markets and their operations; effects of current financial events upon the various markets. (Prerequisite: 220)

331 Money and Capital Markets. Money and capital markets; fluctuating economic and government forces that influence them; appropriate strategies of financial managers in financial and nonfinancial businesses in securing funds from or employing funds in these markets. (Prerequisite: 220)

333 Financial Statements and Security Analysis. Corporate performance and its effects on outstanding securities. Evaluation and interpretation of financial soundness of an enterprise. Economic, management and corporate financial factors as they affect specific security issues. (Prerequisite: 210)

335 Portfolio Management. Theories and techniques to achieve superior selection and management of securities portfolios. Review and evaluation of significant literature. Problems of timing and strategies in response to changing economic and financial conditions. (Prerequisite: 330 or 333)

340 International Finance. Balance of payments and the problems of attaining external equilibrium. Capital movements, gold flows, foreign exchange elasticities, restrictive exchange and trade practices, international monetary organizations and problems engendered by conflicting internal economic policies. (Prerequisite: 220)

399 Finance Seminar. A seminar for senior finance majors in which an in-depth study of one area of finance is undertaken. Discussion and individual reports provide the vehicles for exchanging information and experiences among the participants. (Prerequisite: Senior Standing)

FACULTY

Chairman: Thomas J. Kewley, Ph.D., C.F.A.
Professor: James A. Hart, Ph.D., J.D.
Associate Professor: Thomas J. Kewley, Ph.D., C.F.A.
Assistant Professors: Richard L. Boggs, M.S.; George M. Iwanaka, Ph.D.; Eugene J. Muldon, M.B.A.; William M. Poppei, M.B.A.
Adjunct Professor: Frederick W. Mueller, Ph.D., LL.B.
General Business

The function of this program is to provide the student with the broadest base in the business disciplines. Where a student has no particular preference as to any of the major disciplines, it is deemed advisable that he broaden his scope at the expense of depth in a particular area.

Such a student has the most diverse background to offer a prospective employer; for opening his own business, or becoming a member of a family business. He can readily go from any branch he chooses, to top administration, in almost any of the business areas.

Many of the students who plan to go on to Law School prefer this major because of the broad scope of the field and because they feel that later, in the practice of Law, they will have some basic knowledge of all the areas of business.

As far as employment potential or other chosen future is concerned, one sees that people with this background hold all imaginable administrative positions, from presidents of corporations, to members of Boards of Directors, business and political leaders and various other supporting managerial positions in business, government and industry.

**PROGRAM OF CONCENTRATION**

**Junior Year**

- Bus. Law 202, 203
- Economics Elective: one
- Finance 200, 210
- Management 200, 201
- Marketing 200, 202
- De Paul College: 2 courses

**Senior Year**

- Commerce Electives: two
- Economics Elective: one
- Finance 220
- Finance Elective: one
- Management 304
- Management Elective: one
- Marketing Elective: one
- De Paul College: 2 courses

*Adjustments in programs may be made upon agreement with the chairmen concerned.
Department of Management

The purpose of the Undergraduate Division of the Department of Management is to provide a curriculum of interrelated courses and learning experiences that focus upon the management process so as to prepare students for managerial careers in business, government, and non-profit institutions in our society.

Management is recognized as a profession based upon philosophy, principles, and processes. Management principles emphasize the use of fundamental knowledge in coordinating the endeavors of people toward organizational goals. The management process is universal: it is applicable to all functional areas of organization, and is transferable among organizations.

Because management works in complex and uncertain business settings, considerable demands are placed on the individual student to perceive the subtleties of his environment. The rigors of uncertainty and ambiguity require that the student exhibit a high degree of skill in analysis, synthesis, and conceptual ability. To this end the department offers study not only in the behavioral sciences but also in the quantitative methods.

The overriding philosophy and objective of the department is the development of abstractive skill in reference to problems of administration.

The aims of the department are to develop greater understanding of the interrelatedness of knowledge from various disciplines in the College of Commerce. Emphasis is given to the relevance of such knowledge to the pressing issues confronting today's institutions, such as the social responsibility of business, implementation of public policy, labor management relations, the dignity and worth of the individual, and the resolution of conflict within and among organizations.

Special consideration is given to flexibility of curricula with individual programs of study adapted to the changing needs of society and to the unique interests and aspirations of students preparing for responsible leadership roles in the future.

The student in management may ultimately find a challenging and rewarding career in corporate administration, in the management of a non-profit organization, or in the academic world. Thus, some graduates become plant managers, office supervisors, systems analysts, bank loan officers, and labor relations experts, while others become supervisors, section managers, and administrators for the Internal Revenue Service, the Department of Health Education and Welfare, and other government agencies.

**PROGRAM OF CONCENTRATION**

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<td>Finance 220</td>
</tr>
<tr>
<td>Finance 200, 210</td>
<td>Management 304, 351 or 353</td>
</tr>
<tr>
<td>Management 200, 201, 202, 211 or 212</td>
<td>Management Electives: three</td>
</tr>
<tr>
<td>Marketing 200, 202</td>
<td>DePaul College: 2 courses</td>
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<td>DePaul College: 2 courses</td>
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</tbody>
</table>

*Adjustments in programs may be made upon agreement with the chairmen concerned.

**COURSES**—All courses carry four hours of credit, unless otherwise stated.

200 Management and Organization Principles and Practice. Concepts, principles, and processes of management in contemporary organizations; evolution of
management principles and emergent organization theories; impact of environment and technology, structure and dynamics, decision-making and communications systems, authority, leadership, human relations, and individual motivation. (Prerequisite: None)

201 Production Management I. Research and product development, operation analysis, performance standards, work study and work measurement, production control, inventory control, quality control, and quantitative methods. (Prerequisite: 200)

202 Personnel Administration I. Structure, role, and techniques of the personnel organization. Recruitment, selection, training, job analysis, employee motivation and appraisal, employee benefit programs. (Prerequisite: 200)

203 Office Management. Organization of office force, problems of office personnel, direction and control of performance, simplification of procedures and methods, planning of physical facilities. (Prerequisite: 200)

210 Fundamentals of Industrial and Business Psychology. Psychological principles applied to business and industry. Personality development, problems of personal adjustment, principles of vocational guidance utilized in the choice of one's career; psychological factors influencing selling, advertising and consumer motivation. (Prerequisite: 200)

211 Production Management II. Continuation of 201. Use and limitations of concepts, theories, and principles of production management. Further development of production subject matter. (Prerequisite: 201)

212 Personnel Administration II. Continuation of 202. Job evaluation, wage and salary administration, and labor legislation. Problems of employment stabilization, employment, discrimination, automation and unemployment. Cases are an integral part of this course. (Prerequisite: 202)

231 Communications I. Communications for business purposes. Theory and problems of communications as well as actual practice in communicating are included. (Prerequisite: 200)

303 Organizations. An interdisciplinary approach for establishing the organization structure as the coordinating element to all group effort. Theories of organization examined. Objective is a systematic framework for future organizational design and viability within a dynamic business community. (Prerequisite: 200)

304 Policy Formulation and Administration. Case method, which builds upon and integrates previous course work. The viewpoint is at the level of the chief administrative officer of an organization, concerned with overall objectives, policies, plans, and the conceptual approach necessary to apply the management process in dealing with general management problems. (Prerequisite: Degree candidates in Senior Year)

305 Systems and Procedures I. Management engineering concerned with coordination and control of office activity. Theory and techniques of systems analysis, automation in the office, and administration and management of the system and procedures function. (Prerequisite: 200 or Permission)

306 Systems and Procedures II. A continuation of Management 305. Forms Design & Control; Data Processing Concepts; Communication; Feasibility Studies, Management Information Systems; Operations Research. (Prerequisite: 305 or Permission)

310 Advanced Systems Analysis. Business systems, employing the case method; development of analytical skills and problem-solving ability; administrative management operations concepts, and philosophies. (Prerequisite: 306 or Permission)

313 Human Relations in Administration. Human relations and organizational behavior from the viewpoint of integrating behavioral sciences with the principles of professional management. Basic concepts, theory, and principles are interwoven into a managerial philosophy applicable within complex institutions and organizations of today's urban, industrialized society, including public sectors of our economy as well as private enterprise. (Prerequisite: 200)

320 Psychology of Personnel. Psychological testing of the worker's individual differences, proper evaluation of job requirements, and a system of training and incentive goals. (Prerequisite: 300 or Permission)

323 Purchasing. Functions and organization of a purchasing department, including purchasing policy, selection of supply sources, specifications, cataloging price and contract negotiations, material control, and statistical analysis for purchasing control. (Prerequisite: 200)

330 Psychological Testing in Business and Industry. Use of psychological tests now utilized by business and industry for selection and promotion of employees.
Familiarization and practice with a select group of tests. (Prerequisite: 200 or Permission)

331 **Report Writing in Business and Industry.** Language, functions of interpersonal communications, business letters, the methods of business research, types of business reports. (Prerequisite: 200 or Permission)

333 **Labor Law and Legislation.** Impact of labor law upon labor-management relations. Origin and development of labor law in the common law, statutory law, and Supreme Court decisions. (Prerequisite: 200 or Permission)

334 **Collective Bargaining.** Role played by management and labor representatives in the collective bargaining process. Analysis of actual cases, films, and outside speakers. (Prerequisite: 200 or Permission)

335 **Wage and Salary Administration.** Wage practices, including job evaluation, wage surveys and financial wage incentive plans. Theory and practice are combined in practical projects. (Prerequisite: 200)

351 **Operations Research for Management.** Application of scientific and mathematical techniques such as linear programming, queuing theory and game theory in the solution of management problems. The objective is a more quantitative basis for executive decision making. This course is designed for business executives. (Prerequisite: 211 or Equivalent)

353 **Administrative Practices.** Attitudes, methods of thinking, and approaches necessary to undertake successfully management responsibilities. A more complete understanding of the management process is stressed. Case materials used extensively. (Prerequisite: 200)

**FACULTY**

Chairman: Dominic G. Parisi, Ph.D.


Assistant Professors: Elias M. Awad, M.B.A.; Richard D. Babcock, Ph.D.; Cameron Carley, Ph.D.; Donald C. Collins, Ph.D.

Instructor: Helen N. LaVan, M.B.A.


Professors Emeriti: Loretto Hoyt, Ph.B., A.M.; Ferdinand J. Ward, C.M., M.A.
Department of Marketing

The purpose of the undergraduate program of the Department of Marketing is to provide a curriculum with carefully defined and interrelated courses which analyze the marketing decisions that have to be made in the social, economic and political milieu of a dynamic society.

The aims of the department are to provide the background and skills for the student to understand the role of marketing in our society; to identify the factors that have to be taken into consideration when making the decisions that are in the province of the marketing area; to develop in the student the insight of a marketing executive so that entry into the profession will be facilitated as well as providing the basis for the continuing development of his talents.

Some of the professional areas that will be open to the graduate will be in marketing research, salesmanship and advertising. These activities will be performed for manufacturers, wholesalers or retailers in either the industrial or consumer markets. Graduates have also found employment with consulting firms and firms specializing in offering marketing services.

**PROGRAM OF CONCENTRATION***

<table>
<thead>
<tr>
<th>Junior Year</th>
<th>Senior Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bus. Law 202</td>
<td>Commerce Elective: one</td>
</tr>
<tr>
<td>Economics Elective: one</td>
<td>Finance 220</td>
</tr>
<tr>
<td>Finance 200, 210</td>
<td>Management 304</td>
</tr>
<tr>
<td>Management 200, 201</td>
<td>Marketing 399</td>
</tr>
<tr>
<td>Marketing 200, 202, 223</td>
<td>Marketing Electives: four</td>
</tr>
<tr>
<td>De Paul College: 2 courses</td>
<td>De Paul College: 2 courses</td>
</tr>
</tbody>
</table>

*Adjustments in programs may be made upon agreement with the chairmen concerned.

**COURSES**—All courses carry four hours of credit, unless otherwise stated.

**200 Principles of Marketing.** Marketing as an all pervasive part of the system of business management and of the socio-economic system; emphasis on management of marketing by the individual firm's executives; marketing problem solving and decision making required by the individual. (Prerequisite: None)

**202 Problems in Marketing.** Analysis of marketing problems and information needed by the marketing executive in arriving at decisions. Cases used: (1) pre-marketing activities, including product, market, trade channel problems, and the influence of the consumer; (2) marketing policies concerning trade channels, prices and terms of sale, and brand policies; and (3) "external" factors affecting marketing; government legislation, administrative regulations and judicial decisions. (Prerequisite: 200)

**203 Channels Management.** A systems approach to marketing through critical analysis of the channel of distribution. Structure and operation of the channel system, rationale for change in the system, and trends for the future. (Prerequisite: 202)

**206 Industry Structure and Marketing Strategy.** Investigation of several key American industries and firms in order to understand the relationship between firm and industry and to study how it affects business strategy. (Prerequisite: 202)

**208 Product Management and Industry Structure.** The evolution of products and product lines serving the consumer and their use as a competitive weapon. The pressures of the structure of the particular industry in influencing product decisions. (Prerequisite: 202)

**211 Communications Management.** Principles and procedures of mass communications. Theoretical analysis of variables which influence communications; how these variables can be controlled and applied by marketing executives to influence consumer behavior. (Prerequisite: 202)

**212 Cases in Communications Management.** An analysis of the major issues and policies in any communications program. Review of alternatives open to the marketing executive when problems develop. (Prerequisite: 211)

**213 Communication Campaigns.** Design and development of an entire communications campaign; testing and evaluation. The development and integration of such
a campaign into marketing a program for a firm or industry. (Prerequisite: 211)

223 *Marketing Research*. Procedures for analyzing marketing problems and conducting research in the most efficient manner. The student conducts his own research on a small scale. At least one course in elementary statistics recommended. (Prerequisites: 202 & Statistics 142)

323 *Sales Analysis, Forecasting and Control*. Development of market plans and study of major marketing decisions; impact on firm's marketing system; reactions of competitors. Integration and application of analytic techniques to planning and strategy areas. (Prerequisites: 202 and Statistics 142)

340 *Consumer Behavior and Marketing Management*. An alternative approach to marketing structures through study of consumer behavioral systems. Consumer decision making, motivation, group interaction, and normative behavior models. (Prerequisite: 202)

350 *Marketing Management*. Identification and analysis of the major components of a marketing program; integration into an overall campaign. (Prerequisite: 202)

351 *Cases in Marketing Management*. Analysis and discussion of cases of major problems faced by a marketing manager in designing a successful program. (Prerequisite: 350)

360 *International Marketing*. Forces that shape international trade and strategies open to the marketing executive; major decisions and problems are reviewed. (Prerequisite: 350)

365 *Industrial Marketing*. Comparison of industrial markets to consumer markets. Analysis of major problems and decisions. (Prerequisite: 350)

366 *Cases in Industrial Marketing*. Analysis of major problem areas in industrial marketing; alternative actions open to the marketing executive. (Prerequisite: 365)

370 *The Behavioral Sciences and Personal Selling*. Application of the behavioral sciences to personal selling; new perspectives to the personal selling process. (Prerequisite: 202)

371 *Sales Management and Sales Force Administration*. Problems of putting an effective sales force out in the field with proper direction. Review of related policies to facilitate the work of the sales force in integrating its efforts into a marketing program. (Prerequisite: 350)

380 *Marketing Strategy and Tactics*. Components of a marketing strategy and the differentiation of them from tactics. Review of the strategies and tactics open to a marketing manager. (Prerequisite: 350)

385 *Creativity and Marketing*. The creative process; its use in designing better marketing programs; building and breaking psychological sets. (Prerequisite: 350)

390 *Futurism*. Field of predicting what our society and our markets will look like in the future; past predictions that have been made in order to compare and evaluate them. (Prerequisite: 350)

395 *Marketing Theory and Metatheory*. Evolution of marketing thought; development of marketing theory. Analysis of marketing metatheory, comparison of it to other related fields in social sciences. (Prerequisite: 350)

397 *Quantitative Models and Marketing Management*. Application of quantitative models to determining the best allocation of marketing funds and people for a successful program. (Prerequisite: 350)

399 *Seminar in Marketing*. Independent study in marketing. Required of marketing majors during their senior year. The interaction of marketing with other basic disciplines in business and economics; application of conceptualizations to solutions of marketing management problems. Mixture of institutional, behavioral, economic, and quantitative materials affords the student considerable flexibility in developing individual concepts. (Prerequisite: 202)

**FACULTY**

Chairman: Gus L. Economos, M.B.A.
Professor: Harold W. Fox, Ph.D.
Associate Professors: Gus L. Economos, M.B.A.; Hilda C. Wasson, D.B.A.
Assistant Professors: James B. Cloonan, M.B.A.; James M. Comer, Ph.D.; J. Irwin Peters, Ph.D.
SUPPORTING AREAS
Department of Business Law

The aims of the Department of Business Law are to develop in the student an awareness of the various problems of a legal nature that can arise affecting him individually as well as in a business manner. It is hoped that such an awareness will allow the student to recognize the possibility of a problem before one arises, so that he may seek competent counsel and avoid difficulties rather than having to extricate himself from them.

The matter of the legal systems are covered embracing the procedural aspects of the Law as well as giving a broad base in substantive Law.

The Department works in conjunction with the other Departments to provide the specialized applications of the fundamental laws of business so as to produce a graduate of any major field of business properly oriented to the environment of the specific discipline.

COURSES—All courses carry four hours of credit, unless otherwise stated.

105 Real Estate Law. Emphasis on Illinois Law; fundamental rights and liabilities surrounding the acquisition, possession and transfer of real property. Definition and description of land; easements, deeds, contracts, recordings, mortgages, liens, documents of title. (Prerequisite: None)

201 Contracts and Agency. History of law from the Common Law down to the present Uniform Commercial Code; fundamental principles of law appertaining to business, persons, and governmental regulations; contracts, torts and the principal-agent relationship. (Prerequisite: Sophomore Standing)

202 Commercial Paper and Sales. History of negotiable instruments and sales law from the days of the Law Merchant thru the Uniform Commercial Code; discussions of promissory notes, drafts, banking laws, sales, bulk sales and secured transactions, and recent trends. (Prerequisite: 201)

203 Business Organizations. Types of business organizations; emphasis on Partnership and Corporation. Relations of parties to one another, and to third parties; comparisons between the two types and mechanics of forming and operating each. (Prerequisite: 201)

FACULTY

Chairman: Lawrence W. Ryan, J.D.
Professors: Lawrence W. Ryan, J.D.; Thomas J. Wynn, J.D.
Instructor: Walter E. Wright, J.D.
Lecturers: John Hillery, LL.B.; Charles Reed, J.D.; John L. Roach, J.D.; Jeffrey Lampert, J.D.; Quentin San Hamel, J.D.

COMMERCE-LAW CURRICULUM

Two programs for law are offered. In the first a degree-seeking student in the College of Commerce may pursue a program of study which leads to two degrees, the Bachelor of Science in Commerce, awarded by the College of Commerce and the degree Juris Doctor awarded by the College of Law.

Successful completion of a minimum of 144 hours in the College of Commerce satisfies the Commerce component of the B.S.C. degree. This 144 hours consists of (1) the general education requirements, (2) required courses in the major, and (3) selected courses in general business designed for the academic needs of the individual student by the Commerce-Law adviser. At the completion of these three years, the student may apply to the De Paul University College of Law.
Upon satisfactory completion of the first year of study in De Paul University's College of Law, the College of Commerce confers the degree of Bachelor of Science in Commerce.

Upon the successful completion of the remaining two years of study in the College of Law, the candidate becomes eligible to receive the degree, Juris Doctor.

The second program differs from the first in that the College requirements are 135 hours, a major concentration need not be completed, and the Bachelor's degree is not awarded. Successful completion of this three year directive program of studies will lead to early admission to the College of Law. The three year College of Law program leads to the degree of Juris Doctor (J.D.).

Lawrence W. Ryan, J.D., Professor, Business Law; Chairman of the Program in General Business is the Director of the Program in Business Law and serves as Commerce-Law Adviser to all Commerce-Law students. Students planning to enter the Law School should consult him immediately upon entering the College of Commerce for program planning.

Mathematics and Statistics

In recent years there has been enormous growth and development in applications of mathematics to business problems. The mathematics program is planned to make some of these powerful tools accessible to students in the College of Commerce. The basic sequence 125 and 126 is intended to help the student gain insight and understanding in some fundamental principles of mathematics and to show how these principles are related to typical situations that arise in business. In addition, the basic sequence is intended to provide a background for those whose needs and interests require advanced study in mathematics. Courses in Mathematics and Statistics are offered only as supporting studies and electives.

COURSES—All courses carry four hours of credit, unless otherwise stated.

125 Mathematics I. Algebra, analytic geometry, and functions. Fundamentals of linear programming. (Prerequisite: none)

126 Mathematics II. Elements of calculus with applications. Probability with statistical applications. (Prerequisite: 125)

142 Statistics I. Basic concepts of statistics and the application thereof. Frequency distributions; measures of location, variation and skewness; probability; theoretical distributions; sampling distributions; problems of estimation; tests of hypotheses; problems of sampling; linear regression and correlation. (Prerequisite: 126)

342 Statistics II. Index number, time series, correlation, analysis of variance, sampling, and experimental design. Statistical theory applied to business. Course content will vary with the needs and desires of individual students. (Prerequisite: 142)

FACULTY

Assistant Professors: Everett McClane, M.S.; Arthur F. Svoboda, M.S.

Lecturers: Frank Gazollo, M.A.; George L. Royce, M.S.; Daniel L. Seiden, M.B.A.
COLLEGE OF
LIBERAL ARTS
AND SCIENCES

John P. Masterson, Ph.D., Dean
Jack L. Fister, B.S.
Administrative Assistant to the Dean
Thomas G. Dolan, M.A.
Administrative Assistant to the Dean

Academic Curricula and Programs
Departmental Programs
Interdisciplinary Programs
Preprofessional Programs
Intercollegiate Program
THE COLLEGE OF LIBERAL ARTS AND SCIENCES

Day and Evening Divisions

The College of Liberal Arts and Sciences offers the degrees of Bachelor of Arts and Bachelor of Science. Should these degrees be earned through the college’s Honors Program, “Honors Degrees” are awarded.

To better accommodate the ever-increasing number of students with diversified backgrounds and needs, the college has two divisions: day and evening. Programs in the College of Liberal Arts and Sciences—Day Division are designed primarily for the full-time student. Normally, the day student will complete his baccalaureate degree requirements in four or fewer academic years.

To meet the needs of the adult, part-time student earning a baccalaureate degree in one of the traditional arts and sciences or advancing himself professionally, the college schedules courses at late afternoon and evening hours in the College of Liberal Arts and Sciences—Evening Division. The programs in the evening division are identical to those of the day division. Generally, an evening part-time student will complete his academic program in six academic years.

The College of Liberal Arts and Sciences, like the other undergraduate colleges and schools of De Paul University, maintains that on the basis of priority academic programs begin with the student. He is the person for whom learning experiences are primarily constructed and for whom constant learning should become a way of life.

The college provides programs of concentration which are the core of specialized education. These programs grow from and with the general education program of the De Paul College. Such characteristics of general education as freedom, responsibility, acceleration, enrichment, and flexibility are also to be found in the specialized studies of the College of Liberal Arts and Sciences.

FREEDOM AND RESPONSIBILITY

Each student in the College of Liberal Arts and Sciences is responsible for planning his own program and for completing his degree requirements. In his field of concentration the student is urged to maintain a continuing contact with his faculty advisor. Counseling sessions with his advisor will provide him with the specific information and guidance he will need to formulate his individual program. Many departments have prepared brochures designed to acquaint the perspective student with their specific programs.

Generally, the college operates on an optional attendance plan, i.e., the student bears the responsibility for allocating his time for class study, library work, and other preparation. He assumes the responsibility to meet all of his course requirements.

ACCELERATION AND ENRICHMENT

The college provides the exceptional student with many opportunities to proceed at a pace consistent with his ability and at a level consistent with the challenge he is willing to accept. The student is encouraged to discuss with his academic advisor specific ways for accelerating and enriching his program.
Through an extensive program of the University, a student can earn credit-by-examination in the departments of art, the biological sciences, chemistry, economics, English, geography, history, mathematics, modern languages, nursing, physics, political science, psychology, social sciences, sociology, and theology.

Many departments of the college will, after evaluating a student's previous record and through individualized counseling, allow him to substitute advanced courses for introductory courses, in their specific area of concentration.

The college's Honors Program is open upon invitation or application to freshmen and sophomore candidates for the Bachelor of Arts or Bachelor of Science degree. Also, some departments provide their exceptional students with a "departmental honors" program.

Students are encouraged to spend a year of study abroad, ordinarily the junior year. Emphasis is placed upon European study. Details for such study are available from the Office of the Dean of Students.

De Paul University provides a number of programs in graduate education through its Graduate School. A student planning to complete a graduate program should inquire of his faculty advisor how, as an undergraduate junior or senior, he may be eligible to begin studies in the Graduate School applicable toward a Master's degree. Through the Graduate School, Master's degree programs are offered in the biological sciences, chemistry, economics, English, history, mathematics, nursing, philosophy, physics, psychology, sociology, theology, and rehabilitation services. The advanced degree of Juris Doctor (J.D.) is offered through the College of Law to students majoring in the pre-law program.

FLEXIBILITY

No one program of fixed courses can necessarily assure that each student will achieve the maximum of his learning capabilities. As a result, through a diversity of departmental, interdisciplinary, preprofessional, and intercollegiate programs, the college provides students selected experiences in their areas of specialization which can be related to and reinforce experiences offered by other disciplines within the college.

The primary aim of such flexibility is to encourage students in the college to develop not only a depth of knowledge in their chosen fields of specialization, but also a breadth of knowledge which will enable them to cope with the ever-accelerating changes occurring daily in almost every human endeavor. In addition, the college places strong emphasis upon making available to its students alternative experiences: electives. Through such alternatives students are provided with varied opportunities for improving their decision-making ability in the areas existing outside their field of specialization.

In the fast-changing and unfamiliar world of today and tomorrow the graduate from the College of Liberal Arts and Sciences must be prepared to make his own judgments about what his personal and career goals and values will be and what priorities he will attach to them. To provide the foundation for such future actions is the ultimate goal of each major academic program in the college.

ACADEMIC CURRICULA

Programs offered in the College of Liberal Arts and Sciences, Day Division, include:

Departmental

Art, Biological Sciences, Chemistry, Economics, English, Geography, History, Mathematics, Military Science, Modern Languages (French, German, and
Spanish), Nursing, Philosophy, Physics, Political Science, Psychology, Sociology, Speech and Drama, and Theology.

**Interdisciplinary**

**Preprofessional**
Engineering, Law, Medical, Dental, Veterinary, Medical Technology, and Radiologic Technology.

**Intercollegiate**
Jewish Studies (in cooperation with Spertus College of Judaica).

Programs available in the College of Liberal Arts and Sciences, Evening Division, include:

**Departmental**
Economics, English, Geography, History, Mathematics, Philosophy, Psychology, Sociology, and Theology.

**Interdisciplinary**
Social Sciences.

Specific details of the departmental, interdisciplinary, preprofessional and intercollegiate curricula follow.
DEPARTMENTAL PROGRAMS

Art

The purpose of the Art Department is to provide a general and basic curriculum in visual arts which identifies and promotes a continuing contact with the humanizing values of artistic heritage. The curriculum is designed to develop in students a maturing artistic sensibility enabling them to experience, as fully as possible, the enriching qualities of life and art and to make contributions to both as artists and socially conscious persons.

The educational aims of the department are guided by a recognition of widely differing art experience and talent among students. But it is also recognized that talent and experience do not constitute the sole measure of artistic ability. Real ability in art is related most directly to a keen artistic sensibility. The central aim of the department is to clarify the qualities and disciplines of artistic sensibility through instruction in the history of art and through related individualized instruction in studio courses.

The departmental curriculum is general rather than technically specialized. It emphasizes fundamental artistic concepts which are explored through research and analysis in art history courses and through problem-solving and experimentation in studio courses. An additional aim of the department then is to provide a broad foundation in art theory and practice applicable to a diversity of educational and professional goals.

In addition to those who study art as career preparations, the Art Department serves the educational objectives of a variety of students who elect one or more courses for reasons of avocational interest. Since work in studio courses is evaluated on the basis of individual development and not competitively, all students are encouraged to progress toward greater ability in art at their individual rates. More emphasis is placed on comprehension of artistic concepts than on technical mastery.

A major in art is offered to students who seek a proficiency in the comprehension of important art concepts and in the ability to restate them as individualized expressions of artistic sensibility. The art major program can help to prepare students for many interesting career opportunities. Those who plan professional careers as artists and specialized teachers must pursue graduate training. Others are advised of opportunities in the many facets of advertising, design and display, publishing, illustration, museum and gallery direction, research, and other related areas.

In addition, most departmental courses are applicable to a program in art education offered by the School of Education. Students interested in a career in teaching art in elementary and secondary schools should consult the program director in secondary education and the chairman of the Department of Art.

PROGRAMS OF CONCENTRATION

All programs include the 72 quarter hour General Education requirement of courses in Philosophy and Religion, Behavioral and Social Sciences, Humanities, and Natural Sciences and Mathematics. These courses are to be selected according to directions given in the De Paul College section of this Bulletin.

Program I. Basic requirements for the Bachelor of Arts Degree for students majoring in Art.
**Major Concentration in Art:**

*Foundation Program:* (4 courses) Art: 105, 106, 110, and 115.

*History of Art:* (4 courses) Art: 308, 340, and 322 or 346, and one of the following: Art 320, 325, or 327.

*Plastic & Graphic Arts:* (5 courses) Art: 206 or 207; 210 or 211; 215 or 216: 330 or 331; and one of the following: 310, 311, 315, or 316.

**Allied and Supporting Fields:**

All art majors will be required to broaden and strengthen their study of art through course work in related areas. An Art Department advisor will help each student select courses which best relate to his professional or career goals. Twenty hours in allied field courses are required. Normally recommended are courses in English, philosophy, history, psychology, sociology, speech and drama.

**Electives:**

Thirty-six quarter hours in electives are required.

**Program II. Basic requirements for students majoring in Art Education (Bachelor’s Degree in Art). A minimum of 48 quarter hours in art is required for certification at the elementary and secondary levels.**

**Major Concentration in Art:**

*Foundation Program:* (4 courses) Art: 106, 110, 115, and 105 or 205.

*History of Art:* (3 courses) Art: 322, and one chosen from each of the following two groups: Art 320, 325, or 327; and Art 308, 340, or 346.


**Concentration in Education:**

For remainder of program see the School of Education section of this Bulletin—“Program in Art Education.”

**SAMPLE PROGRAM IN ART**

<table>
<thead>
<tr>
<th>Freshman Level</th>
<th>Sophomore Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allied Fields: History 210, English 380</td>
<td>Allied Field: Sociology 201</td>
</tr>
<tr>
<td>Electives: 1 course</td>
<td>Electives: 3 courses</td>
</tr>
<tr>
<td>De Paul College: 4 courses</td>
<td>De Paul College: 4 courses</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Junior Level</th>
<th>Senior Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art: 210, 330, 346</td>
<td>Art: 308, 310, 340</td>
</tr>
<tr>
<td>Allied Fields: Sociology 302, History 212</td>
<td>Allied Field: History 212</td>
</tr>
<tr>
<td>Electives: 1 course</td>
<td>Electives: 3 courses</td>
</tr>
<tr>
<td>De Paul College: 5 courses</td>
<td>De Paul College: 5 courses</td>
</tr>
</tbody>
</table>

**COURSES**—All courses carry 4 hours credit.

105  **Foundation Design.** Studio work in the development of perceptual ability through analysis of two-dimensional concepts of line, shape, value, texture, color, form and space.

106  **Foundation Drawing.** Studio work with varied media related to problems of representational and expressive use of line, value, and space in drawing.

110  **Foundation Painting.** Studio work in the basic materials and practices of painting. Emphasis on composition through attention to volume, color, and painterly effects.

115  **Foundation Sculpture.** Studio work in fundamental sculpture methods with special attention to analysis of both solid and open forms. (Materials fee: $7.50)

205  **Three Dimensional Design.** Studio work in the analysis of three dimensional structure. Problems in volume, mass and space relationships employing various materials such as cardboard, wood, and clay. (Materials fee: $7.50)
206, 207 Intermediate Drawing. Studio work in drawing. Special emphasis given to the descriptive and expressive rendering of the human figure with various media. (Prerequisite: Art 105 or 106 or consent of instructor)

210, 211 Intermediate Painting. Studio work in painting. Special attention to varied problems of spatial illusion through study of both representational and coloristic effects. (Prerequisite: Art 110 or consent of instructor)

215, 216 Intermediate Sculpture. Studio course developing the perception and analysis of the human figure in sculptural terms. Special emphasis on the procedure of armature construction, modeling, and casting. (Prerequisite: Art 115 or consent of instructor) (Materials fee: $7.50)

225 Photography. Basic photographic processes of exposing, developing, and printing film. Function and history of photography as a fine art discussed. (Materials fee: $15.00.)

241 Early Christian Iconography. Theology as the molder of art and architecture through Byzantium to A.D. 800. (Cross-listed with Theology 241.)

242 Medieval Iconography. Theology in art through the Ottonian, Romanesque, Gothic, and late Gothic eras. (Cross-listed with Theology 251.)

243 Theological Themes and Modern Art. Contemporary artists and movements expressing theological themes. (Cross-listed with Theology 262.)

308 History of Ancient and Medieval Art. Origins and development of architecture and sculpture from the Pyramids of Egypt (3000 B.C.) to the cathedrals of Gothic France (1400 A.D.) with an emphasis on two or three major movements in each period.
310, 311  **Advanced Painting.** Studio course in advanced problems and methods of painting. Human figure provides the central theme for the development of individual painting ideas and practices. (Prerequisite: Art 210 or consent of Instructor.)

315, 316  **Advanced Sculpture.** Studio course in which the conceptual and sculptural qualities of geometric spatial structure are studied through problems related to a constructivist method. (Prerequisite: Art 215 or consent of instructor.) (Materials fee: $7.50.)

320  **History of Afro-American Art.** Study of artistic styles and trends in the art of the Black Man in the New World, with reference to the art of Africa.

322  **History of Contemporary Art.** Selection of trends in art since the end of World War II in a variety of art forms, chiefly painting, sculpture, architecture, and cinema.

324  **History of Architecture.** Study of the historical, stylistic and technological qualities of the art of architecture to develop an intuitive grasp of three dimensional art on a human scale.

325  **History of Oriental Art.** Survey of the history of the art of the Far East from its beginnings to the modern period.

327  **History of Pre-Historic, Pre-Colombian, African, and Oceanic Art.** Study of the art forms of major non-Western cultures, their interrelations and influence on Western art forms.

330, 331  **Printmaking.** Studio course introducing the basic concepts and methods of etching and silkscreen. Emphasis given to relating drawing and painting abilities to a multiple print medium. (Prerequisite: Art 105, 106 or 110, or consent of instructor.) (Materials fee: $7.50)

340  **History of Renaissance, Baroque, Rococo Art.** Study of painting from Giottto to Watteau, including the masterpieces of Masaccio, Leonardo, Michelangelo, Raphael, Rubens and Rembrandt. Architecture and sculpture of the period briefly surveyed.

346  **History of 19th and 20th Century Art.** Study of painting and related forms in Europe: Neo-Classicism, Romanticism, Realism, Impressionism, Expressionism, Fauvism, Cubism, Neo-Plasticism, and a selection of contemporary trends such as Pop, Op, and Minimal Art.

359  **The Artist as Humanist.** Selected writings by artists on art from early Renaissance to mid-20th century. Aesthetic and moral implications analyzed in relation to selected art works. (Cross-listed with Honors 359).

399  **Independent Study.** Available to students of demonstrated capability for intensive independent work in studio or art historical areas. Independent study petitions (available in department office) must be approved by department chairman.

*Student in intermediate and advanced studio courses should have some background study in the history of art.

**FACULTY**

Chairman: William Conger, M.F.A.
Associate Professor: Sally A. Chappel, Ph.D.
Assistant Professors: William Conger, M.F.A.; Robert Donley, M.F.A.
Instructor: Sandra Zawadzki, M.A.
Biological Sciences

The purpose of the undergraduate division of the Department of Biological Sciences is to provide a curriculum of defined and interrelated courses and laboratory experiences which focus on life and its processes. This curriculum will enable students to acquire a basic understanding of what biology can contribute to our knowledge of life. It will also lay a foundation for students with career goals related to biology.

The aims of the department are to provide opportunities for further development of learning abilities through instruction in basic and advanced courses; to provide lecture and laboratory experiences so that the student is made aware of various types of life phenomena, and the principal methods utilized in their study; to assist students to be aware of career opportunities for persons with a foundation in the biological sciences, and to help them plan a program in accord with their choice of a career goal.

Certain aspects of the biology curriculum provide learning experiences that are part of the educational requirements in preprofessional studies and paramedical professions such as Physical Therapy and Medical Technology. The biology department also offers courses for students in the Departments of Nursing, Psychology, and the School of Education. Students with such career goals can plan a selection of courses in biology that will insure learning experiences which best fit into the total educational program required by the profession.

PROGRAMS OF CONCENTRATION

All programs include the 72 quarter hour General Education requirement of courses in Philosophy and Religion, Behavioral and Social Sciences, Humanities, and Natural Sciences and Mathematics. These courses are to be selected according to directions given in the De Paul College section of this Bulletin.

Program I. Basic requirements for the Bachelor of Science with a major in the Biological Sciences.

Major Concentration in Biology:


Medical technology students on the four-plus-one plan (four years of University study, plus one year of Internship) are recommended to include Biology 321 and 370 among the latter group of three courses.

Allied and Supporting Fields:

Chemistry: 117, 119, 121, 123, 125, and 127.

Five courses numbered 150 or above (with the exception of psychology) chosen from mathematics, chemistry, physics, psychology or biology. It is strongly recommended for students whose career goal is Medicine, or involves graduate education, that they include Mathematics 150, 151, and 242, and Physics 150, 151, and 152 or 176, 177, and 275.

Two years of a modern language is recommended for those who plan to enter Graduate School.

Program II. Basic requirements for the Bachelor of Science with a major in Medical Technology. Minimal requirements for students planning a career in Medical Technology on a three-plus-one plan (three years of University study, plus one year of Internship):
Major Concentration in Biology:

*Biology*: 201, 302, 307, and three courses chosen from 305, 321, 325, and 370.

Allied and Supporting Fields:

*Chemistry*: 117, 119, 121, 123, 125, and 127.

*Mathematics*: 131 or 150 or 242.

Professional year (the fourth collegiate year)—to be spent in an American Medical Association approved School of Medical Technology. Concurrently during the year of Internship, students are required to register each quarter for Biology 360.

*Note*: Students on a four-plus-one plan (four years University study plus one year of Internship, leading to a Bachelor of Science in Biology prior to the year of Internship) should follow Program I.

Program III.

A) Basic requirements for students majoring in Biology with certification for teaching Biology and General Science at the secondary school level.

Major Concentration in Biology:

Minimum of 48 quarter hours in the major concentration is required for certification for teaching at the secondary school level.

*Biology*: 201, 202, 203, 302, 307, 308 and/or 309, 315, and 325, should be included in the forty-eight required hours.

Allied and Supporting Fields:

*Chemistry*: 12 quarter hours.

*Physics*: 12 quarter hours.

(Courses which are counted as General Education may also be counted as part of hours required for areas of concentration.)

Education Requirements:

See the School of Education section of the Bulletin—"Programs in Secondary Education," and consult the program director in Secondary Education and the chairman of the Department of Biological Sciences.

B) Basic requirements for students majoring in General Science with special emphasis on Biology. This program satisfies the requirements for certification for teaching General Science at the secondary school level as well as Biology, Chemistry and Physics.

Areas of Concentration:

*Biology*: 32 quarter hours.

*Chemistry*: 16 quarter hours.

*Physics*: 16 quarter hours.

(Courses which are counted as General Education may also be counted as part of hours required for areas of concentration.)

Education Requirements:

See the School of Education section of the Bulletin—"Programs in Secondary Education" and consult the program director in secondary education and the chairman of the Department of Biological Sciences.

Program IV: Basic requirements of a program designed for students planning to enter dental or veterinary medicine schools after the third collegiate year.
Major Concentration in Biology:

*Biology:* 201, 202, 203, and four biology courses of choice. (305, 307, 325, and 330 are recommended.)

Allied and Supporting Fields:

- **Chemistry:** 117, 119, 121, 123, 125, and 127.
- **Physics:** 150, 151, and 152 (or 176, 177, and 275).
- **Mathematics:** 131 or 150 or 242.

Students who have completed their De Paul College requirements among their three-year total of 135 quarter hours credit, may apply for a Bachelor of Science Degree upon satisfactorily completing 45 quarter hours (or their equivalent) in the Professional School.

Program V. Basic requirements for an integrated Bachelor of Science-Master of Science Degree Program.

With permission of the department head a student, at the end of his junior year, may apply to the Graduate School for entrance into a five-year Master's Program. Upon the successful completion of two additional years of full-time study, the student is awarded the master's degree, with or without certification for teaching at the secondary school level. See the "Graduate School Bulletin" for further details.

Students should consult with their departmental faculty advisor for course and course sequence requirements.

### SAMPLE PROGRAM IN BIOLOGY, PROGRAM I

<table>
<thead>
<tr>
<th>Freshman Level</th>
<th>Junior Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology: 201, 202, 203</td>
<td>Biology: 330 and 2 courses of choice</td>
</tr>
<tr>
<td>Chemistry: 117, 119, 121</td>
<td>Modern Language: 101, 102, 103</td>
</tr>
<tr>
<td>Mathematics: 150 or 242</td>
<td>Allied Fields: 1 course</td>
</tr>
<tr>
<td>De Paul College: 4 courses</td>
<td>De Paul College: 4 courses</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sophomore Level</th>
<th>Senior Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology: 302, 307 or 309, 325</td>
<td>Biology: 1 course of choice</td>
</tr>
<tr>
<td>Chemistry: 123, 125, 127</td>
<td>Modern Language: 201, 202, 203</td>
</tr>
<tr>
<td>De Paul College: 5 courses</td>
<td>Allied Fields: 3 courses</td>
</tr>
<tr>
<td></td>
<td>De Paul College: 5 courses</td>
</tr>
</tbody>
</table>

**COURSES**—All courses carry four hours credit with the exception of Course 360.

**CORE CURRICULUM COURSES**

- **201 Environmental Biology.** Investigation of organismic/environmental interactions as they occur at organizational levels from individuals through communities. Theme of investigation: change-over-time as seen in the evolution of the inorganic and organismic realms.
- **202 Diversity and Phylogeny of Living Systems I.** Study of the animal kingdom, including structural and functional aspects as well as evolutionary and phylogenetic relationships.
- **203 Diversity and Phylogeny of Living Systems II.** Diversity of form, life histories, ecological relationships, economic and biological significance of viruses, bacteria, fungi, algae, bryophytes and vascular plants. Special emphasis to be placed on anatomical features of the latter group.
- **302 Cell Biology.** Fundamentals of cell form and function studied at the molecular and organelle level, including basic cellular biochemistry, microstructure and physiology.
- **307 Mammalian Physiology.** Function of the vertebrate organ system emphasizing the mammal.
309 Plant Physiology. Functional and developmental aspects of plants, especially of vascular autotrophs.
325 Genetics. Nature of genetic material and manner of its expression; its mutability; and its significance with respect to organismal and species variation.
330 Embryology. Developmental phenomena of animals, including gametogenesis, fertilization, cleavage, organogenesis, metamorphosis and regeneration.

ADDITIONAL UNDERGRADUATE COURSES
305 Mammalian Anatomy. Structure of the mammalian vertebrate.
308 Plant Anatomy. Structure of cells, tissues, and tissue systems; comparative anatomy of plant organs, with emphasis on gymnosperms and angiosperms.
315 Ecology. Intensive study of the structural and functional relationships inherent at the community level of biological organization. Field data from a deciduous forest used to develop a model for classroom discussions.
316 Insect Biology. Introduction to the taxonomy, morphology and physiology of the class Insecta. Emphasis on the range of diversity found within this class. Some aspects of medical and economic entomology briefly discussed.
317 Aquatic Biology. Physical, chemical, and biological phenomena in freshwater and marine environments. Experience in field collections; work from research vessels, vessels.
321 Microbiology. Biology of microorganisms with special emphasis on bacteria.
328 Invertebrate Biology. Comparative biology of non-chordate animals.
360 Professional Study, Medical Technology. Internship in clinical training and study in preparation for a career in Medical Technology. No credit. (Prerequisites: Completion of 135 quarter hours of collegiate work, including Program II requirements and departmental approval.)
368 Cell Physiology: Metabolism. Analysis of organelle enzyme systems, unit structures, and physiology relating to cellular metabolism, transport, and energy conversion processes.
370 Introduction to Immunology and Serology. Basic factors governing immune phenomena and antigen-antibody reactions.

GRADUATE COURSES
Certain graduate courses are open to qualified advanced undergraduate students with the approval of the Chairman of the Department. See the "Graduate School Bulletin" for course offerings.

FACULTY
Chairman: Robert A. Griesbach, Ph.D.
Professors: John R. Cortelyou, C.M., Ph.D.; M. A. McWhinnie, Ph.D.; Robert C. Thommes, Ph.D.
Associate Professors: Robert A. Griesbach, Ph.D.; Dolores J. McWhinnie, Ph.D.; Mary A. Murray, Ph.D.; Daniel G. Oldfield, Ph.D.; Lester Fisher, D.V.M. (Adjunct Associate Professor).
Assistant Professors: Danute S. Juras, Ph.D.; John A. Lamping, Ph.D.; Robert L. Novak, Ph.D.; James E. Woods, Ph.D.
Chemistry

The Department of Chemistry has three fundamental responsibilities to fulfill. They are: a) to provide up-to-date instruction in chemical subjects for students not majoring in the subject; b) to provide the instruction and laboratory experience necessary for students majoring in chemistry who wish to make chemistry their livelihood or who wish to use chemistry as a supporting background in an allied profession; and c) to provide the training necessary for students to acquire an advanced degree.

In meeting these responsibilities the department has generated five programs of study. Those students who wish to pursue a career in any one of the chemistry sub-disciplines of organic, inorganic, and physical chemistry should consider Program I. This is a rigorous program accredited by the American Chemical Society. Those successfully completing the program receive a Certificate of Merit from the American Chemical Society. The majority of these students continue their studies in chemistry for advanced degrees (M.S. and Ph.D.).

With the shift in national priority from space exploration to solution of the cancer problem and other diseases, the Department of Chemistry has generated a program in biochemistry (Program II). A background in biochemistry is recognized as excellent support for anyone wishing to develop careers in medicine and the related health sciences.

Programs III and IV were recently developed to fill a very important need. There is a growing need for persons with strong scientific backgrounds to pursue careers in science writing or reporting, in business, in patent law, and in criminology (Program III), and also in science education (Program IV). These programs require the bare minimum in chemistry, physics, and mathematics courses. Thus the student can normally take six or more courses in the aforementioned allied fields.

One career area that should not lack employment possibilities is that of environmental analysis and pollution abatement. A recent publication from the Environmental Protection Agency stresses that “the needs for environmental professionals will triple by 1980.” The Department of Chemistry has a program to help meet this need. The program (see Program III, A—Environmental Analysis) stresses the analytical aspects of environmental pollution.

Normally, a master’s degree in chemistry requires two years of full-time study after the bachelor’s degree. By concentration of effort in his junior and senior years, the serious student can earn a master’s degree in only one extra year. This program (Program V) is becoming increasingly popular.

Sample schedules for Program I through IV are available at the departmental office, along with the suggested special courses for allied and supporting fields of concentration.

PROGRAMS OF CONCENTRATION

All programs include the 72 quarter hour General Education requirement of courses in Philosophy and Religion, Behavioral and Social Sciences, Humanities, and Natural Sciences and Mathematics. These courses are to be selected according to directions given in the De Paul College section of this Bulletin.

Program I. Basic requirements for the Bachelor of Science Degree with a major in Chemistry. This program is accredited by the American Chemical Society.
Major Concentration in Chemistry:

Two four-quarter-hour chemistry courses numbered above 300.

Allied and Supporting Fields:

Physics: 176, 177, 275, and any two of the following courses: Physics 276, 295, 296, or Mathematics 211. (NSM 113 is strongly recommended.)
German: 101, 102, and 103. Students are placed in this sequence on the basis of their high school language background. See the Modern Languages section of this Bulletin for the placement guide.

Program II. Basic requirements in a program designed for students who desire a concentration in biochemistry.

Major Concentration in Chemistry:

Chemistry: 117 or 130, 119 or 131, 121 or 171, 123 or 173, 125 or 175, 127 or 190, 196, 203, 210, 215, 261, 340, 341, 342, and 343.

Allied and Supporting Fields:

Physics: 176, 177, and 275. (NSM 113 is strongly recommended.)
Biology: Three four-quarter hour courses selected in consultation with chairman.
German: 101, 102, and 103. Students are placed in this sequence on the basis of their high school language background. See the Modern Languages section of this Bulletin for the placement guide.

Program III. Basic requirements for the Bachelor of Science Degree with a major in Chemistry. This program is designed for students planning careers in fields closely allied to chemistry.

Major Concentration in Chemistry:

Chemistry: 117 or 130, 119 or 131, 121 or 171, 123 or 173, 125 or 175, 127 or 190, 196, 203, 210, 215, 261, 321, and 378.

Allied and Supporting Fields:

Physics: 176, 177, and 275. (NSM 113 is strongly recommended.)
Mathematics: 131, 150, 151, and 152.
A) For students desiring emphasis in environmental analysis:

Allied Fields of Concentration:

Chemistry: 265, 267, 324, 356, and 394 (2 quarter hours).
Psychology: 368.
(NSM 103 and 301, and Geography 225 are strongly recommended.)

B) For students desiring to use their major concentration in chemistry for a career in business or the professions:
A minimum of 22 quarter hours is available for developing a concentration in such fields as criminology, marketing, economics, patent law, science writing, library science, etc. In addition, a double major in the area of mathematics or physics can be developed.

Program IV.

A) Basic requirements for students majoring in chemistry who need certification for teaching at the secondary school level.
Major Concentration in Chemistry:
Minimum of 48 quarter hours in the major concentration are required for certification.
Chemistry: 117 or 130, 119 or 131, 121 or 171, 123 or 173, 125 or 175, 127 or 190, 196, 203, 210, 215, 261, 321, and 378.

Allied and Supporting Fields:
Physics: 176, 177, and 275. (NSM 113 is strongly recommended.)
Mathematics: 131, 150, 151, and 152.

Education Requirements:
See the School of Education section of the Bulletin—"Programs in Secondary Education" and consult the program director in secondary education and the chairman of the Department of Chemistry.

B) Basic requirements for students majoring in General Science with special emphasis on Chemistry. This program satisfies the requirements for certification for teaching General Science at the secondary school level as well as Biology, Chemistry and Physics.

Areas of Concentration:
Chemistry: 52 quarter hours.
Biology: 16 quarter hours.
Physics: 16 quarter hours.
(Courses which are counted as General Education may also be counted as part of hours required for areas of concentration.)

Education Requirements:
See the School of Education section of the Bulletin—"Programs in Secondary Education" and consult the program director in secondary education and the chairman of the Department of Chemistry.

Program V.
Integrated Bachelor of Science and Master of Science Degree Program in Chemistry (5 years).

Undergraduate requirements are identical to Program III with the addition of Chemistry 210 and 356. Graduate School approval must be received at the beginning of the Junior Year. Upon completion of the Graduate School requirements, the M.S. degree is conferred.

COURSES—All courses carry 4 quarter hours of credit unless otherwise specified. All odd numbered courses, except 399 are assessed a laboratory fee and a breakage fee.

117 Basic Chemistry. Chemical principles governing behavior of matter.
119 Qualitative Analysis. Chemical principles related to qualitative analysis of ions in aqueous solutions. (Prerequisite: 117)
121 Bio-Organic Chemistry I. Carbon compounds, especially aliphatic monofunctional types. (Prerequisite: 119 or 131)
123 Bio-Organic Chemistry II. Continuation of Chemistry 121 with emphasis on functional groups important in biological systems. (Prerequisite: 121)
125 Bio-Organic Chemistry III. Chemistry of products found in natural systems: lipids, carbohydrates, proteins, nucleic acids and enzymes. (Prerequisite: 123)
127 Quantitative Analysis. Utilization of quantitative nature of chemistry to solve practical problems of analysis. (Prerequisite: 125)
129 Quantitative Analysis Laboratory. Laboratory course dealing with quantitative analysis of unknown samples. 2 hours credit. (Prerequisite: concurrent with Chemistry 127). Offered only in First Day Summer Session.
130 **General Chemistry I.** Rigorous introductory course emphasizing basic physical and inorganic chemistry. (Corequisites: Mathematics 150 and Physics 175)

131 **General Chemistry II.** Continuation of Chemistry 130. (Prerequisite: 130)

171 **Mechanistic Organic I.** Introduction to organic chemistry: Stereochmistry, free radical substitution and electrophilic addition. (Prerequisite: 173 or consent)

173 **Mechanistic Organic II.** Aromaticity and electrophilic and nucleophilic substitution. (Prerequisite: 171)

175 **Mechanistic Organic III.** Carbanions and the preparation and reactions of many organic compounds including those of biological interest. (Prerequisite: 173)

190 **Analytical Equilibrium Chemistry.** Lecture course dealing with equilibrium involved in quantitative analysis. (Prerequisite: 131 or consent)

196 **Physical Chemistry I.** Concepts of heat, work and energy; meaning of enthalpy, free energy and entropy; equilibrium constants, dependence on temperature; electromotive force of cells. (Prerequisites: 119 or 131; Mathematics 210)

203 **Analytical Techniques.** Lecture and laboratory course involving quantitative chemical analysis. (Prerequisite: 131 or 119)

210 **Physical Chemistry II.** Thermodynamics; surface phenomena, transport processes, electrical conduction. (Prerequisite: 196)

213 **Physical Chemistry III.** Quantum chemistry, electronic structure of atoms and molecules; molecular structure by spectroscopic and diffraction methods. (Prerequisite: 210)

215 **Physical Chemistry IV.** Principles of spectroscopy; kinetics. (Prerequisite: 213 or permission)

261 **Instrumental Analysis.** Lecture and laboratory course which involves modern instrumentation in chemical analysis. (Prerequisite: 215)

265 **Chemistry of Air Pollutants.** Chemical interactions of air pollutants and our natural gaseous environment. Laboratory: analysis of ambient air pollutants. (Prerequisite: 127 or 203). Offered in the Spring Quarter of even-numbered years.

267 **Aqueous Chemistry.** Chemical interactions of water pollutants in our natural aqueous environment. Laboratory: analysis of contiguous waterways. (Prerequisite: 127 or 203). Offered in the Autumn Quarter of odd-numbered years.

320 **Advanced Inorganic Chemistry I.** Theories of bonding developed in understanding chemistry and structure of inorganic compounds of primarily non-transition group elements. (Corequisite: 210)

321 **Synthetic Inorganic Chemistry.** Lecture and laboratory course emphasizing descriptive aspects of synthesis, structure and reactions of metal ligand compounds of general and biological interest. (Prerequisite: 125 or 175)

322 **Advanced Inorganic Chemistry II.** Theories of bonding as applied to the chemistry of transition group elements. (Prerequisite: 320)

324 **Solid Waste Chemistry.** Fundamental chemical processes involved in the processing of solid wastes; high temperature chemistry. (Prerequisite: 196). Offered in the Winter Quarter of odd-numbered years.

330 **Synthetic Organic Reactions.** Review of some organic reactions utilized in synthetic research. (Prerequisite: 125 or 175)

340 **Biochemistry I.** Structure, function, and synthesis of proteins and nucleic acids. (Prerequisite: 125 or 175)

341 **Experimental Biochemistry I.** Techniques for studying the composition, sequence, molecular weight and conformation of proteins and nucleic acid. 2 quarter hours. (Corequisite: 340).

342 **Biochemistry II.** Biochemical thermodynamics, enzyme kinetics, and enzyme mechanism. (Prerequisite: 340).

343 **Experimental Biochemistry II.** Experiments in enzyme kinetics, cell membranes, natural products and biochemical applications of computers. 2 quarter hours. (Prerequisite: 341)

350 **Advanced Organic Chemistry I.** Structural organic chemistry in light of current principles: molecular orbital theory, resonance theory, hybridization, steric and electronegativity effects, etc. (Prerequisites: 175 and 196—Corequisite: 210)

352 **Advanced Organic Chemistry II.** Interactions between organic systems; thermodynamics, kinetics, solvent, salt and isotope effects, acids and bases, stereochemistry, etc. (Prerequisite: 350)

356 **Spectral Interpretation.** Analysis and interpretation of the different types of spectra obtained from organic compounds. (Prerequisite: 125 or 175)

370 **Advanced Physical Chemistry I.** Brief review of thermodynamic functions; use of free energy function; treatment of non-ideal systems of non-electrolytes; thermodynamics of gas-liquid chromatography. (Prerequisite: 215)
372 Advanced Physical Chemistry II. Modern theories and experimental techniques in kinetics; applications to reaction mechanisms and physical processes. (Prerequisite: 370)

374 Selected Topic in Physical Chemistry. Any special topic in physical chemistry. (E.g., surface chemistry, polymers, statistical mechanics, quantum chemistry, etc.) 2 quarter hours. (Prerequisite: consent)

376 Polymer Chemistry. Polymerization kinetics; composition, structure, size, conformation and physical properties. (Prerequisite: 372). By arrangement.

378 Environmental Analysis. Discussion of the causes and effects of pollutants in our environment. 2 quarter hours. (Prerequisite: 125 or 175 or permission).

385 Advanced Chemical Techniques. This is a laboratory course which may be in the fields of analytical, biochemistry, inorganic, organic or physical chemistry. This course may be repeated for credit if topic is different. Two quarter hours. (Prerequisite: Permission of chairman.) By arrangement.

394 Seminar. Formal and/or informal discussions on topical subjects in chemistry. Variable credit. This course may be repeated for credit. (Prerequisite: consent)

398 Reading and Research. Acquiring skills in library and laboratory chemical research techniques. Variable credit. (Prerequisite: consent)

399 Independent Study. Expanding one's background in chemistry on an informal basis by individual consultation with departmental staff. Variable credit. (Prerequisite: consent)

FACULTY

Chairman: Fred W. Breitbeil, III, Ph.D.
Professor: William R. Pasterczyk, Ph.D.
Associate Professors: Avrom A. Blumberg, Ph.D.; Fred W. Breitbeil, III, Ph.D.; Sanut K. Dhar, Ph.D.; Edwin F. Meyer, Ph.D.; Franklin S. Prout, Ph.D.
Assistant Professor: Jurgis A. Anyzas, Ph.D.; Thomas J. Murphy, Ph.D.; Robert L. Novak, Ph.D.; Sara Steck Melford, Ph.D.
Laboratorian: Catherine L. Pokorny, M.S.
Economics

The purpose of the Economics Department is to offer curricula which provide the student the opportunity to formulate, interpret, and analyze the problems of demand, production and distribution of commodities and services.

The department emphasizes a logical, orderly, and systematic treatment of these economic problems; it also integrates business and liberal arts subjects—especially the social sciences—into its programs in order to promote a more complete humanistic understanding of such problems.

The department seeks to prepare students majoring in economics for future careers in business, law and government service, as well as for graduate work in economics and business administration. Typically, undergraduate majors in economics pursue careers in manufacturing industries, banking, and other financial institutions such as insurance, government, and trade associations. Their functions usually involve some combination of the following activities: 1) studies of economic trends which are external to the firm (e.g., forecasting product demand, future sales, and the supply of credit and skilled labor); 2) studies that deal with the internal operation of the firm (e.g., research regarding optimal plant size and location, inventory levels, and distribution systems); and 3) public relations activities (e.g., collecting economic data and conducting research that is useful for company, industry, or governmental publications).

For students who wish to major in economics but have other career goals (e.g., law), the department's basic program can be altered into a program specifically designed to meet the student's specific career goal.

PROGRAMS OF CONCENTRATION

All programs include the 72 quarter hour General Education requirement of courses in Philosophy and Religion, Behavioral and Social Sciences, Humanities, and Natural Sciences and Mathematics. These courses are to be selected according to directions given in the De Paul College section of this Bulletin.

Program I. Basic requirements for a Bachelor of Arts Degree with a major in Economics.

Major Concentration in Economics:


Allied and Supporting Fields:

Political Science: 103 and 104.
Psychology: 105 and 305.
Sociology: 201 and 303.
Mathematics: 130, 131 and 150.

Electives:

These courses are chosen with the assistance of an advisor and must be from the offerings of the following departments: accounting, business law, economics, finance, management, marketing, political science, psychology, real estate, and sociology.

Program II. Basic requirements in a program designed for those students who want to become professional economists.

Major Concentration in Economics:

Allied and Supporting Fields:

Psychology: 105.
Finance: 323 and 332.
Mathematics: 130, 131, 150, 151, 152 and 220.

Electives:

These courses are chosen with the assistance of an advisor and must be from the offerings of the following departments: accounting, business law, economics, finance, management, marketing, political science, psychology, real estate, and sociology.

Program III. Basic requirements in a program for students majoring in economics but wishing to focus on urban studies.

Major Concentration in Economics:


Allied and Supporting Fields:

Geography: two courses chosen from 133, 321 and 333.
Political Science: 104 and one course from 302 or 315.
Sociology: two courses from 201, 300, 303 and 345.

Electives:

These courses are chosen with the assistance of an advisor and must be from the offerings of the following departments: accounting, business law, economics, finance, management, marketing, political science, psychology, real estate, and sociology.

SAMPLE PROGRAM IN ECONOMICS—PROGRAM I

Freshman Level

Economics: 103
Mathematics: 3 courses based on proficiency
Allied Fields and/or
Electives: 2 courses
De Paul College: 5 courses

Sophomore Level

Economics: 104, 242, and two economics electives
Allied Fields and/or
Electives: 3 courses
De Paul College: 4 courses

Junior Level

Economics: 305, 306, and one economics elective
Allied Fields and/or
Electives: 3 courses
De Paul College: 5 courses

Senior Level

Economics: 3 economics electives
Allied Fields and/or
Electives: 5 courses
De Paul College: 4 courses

COURSES—All courses carry four hours credit.

103 Principles I. Introduction to Economics. Fundamental theories of macro (or aggregate) economics. Attention on supply and demand, national income accounting and analysis, and international trade. These tools are used to analyze problems like unemployment, inflation, urban and rural development, and the balance of payments.

104 Principles II. Economics of the Market Place. Basic theories concerning micro (or individual) economic units. Theory of consumer demand, the firm, and distribution are covered. Pricing and production analyzed in competitive, monopolistic, and oligopolistic industries. (Prerequisite: 103)

210 Economics of the Urban Environment. Economic principles employed in an analysis of problems of pollution, health, transportation, housing, and education. (Prerequisite: 104)
212 Social Control of Business. Relationships between government and private enterprise. Both the institutional and theoretical aspects of governmental intervention in economic life examined. (Prerequisite: 104)

215 Introduction to Money and Banking. Structure of the American banking system discussed. Role of the Federal Reserve System and private financial institutions and the effectiveness of monetary policy examined. (Prerequisite: 104)

216 European Economic History. Major factors and institutions which have influenced the economic development of European nations. Impact of these nations on U.S. development also discussed. (Prerequisite: 104)

217 American Economic History. Major factors and institutions which have influenced the economic development of the United States. Empirical information and economic theory are employed. (Prerequisite: 104)

240 Development of Economic Thought. Examination of the great ideas in the history of economic science. Emphasis on those currents of thought which lead to modern economic theory and those which have conditioned the economic development of the Western World. (Prerequisite: 104)

242 Statistics For Economics. Fundamental knowledge of applied statistics. Descriptive statistics, statistical interference, analysis of variance and regression analysis are applied to economic problems. (Prerequisite: 104)

305 Pricing and Distribution Analysis. Continuation and an indepth analysis of the topics treated in Economics 104. Marginal analysis and indifference curves are the major tools that are used in a discussion of demand for products, pricing output, wages, and the distribution of output. (Prerequisite: 104)

306 National Income Analysis. A continuation of Economics 103. Emphasis on fiscal and monetary policy, which is analyzed with the use of IS-LM curves. Current national economic controversies also discussed. (Prerequisite: 104)

318 Labor Economics and Organization. Examines historically and theoretically the principal problems confronting labor groups; particular reference to the dynamic economy of the United States. (Prerequisite: 104)

320 Economic Teachings of the Encyclicals. Teachings in the modern social encyclicals which have direct application to modern economic theories, systems, and problems.
Economics of Poverty. Material and cultural, absolute and relative forms of poverty investigated insofar as they derive systematically, directly and indirectly, from the American economy. Taking elimination of poverty as an appropriate objective, existing private, institutional, and governmental activities will be analyzed, including economic activity itself. (Prerequisite: 104)

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

The Theory of Economic Development. A balanced coverage of the major aspects of the theory of economic development. Introduction to the more important theories of economic growth, as well as explanations of the role of land, capital, labor, and technology in the development process. (Prerequisite: 104)

Economics of Under-Developed Countries. Application of the analytic skills of the economist to the special problems of under-developed countries. The view that development requires authoritarian control by the state is contrasted with the position that it may be accomplished by private economic decision-making. (Prerequisite: 104)

International Trade. International trade theory and policy. Analysis of the balance of payments, international investment flows, and the position of the dollar in foreign exchange transactions. (Prerequisite: 104)

Introduction to Econometrics I. Techniques of estimation and testing of economic relationships. Exposure to probability theory, probability distribution, least squares estimation, hypotheses testing, and correlation. (Prerequisites: 104 and Statistics 142 or Economics 242)

Introduction to Econometrics II. Continuation of Economics 375, and the topics covered in that course are treated in greater detail. Multiple regressions, hypotheses testing, and simultaneous equations systems emphasized. Knowledge of elementary calculus is required. (Prerequisite: 375)

Mathematics For Economics and Business I. Following topics are treated: sets, functions, limit derivatives, optimization, and some fundamentals of linear algebra. Students are required to have only a high school algebra background. (Prerequisite: 104)

Mathematics For Economics and Business II. Continuation of Economics 380. Unconstrained and constrained optimization of functions of more than one variable, integral calculus, and difference equations covered. (Prerequisite: 380)

Seminar in Selected Economic Topics. The terminating Urban Studies Seminar. (Prerequisite: Economics 325 and/or consent of instructor)

FACULTY

Chairman: James E. Ciecka, Ph.D.
Assistant Professors: James E. Ciecka, Ph.D.; Joseph S. Giganti, Ph.D.; Athena Kottis, Ph.D.; Adolph E. Mark, Ph.D.; Anthony C. Petto, M.B.A.; Donald Ramey, M.A.
English

Undergraduate courses in the English Department are intended to advance
the student's competence in written communication; to familiarize him with
many of the major themes, forms, and personalities in literature; and to ripen in
him a critical sensitivity to works of literary art. The study of literature is an
essential part of a liberal arts education. Through analysis of literary works—and
the social and historical backgrounds which helped produce them—the student
can more fully learn to think, to experience, to evaluate, and to discriminate—
requisite abilities for students entering any career.

The department recognizes the increasing importance of English as a prag-
matic communications tool in all careers and professions. The department aims
to provide important background training for students intending to continue in
such fields as advertising, journalism, and public relations. The department
also offers courses of wide scope for those students with no definite career objective
in mind.

There are now several different programs in the English department upon
which the student can focus. Although some of the programs strongly emphasize
a liberal arts curriculum, others are designed primarily to offer specialized
training for those with determined career goals. All of the programs provide a
basic groundwork in literature and writing courses.

PROGRAMS OF CONCENTRATION

All programs include the 72 quarter hour General Education requirement
of courses in Philosophy and Religion, Behavioral and Social Sciences, Humanities,
and Natural Sciences and Mathematics. These courses are to be selected according
to directions given in the De Paul College section of this Bulletin.

For each of the programs below the student is required to complete a mini-
imum of fifty-two quarter hours of course work in English, except in Program IV
in which the student does work in both the English and the History departments;
in addition, the student is required to complete twenty-four quarter hours in
allied fields. Specific information is included under each program.

In all programs the student is required to have some competency in a foreign
language. This competency can be acquired by a minimum of twelve quarter
hours of college credit, by an equivalent amount of high school credit, or a
mixture of both; or by any other evidence of competence acceptable to a depart-
ment of modern languages. (See Department of Modern Languages section in the
Bulletin for the placement guide.)

For each program the student is strongly advised to work closely with his
faculty advisor. (Those students without individual advisors should see the English
Department chairman in order to be assigned an advisor.) The student is also
advised to obtain a copy of the "English Department Handbook" which delineates
course work more completely, especially for those programs which have a greater
degree of scope or student choice.

Program I. Basic requirements for the Bachelor of Arts Degree with a major in
English. The student is urged to work under close advisor direction so that
his background in literature will be as wide as possible.

Major Concentration in English:

English: 200, 220 and 328.
Ten additional courses in English (nine on the 300-level) to be chosen
with help of student's advisor.
Allied and Supporting Fields:
Courses to total twenty-four quarter hours to be worked out with the English advisor. Speech 203 is required.

Program II. Basic requirements of program designed specifically for students who intend to teach at the secondary level and need teacher certification.

Major Concentration in English:
*English:* 200, 220, 301, 302 and 328.
Choice of two period surveys in English literature.
Two American literature courses to be chosen from 360, 361, 363, or 364.
Choice of one other American literature course.
English 391—Teaching of English.
Two additional English courses.
Speech 203 is required as a supporting field.

Education Requirements:
See the School of Education section of the Bulletin—“Programs in Secondary Education” and consult the program director in secondary education and the chairman of the English Department.

Program III. Basic requirements of a program designed specifically for students intending to enter careers in communications.

Major Concentration in English:
*English:* 200, 212, 214, 216, 220 and 328.
Three courses to be chosen from 300, 301, 302, or 305.
Four courses in English, American, or Comparative literature.

Allied and Supporting Fields:
Twenty-four quarter hours:
Speech 203—Oral Interpretation is required.
Other courses to be chosen with the aid of the student’s English advisor.

Program IV. Basic requirements in a program designed specifically for students interested in American Studies. This program is in conjunction with the history department, and the student is advised to work closely with both English and history department advisors.

Major Concentration in English:
*English:* 200, 220, and 328.
Six courses in American literature, including 360, 361, and 363.
Four courses in American history to be chosen with help of advisors.

Allied and Supporting Fields:
Twenty-four quarter hours to be chosen with aid of English and history advisors.

Program V. Basic requirements of a program designed for students who intend to do graduate work in English. Details for the possible completion of a combined B.A./M.A. in 4½ years can be found in the “English Department Handbook.”

Major Concentration in English:
*English:* 200, 220, 310, 320, 328, 330, and 340.
Two American literature courses to be chosen from 360, 361, or 363.
Four additional English courses.  
(Seniors maintaining a "B" average in English may register for 400-level English courses as electives, subject to approval of the department chairman.)

**Allied and Supporting Fields:**
Twenty-four quarter hours to be chosen in consultation with the student's advisor.  
Speech 203—Interpretive reading is required.

### SAMPLE PROGRAM IN ENGLISH—PROGRAM 5

<table>
<thead>
<tr>
<th>Freshman Level</th>
<th>Sophomore Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>English: 200, 220, 361</td>
<td>English: 310, 328, 363</td>
</tr>
<tr>
<td>Allied Fields: Speech 203; French: 101, 102, 103</td>
<td>Allied Fields: Art 340, Philosophy 312</td>
</tr>
<tr>
<td>De Paul College: 4 courses</td>
<td>Elective: Geography 316</td>
</tr>
<tr>
<td><strong>Junior Level</strong></td>
<td>De Paul College: 4 courses</td>
</tr>
<tr>
<td>English: 330, 340, 365</td>
<td><strong>Senior Level</strong></td>
</tr>
<tr>
<td>Allied Fields: Art 322, Philosophy 313</td>
<td>English: 329, 351, 369</td>
</tr>
<tr>
<td>Electives: Sociology 201, History 215</td>
<td>Allied Fields: Philosophy 361, Art 346</td>
</tr>
<tr>
<td>De Paul College: 5 courses</td>
<td>Electives: Theology 300, History 329</td>
</tr>
</tbody>
</table>

**COURSES**—All courses carry four hours credit.  
English majors should take English 200 and 220 before entering 300-level literature courses.

1. **101 Fundamentals of Written Communication.** Continual drill in mechanics of grammar and writing of expository papers.  
2. **200 Expository Writing.** Study and practice of various forms of exposition.  
3. **205 Effective Communications: Oral and Written.** Required of ROTC students but open to others. (Cross-listed with MS 205)  
4. **212 Communications Media I.** Major emphasis on newspapers and periodicals.  
5. **214 Communications Media II.** Major emphasis on radio and television.  
6. **216 Communications Media III.** Major emphasis on cinema and the arts.  
7. **220 Understanding Literature.** Literary criticism and explication of selected works from the major literary genres.  
8. **225 Understanding Twentieth Century Fiction.** Analysis of themes and forms of modern fiction.  
9. **300 Advanced Composition.** Developing writing skills, whether expository, argumentative, descriptive, or narrative.  
10. **301 Advanced Theory and Practice of Composition.** Especially for prospective high school English teachers.  
12. **303 English Language Studies For Elementary Teachers.** For Elementary Education majors only.  
13. **305 Creative Writing.** Regular writing of original manuscripts. Critical guidance by an instructor in individual and group discussions.  
14. **310 English Literature to 1500.** Survey from Beowulf to Malory.  
15. **311 Chaucer and Langland.** Selections from major writings of both authors.  
16. **316 Medieval and Tudor Drama.** Drama from *Quem Quaeritis* to pre-Shakespearean works of Heywood, Norton, and Sackville.  
17. **319 Studies in Medieval Literature.** (Check current schedule of classes for specific listing of subject matter to be treated.)  
18. **320 English Renaissance Literature.** Major poets and prose writers, 1500-1660.  
19. **326 Elizabethan and Jacobean Drama.** Textual study of non-Shakespearean drama.  
20. **328 Shakespeare.** Analysis of approximately ten representative plays.  
21. **329 Studies in Renaissance Literature.** (Check current schedule of classes for specific listing of subject matter to be treated.)


339 *Studies in the Restoration and Eighteenth Century.* (Check current schedule of classes for specific listing of subject matter to be treated.)


343 *The Victorian Age.* Detailed study of representative Victorian writers.

345 *Nineteenth Century Novel.* Detailed study of representative novelists.


355 *Modern English Fiction.* Intensive study of a limited number of chief British novelists.

356 *Modern English and Irish Drama.* Discussion of types, techniques, and themes from Shaw to the present.

360 *American Literature to 1830.* The Puritan, Federalist, and pre-Romantic periods.

361 *American Literature, 1830-1890.* The Romantic and Realistic periods, including the Transcendentalists.

363 *American Literature, 1890 to the Present.* Major emphasis on literature before 1930.

364 *Development of the American Novel.* The long prose narrative from the beginnings to the early modern period; special emphasis on the sentimental, romantic, realistic, and naturalistic novel.

365 *Modern American Novel.* Modern American fiction from 1930 to the present.

366 *Twentieth Century American Poetry.* Major trends and representative poets of the modern period.

367 *Afro-American Literature to 1930.* Significant prose and poetry by authors representative of the Black experience as it developed in American society, 1760-1930.
Afro-American Literature, 1930 to the Present. Representative selections of significant prose and poetry by Black authors since 1930.

Studies in Selected American Authors. (Check current schedule of classes for specific listing of subject matter to be treated.)

Contemporary Literary Criticism. Contemporary critical theories and their relation in historical context to problems of literary interpretation and judgement.

Social and Intellectual Backgrounds to American Literature. Study of social and intellectual thinking in relation to the growth of American literature.

Historical Development of a Literary Genre—Short Story, Novel, Poetry, Biography, etc. (Check current schedule of classes for genre to be treated.)

Masterpieces of World Literature I: Beginnings to 1600. Representative authors and works from Homer to Rabelais.

Masterpieces of World Literature II: 1600 to the Present. European literature since the Renaissance, excluding British and American.

Modern European Fiction. Analysis of selected novels including Italian, French, German, and Russian masterpieces in translation.

Comparative Drama I. European drama before 1900 (excluding British).

Comparative Drama II. World Drama since 1900, excluding British and Irish.

Studies in Comparative Literature. (Check current schedule of classes for specific listing of subject matter to be treated.)

Teaching of English. Analysis and criticism of literature for classroom presentation; teaching of language and composition.

Independent Study. Students need written permission of the department chairman.

FACULTY

Chairman: Margaret M. Neville, Ph.D.


Associate Professors: Patricia Ewers, Ph.D.; Rev. Jeremiah Lehane, C.M., Ph.D.; Lavon Rasco, Ph.D.; Frank Sherman, Ph.D.; Rev. John Smith, C.M., M.A.; Frederick L. Tietze, Ph.D.


Instructors: Zahava Dorinson, M.A.; Margaret M. Dougherty, M.A.; Peery Duderstadt, M.A.; William Wengert, M.A.

Lecturers: Edward Aronson, M.A.; Irene Hayes, M.A.; Joseph J. Wydev, M.A.
Geography

Geography as a modern discipline is concerned as much with man as with his planet of residence—and with relationships and analyses at least as much as with description. Hence, the Department of Geography aims to prepare students who analyze not only their physical environment but also the cultural, economic and political relationships between man and that environment. The geography student directs his study of the pattern of distribution on the earth’s surface toward a better understanding of the natural world.

There are several different programs in geography at the University. The curriculum has been designed to: 1) give the undergraduate student majoring in geography several approaches to the scope, techniques, and significance of the discipline; 2) provide students majoring in allied fields with an increasingly important ingredient of their educational training; 3) offer students of non-related disciplines an understanding of those fundamentals of man-earth relationships necessary for an appraisal of current crises and world problems requisite of every concerned citizen; and 4) meet the need of prospective teachers for required course work in the social and natural sciences. For all of these programs the same general kinds of interests and information may be required—but each also requires a unique emphasis in the type of preparation.

PROGRAMS OF CONCENTRATION

All programs include the 72 quarter hour General Education requirement of courses in Philosophy and Religion, Behavioral and Social Sciences, Humanities, and Natural Sciences and Mathematics. These courses are to be selected according to directions given in the De Paul College section of this Bulletin.

Program I. Basic requirements for the Bachelor of Arts Degree with a major in Geography.

Major Concentration in Geography:
- Geography: 100, 101, 106 or 107 or 110, 340 and 395.
- Four additional geography courses selected in consultation with the student’s advisor.

Allied and Supporting Fields:
- A minimum of 44 quarter hours in fields of greatest significance to geography, such as biology, economics, education, history, political science and sociology. Other disciplines may be selected after consultation with the student’s advisor.

Program II. Basic requirements of a program designed for students intending to emphasize the area of urban studies in their program.

Major Concentration in Geography:
- Geography: 100, 101, 106 or 107 or 110, 133, 321, 333, 340 and 395.
- Two additional geography courses chosen in consultation with the student’s advisor.

Allied and Supporting Fields:
- Economics or Sociology or Psychology: 242.
- Economics: 103, 210, and 325.
- Political Science: 103, 104, 302, and 315.
- Sociology: Two of following three courses: 201, 300, or 303.
Two other courses in fields of greatest significance to geography such as biology, economics, history, political science and sociology. Other disciplines may be selected in consultation with the student’s advisor.

Program III. Basic requirements in a program specifically designed for students planning emphasis on earth science.

Major Concentration in Geography:

*Geography*: 100, 101, 106 or 107 or 110, 125, 225, 301, 340, and 395.

Two additional courses selected in consultation with the student’s advisor.

Allied and Supporting Fields:

*Psychology or Sociology*: 242.
*Psychology or Sociology*: 368.
*Mathematics*: 130.
*Philosophy*: 301 or 302.
*Physics*: 110 and 204.
*Chemistry*: 117, 119, 127 or 203, 265, and 267.

Earth Science specialists are strongly recommended to take these courses as part of their De Paul College curriculum requirements: NSM 104, 301, and 302.

Program IV. Basic requirements in a program designed for students who wish to focus on environmental studies.

Major Concentration in Geography:

*Geography*: 100, 101, 106, 110, 225, 301, 340 and 395.

Two additional courses in geography chosen in consultation with the student’s advisor.

Allied and Supporting Fields:

*Biology*: 201 and 315.
*Chemistry*: 117, 119, 127 or 203, 265, 267, and 378.
*Economics*: 103 and 210.
*Psychology or Sociology*: 242.

Environmental specialists are strongly urged to take the following courses as part of their De Paul College curriculum requirements: BSS 119, 120 and 325; NSM 302 and 303.

Program V. Basic requirements in a program for students who are planning to teach geography in the secondary schools and who need teacher certification. A minimum of 48 quarter hours in a major is required for certification.

Major Concentration in Geography:

*Geography*: 100, 101, 106 or 107 or 110, 340, 354 and 395.

Two of three: 125, 225, 301.

One of these: 133, 201, 333, 335, and 370.

Three of following: 124, 311 through to 327.

Education Requirements:

See the School of Education section of the Bulletin—“Programs in Secondary Education” and consult the program director in secondary education and the chairman of the Geography Department.

COURSES—All courses, with the exception of Geography 398, carry four hours credit.

100 The Nature of Geography. Relevant role and concepts of contemporary geography.

78
101 Introduction to Physical Geography. Origin and variety of the natural environment over the earth.

106 Foods, Fibers, Forests and Famine. Fundamental factors affecting the present and future ability of the earth to satisfy the needs of its rapidly expanding population.

107 The Geography of Manufacturing. Origin and development of industrial regions, industrial location theory, and transportation industries.

110 The Geography of Man and His Culture. Global distribution of man and the cultural features with which he is associated.

124 The United States and Canada: A Geographic Survey. Major themes in the physical, economic and human geography of the United States and Canada.

125 Elements of Geology. Natural forces shaping the earth’s surface, including a historical perspective of its past.

133 Introduction to Urban Geography. Basic concepts and principles necessary for an understanding of the spatial factors involved in city structure.

201 Geography of World Affairs. Basic understanding of the international problems of today based upon analyses of their geographic backgrounds. (Cross-listed with MS 201.)

225 Weather, Climate and Man. Atmospheric elements and of the relationship between climatic conditions and human activity.

301 Introduction to Oceanography. Formation and exploration of the oceans and their political and economic significance.

Courses from 311 through 327 are detailed regional appraisals of the geographic phenomena within the area considered. Stressed is the complex of cultural and physical features—their nature, distribution and interrelationship significant to the population. Global interest in and concern with the various countries is developed through analyses of their principal problems, including population density and composition, economic development, and international relationships.

311 Patterns of the Pacific.
312 Arab Africa and the Middle East.
313 Black Africa, A Continent in Transition.
314 India, Pakistan, and Southeast Asia.
315 The Far East.
316 Western Europe.
317 Eastern Europe and the Soviet Union.
321  The Chicago Metropolitan Area. Extensive field trips make possible on-the-spot study of local phenomena of major importance in analyzing Chicago's urban geography. (Transportation fee required.)

322  Eastern United States and Canada.
323  Western United States and Canada.
326  Man and Land in the Caribbean.
327  Man and Land in South America.
333  City Problems and Planning. Development of cities as geographic forms and the role of City Planning in preventing or solving urban problems.

335  Political Geography. Basic factors influencing man's political organization of space.

340  Maps and Man. Preparation and interpretation of maps, charts, and globes and their vital importance in the modern world. (Cross-listed with MS 340.)

354  Contemporary Methods in the Teaching of Geography. Unique role of geography for teachers in elementary and secondary schools. (May be taken for education credit as Education 354.)

370  Recreational Geography. Changing use and management of recreation facilities in the rural and urban landscape. Stresses principles of recreation location via fieldwork.

395  Seminar in Selected Topics. Upper-division seminar concerned with the study of selected geographic problems. (Prerequisite: Geography 100 and/or consent of the instructor.)

398  Independent Reading and Research. Intensive study of a topic of special interest. Private conferences with instructor of supervised reading and research. Variable credit. (Prerequisites: Junior or Senior standing and consent of the instructor.)

FACULTY

Chairman: Richard J. Houk, Ph.D.
Professor: Richard J. Houk, Ph.D.
Assistant Professors: Donald R. Dewey, M.A.; Jane E. Ratcliffe, Ph.D.;
Gerald W. Ropka, M.A.
Instructor: Vernon Prinzing, M.A.
Lecturers: Joann Bray, M.A.; Lorin R. Contescu, Ph.D.; Pierre de Vise, M.A.; Diane Korling, M.S.; Albert J. Larson, Ph.D.
History

The Department of History offers the student an opportunity to participate in and investigate the procedures and methods of historical study through lectures, discussions, research, and the writing of history. In general, all programs offered by this department are intended to provide a broad acquaintance with the past experience of human society, and can meet the needs of students who are looking for a cultural background in professions and vocations other than history, as well as those who plan a career within the field of history.

The study of history can serve a number of purposes. To some it is a kind of science through which we can learn how to avoid repeating the “mistakes” of the past, build a better present, and look forward to a brighter future. To others it is a method of deriving a “true” picture of the past from the vast amount of documentary materials available to historians. To still others it is a pleasurably means of enriching the intellectual life and developing the potential of those who pursue it. To many it might have all of these purposes, or even different ones, such as using it to become a professional historian or teacher of history.

But all conceivable purposes for the study of history have one thing in common: they concentrate on man in society. It is possible to emphasize either man or society in exercising this concentration, that is, to think of man primarily as an individual or primarily as a collection of individuals. The Department of History in keeping with the general aims and purposes of the University, has chosen to treat history as a humanistic study in which man as an individual is more important than the collective man. However, the department does present to its students the differing interpretations of the past which various historians have developed over the years, so that those who study history at De Paul University learn to appreciate the fact that the most human element in history is the historian.

To provide for the various personal and professional objectives of its students the department offers three programs of concentration.

PROGRAMS OF CONCENTRATION

All programs include the 72 quarter hour General Education requirement of courses in Philosophy and Religion, Behavioral and Social Sciences, Humanities, and Natural Sciences and Mathematics. These courses are to be selected according to directions given in the De Paul College section of this Bulletin.

Program 1. Basic requirements for the Bachelor of Arts Degree with a major in History. This program is designed for students who are planning to earn advanced degrees in history, and those who want to major in history for personal development.

Major Concentration in History:

A three-course sequence chosen from category (a) below. (Courses 210, 211, and 212 should be selected by those who plan to earn advanced degrees in history.)

A three-course sequence chosen from one of the categories (b) through (k) below.

Five additional courses from categories (b) through (k), with no more than one course in a single category.

Course 397, which may be taken only during the senior year.

Allied and Supporting Fields:

Four courses: Political Science.
Two courses: Geography.

Two additional courses from: Economics, Sociology, or Literature (English, French, German, or Spanish).

Electives:
Twenty eight quarter hours chosen in fields other than history or the allied fields. These courses may be selected from any offerings of the University for which the student is qualified.
Those who expect to earn advanced degrees in history and who have had less than four years of a modern language in high school, are advised to take French, German, or Spanish through Course 106. Students are placed in a language sequence on the basis of their high school language backgrounds. (See Department of Modern Languages section in the Bulletin for the placement guide.)

Program II. Basic requirements for the Bachelor of Arts Degree specifically for those students planning a major in history and certification for teaching in secondary schools. A minimum of 48 quarter hours in the major is required for certification.

Major Concentration in History:
A three-course sequence chosen from category (a) below.
Eight additional courses chosen from categories (b) through (k) below, with no more than one course in each category and at least one of which must be in United States History.
History 397, which may be taken only during the senior year.

Education Requirements:
See the School of Education section of the Bulletin—"Programs in Secondary Education" and consult the program director in secondary education and the chairman of the History Department.

Program III. Basic requirements for the Bachelor of Arts Degree for those students who want an inter-disciplinary major concentration.

Major Concentrations in History and Literature:
Eight courses chosen from either African, American, European, or Latin American History, of which no more than three may be at the 200-level.
Four courses in literature corresponding to the area of specialization.

Allied Fields and Supporting Areas:
Eight courses related to the group of history courses in the major concentration chosen from the offerings of the Departments of Geography, Political Science, or Sociology. No more than four of the supporting courses may be chosen also from a field of literature.

Electives:
Any seven courses for which the student is qualified except history, literature, or the supporting fields.

COURSE CATEGORIES
(a) Survey courses: 201, 202, 203, 210, 211 and 212; or 213, 214 and 215; or 216, 217 and 218; or 222, 223 and 224.
(b) Early European: 320, 321, 329, 330 and 331.
(c) Later European: 331, 332, 333, 334 and 335.
(d) European National and Regional: 355, 356, 357, 358 and 359.
(e) English History: 328, 343, 344, 345 and 346.
(g) Early American: 370, 371, 372 and 373.
(h) Later American: 373, 374, 375 and 376.

**COURSES**—All courses carry four hours of credit.

201  Ancient History: Middle East and Egypt.
202  Ancient Greece: Pre-Mycenaean Period to Alexander.
203  Ancient Rome: Foundation of Rome to Justinian.
210  Western Civilization, to 1500.
211  Western Civilization, 1500 to 1715.
212  Western Civilization, 1715 to Present.
213  United States History, 1607 to 1824.
214  United States History, 1824 to 1890.
215  United States History, 1890 to Present.
216  Afro-American History, to 1750.
218  Afro-American History, since 1860.
221  Studies in Medieval Christian Thought.
222  African History, to 1650.
223  African History, 1650-1870.
224  African History, since 1870.
240  History of Physical Science. (Cross-listed with Physics 240 and Honors 240.)
304  Topics in African History.
320  Early Medieval History, 284-1000.
321  Later Medieval History, 1000-1450.
328  English Constitutional History to 1485.
329  The Renaissance, 1400-1650.
330  The Protestant Reformation, 1450-1648.
331  Old Regime in Europe, 1648-1789.
332  French Revolution and Napoleon, 1789-1815.
333  Europe From Metternich to Bismarck, 1815-1870.
334  Europe in the Age of German Ascendancy, 1870-1914.
335  Europe since 1914.
343  England Under the Tudors, 1485-1603.
344  England Under the Stuarts, 1603-1714.
345  Modern Britain, 1715-1870.
346  Modern Britain, since 1870.
355  History of Russia to 1905.
356  History of Russia, since 1905.
357  History of Spain and Portugal.
358  History of Eastern Europe, since 1900.
359  History of the Balkan Peninsula, since 1900.
360  Anarchism and Radical Humanism. (Cross-listed with Honors 360.)
361  Colonial Institutions in Latin America.
362  Revolutionary Period in Latin America.
363  Republics of Latin America.
364  Dictators and Caudillismo in Latin America.
365  History of Mexico: Colonial Period to Present.
366  Inter-American Cooperation, 1826 to Present.
367  The United States and The Caribbean.
370  United States: Colonial Foundations to 1760.
373  United States: Civil War and Reconstruction, 1860-1877.
374  United States: Emergence of Modern America, 1877-1914.
376  United States, since 1945.
377  United States Social and Intellectual History to 1800.
378  United States Social and Intellectual History in the 19th Century.
United States Social and Intellectual History in the 20th Century.
United States Constitutional History to 1815. (Cross-listed with Political Science 380.)
United States Constitutional History, 1815-1920. (Cross-listed with Political Science 381.)
United States Constitutional History since 1920. (Cross-listed with Political Science 382.)
United States Foreign Relations, 1783-1860. (Cross-listed with Political Science 383.)
United States Foreign Relations, 1860-1914. (Cross-listed with Political Science 384.)
United States Foreign Relations since 1914. (Cross-listed with Political Science 385.)
Intellectual Thought of the Black Man.
The Black Religiousists.
Topics in Afro-American History.
History of Immigration and Minorities in the United States.
American Political Parties.
The Harlem Renaissance.
Coordinating Seminar. Open only to seniors majoring in history.
Independent Study. (Prerequisites: Junior standing; approval of instructor and chairman.)

FACULTY
Chairman: Robert F. Fries, Ph.D.
Associate Professors: Donald J.Abramoske, Ph.D.; Albert Erlebacher, Ph.D.;
Bernadine S. Pietraszek, Ph.D.; Sholom S. Singer, Ph.D.; Cornelius Siepel, Ph.D.; Arthur W. Thurner, Ph.D.
Assistant Professors: Robert Garfield, Ph.D.; Ben Richardson, B.A., S.T.B.
Instructor: Joseph Viditch, M.A.
Lecturers: Joseph Franklin, M.A.; Edwin J. Harrington, M.A.; Joseph T.
Keenan, M.A.; James P. Martin, M.A.
Mathematics

The Department of Mathematics endeavors 1) to provide a sound mathematical background for a variety of personal as well as career interests in mathematics; and 2) to meet the mathematical needs of students in the physical, biological, behavioral, and management sciences.

PLACEMENT

The Department of Mathematics believes that all students should be placed into the program at the proper level of competency, and that in cases of doubt the student should move ahead rather than back. Four years of high school mathematics is ideal preparation for entry into Mathematics 150. However, students with three years of high school mathematics will normally succeed in Mathematics 150 if their background includes some algebra beyond the first high school year.

PROGRAMS OF CONCENTRATION

All programs include the 72 quarter hour General Education requirement of courses in Philosophy and Religion, Behavioral and Social Sciences, Humanities, and Natural Sciences and Mathematics. These courses are to be selected according to directions given in the De Paul College section of this Bulletin.

A detailed guide to programs in mathematics, titled "Programs in Undergraduate and Graduate Mathematics," is available upon request from the Department of Mathematics.

Program I. Basic requirements for either a Bachelor of Arts or a Bachelor of Science Degree with a major in Mathematics.

Major Concentration in Mathematics:

Mathematics: 150, 151, 152, and 220.
Eight other mathematics courses which, with the exception of 210, 211, 295 and 296, must be at the 300-level.

Allied and Supporting Fields:
No specific allied field requirements for a Bachelor of Arts Degree in Mathematics are required.
Students must earn at least 24 quarter hours in biology, chemistry, and physics for a Bachelor of Science Degree in Mathematics.

Program II. Basic requirements of a program designed for students who wish to concentrate in Computational Mathematics.

Major Concentration in Mathematics:


Program III. Basic requirements for a Bachelor of Arts or a Bachelor of Science Degree for students who desire to teach mathematics on the secondary level and need certification.

Major Concentration in Mathematics:

Mathematics: 149, 150, 151, 152, 220, 310, 311, 320, 321, 330, 331, 351, and 352.

Allied and Supporting Fields:
No specific allied field requirements for the Bachelor of Arts Degree are required. Students must earn at least 24 quarter hours in biology, chemistry, and physics for the Bachelor of Science Degree.
Education Requirements:
See the School of Education section of the Bulletin—“Programs in Secondary Education” and consult the program director in secondary education and the chairman of the Department of Mathematics.

Program IV: Basic requirements of a program designed for students who intend to continue on into Graduate School.

Major Concentration in Mathematics:

Allied and Supporting Fields:
Students planning to pursue the Ph.D. Degree in Mathematics are advised to take a three-course sequence in French, German, or Russian.

SAMPLE PROGRAM IN MATHEMATICS—PROGRAM I

<table>
<thead>
<tr>
<th>Freshman Level</th>
<th>Sophomore Level</th>
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<tbody>
<tr>
<td>Mathematics: 150, 151, 152</td>
<td>Mathematics: 220, 330, 331</td>
</tr>
<tr>
<td>Electives: 3 courses</td>
<td>Electives: 4 courses</td>
</tr>
<tr>
<td>De Paul College: 5 courses</td>
<td>De Paul College: 4 courses</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Junior Level</th>
<th>Senior Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics: 310, 311, 312</td>
<td>Mathematics: 365, 351, 352</td>
</tr>
<tr>
<td>Electives: 4 courses</td>
<td>Electives: 4 courses</td>
</tr>
<tr>
<td>De Paul College: 4 courses</td>
<td>De Paul College: 5 courses</td>
</tr>
</tbody>
</table>

COURSES—All courses carry four hours credit, unless otherwise specified.

101 Introduction to College Algebra: Elementary algebra; formal properties of the real number system. (No prerequisite)

110 Elementary Mathematics for Teachers I: Properties of natural numbers; mathematical induction; place systems of numeration. (No prerequisite)

111 Elementary Mathematics for Teachers II: Decimal representations; irrational numbers; completeness property; real line. (Prerequisite: 110)

130 College Algebra: Equations and inequalities; functions and graphs; coordinate systems; systems of equations; complex numbers; polynomials. (Prerequisite: 101 or consent of Department)

131 Elementary Functions: Rational, exponential, logarithmic, and trigonometric functions; analytic geometry of the plan. (Prerequisite: 130 or consent of Department)

149 Introduction to Computer Programming: (1 qtr. hr. credit). Computer language; program writing; input/output procedures. (Prerequisite: concurrent enrollment in 150 or consent) Laboratory fee: $15.00.

150 Calculus I: Concept of limit and derivative; extrema of functions; curve sketching; convexity; inverse functions; continuity. (Prerequisite: 131 or three years of high school mathematics)

151 Calculus II: Definite and indefinite integral; volume, arc length, trigonometric functions and their inverses; logarithmic and exponential functions. (Prerequisite: 150; Computer-assisted sections require 149 and 150) Laboratory fee: $15.00 for computer-assisted sections.

152 Calculus III: Methods of integration; polar coordinates; infinite series, Taylor's formula, tests for convergence; l'Hospital's rule. (Prerequisite: 151; Computer-assisted sections require computer-assisted sections of 151) Laboratory fee: $15.00 for computer-assisted sections.

210 Calculus IV: Analytic geometry of three dimensional space; partial differentiation; maxima and minima; Taylor series of several variables; double integration. (Prerequisite: 152)

211 Differential Equations: Multiple integration; surface area; jacobians; differential equations including separable, homogeneous and exact 1st order equations, linear equations with constant coefficients, LaPlace transforms. (Prerequisite: 210)

220 Linear Algebra: Vectors in space; equations of lines and planes; matrices; linear independence; linear transformations; determinants. (Prerequisite: 152)
242 **Elements of Statistics.** Finite probability; distributions and expectations of random variables; sampling; hypothesis testing; least squares and regression. (Prerequisite: 131 or consent of Department)

295 **Methods of Theoretical Physics I.** Cross-listed with Physics 295. (Corequisites: 210 or 220 and Physics 276)

296 **Methods of Theoretical Physics II.** Cross-listed with Physics 296. (Corequisite: 211; Prerequisite: 295)

301 **History of Mathematics.** Specific content varies. (Prerequisite: 220).

303 **Foundations of Mathematics.** (Prerequisite: consent of Department)

310 **Algebra I.** Prime number; binary operations; equivalence relation; congruences. (Prerequisite: 152 or consent of Department)

311 **Algebra II.** Group; isomorphism; theorems of Lagrange and Cayley; homomorphism; kernel. (Prerequisite: 310)

312 **Algebra III.** Rings, ideals, fields, and quotient fields; extension fields. (Prerequisite: 311)

320 **Geometry I.** Incidence and separation properties of plane; congruence; parallel postulate; area theory; rules and compass construction. (Prerequisite: 220)

321 **Geometry II.** Riemannian and hyperbolic geometry; metric axioms; triangles and angle sums; consistency of hyperbolic postulates. (Prerequisite: 320)

330 **Advanced Calculus I.** Vector functions; tangent vectors; curvature and normal vectors; gradient and directional derivative; extrema of functions of several variables; Fourier series. (Prerequisite: 220)

331 **Advanced Calculus II.** Multiple integration and applications; line and surface integrals; Green's and Stoke's theorems; derivatives of complex functions. (Prerequisite: 330)

340 **Introductory Computer Science.** Programming language; concept of algorithm; relation between programming and formulation of problems. (Prerequisite: 152) Laborary fee: $15.00. (Computers are used in this course.)
341 Numerical Methods in Analysis. Conceptual aspects of approximation; computation of integrals and derivatives; interpolation; solving ordinary differential equations. (Prerequisites: 340 and either 211 or 330) Laboratory fee: $15.00. (Computers are used in this course.)

342 Numerical Methods in Algebra. Solutions of linear equations; inverting matrices; computing rank of matrix, bases for dual spaces, orthogonal complements and determinants. (Prerequisites: 340 and 220). Laboratory fee: $15.00. (Computers are used in this course.)

344 Assembly Language. Symbolic coding and introduction to assembly language. Linkage of FORTRAN main program to assembly language subroutine. Digital representation of data. Multi-precision numbers in binary and decimal form. Linked lists. (Prerequisite: 340) Laboratory fee: $15.00 (Computers are used in this course.)

345 Data Structures. Study of strings and arrays; decks; queues; linear and orthogonal lists; stacks; representation of trees and graphs; ordering and searching techniques. (Prerequisite: 344) Laboratory fee: $15.00. (Computers are used in this course.)

346 Advanced Numerical Analysis. Solution of ordinary differential equations. Runge-Kutta methods; multistep methods; predictor-corrector methods; numerical solution of boundary value problems. Solution of partial differential equations. Finite difference methods; determination of grids; derivation of difference equations. (Prerequisite: 341) Laboratory fee: $15.00 (Computers are used in this course.)

351 Probability and Statistics I. Probability spaces; random variables and distributions; Chebyshev's inequality; law of large numbers; Poisson distributions; gamma and normal distributions. (Prerequisite: 152)

352 Probability and Statistics II. Random multivariate; sampling distributions; theory of estimation. (Corequisites: 351 and Mathematics 210 or 330).

353 Probability and Statistics III. Testing of hypothesis; regression, selected topics such as analysis of variance, order statistics, Markov processes. (Prerequisite: 352)

354 Statistics in the Computer Age. Descriptive statistics; statistical inferences; statistics and the computer; Monte Carlo methods, time series—theory and numerical treatment. (Prerequisites: 340 and 351) Laboratory fee: $15.00. (Computers are used in this course.)

355 Stochastic Processes. Markov chains; branching processes; Poisson process, queueing theory, and telephone traffic problems; Brownian motion. (Prerequisite: 351)

365 Introductory Analysis. Construction of real numbers by Dedekind cuts; least upper bounds; topology of line and plane; continuity. (Prerequisite: 152)

366 Complex Analysis. Complex functions; complex differentiation and integration; series and sequences of complex functions. (Prerequisites: 330 and 365)

368 Advanced Differential Equations. (Prerequisite: 331)

370 Applied Linear Algebra. Spectral theorem for self-adjoint operators in finite-dimensional inner product spaces; techniques for computation of eigenvalues and their applications to physics, statistics, and other fields. (Prerequisite: 220)

371 Topics in Algebra. (Prerequisite: 311 or consent of Department)

380 Introduction to Topology. Definition of topological space, open and closed sets, boundaries, subspaces; continuous mappings. Separation axioms, axioms of countability, metric spaces. Products and quotients. Induced and coinduced topologies. Connected and compact spaces. (Prerequisite: 365)

381 Differential Geometry. (Prerequisite: 331 or consent of Department).

395 Methods of Theoretical Physics III. (Prerequisite: 296) Cross-listed with Physics 395.

399 Independent Study. (Prerequisite: consent of Chairman) Variable credit.

FACULTY

Acting Chairman: Michael Wichman, Ph.D.

Professors: Jacob Towber, Ph.D., on leave; Stephen Vagi, Ph.D.

Associate Professors: J. Marshall Ash, Ph.D.; Alphonse Buccino, Ph.D., on leave; Constantine Georgakis, Ph.D.; Jerry Goldman, Ph.D.; Walter Pranger, Ph.D.; Yuen-Fat Wong, Ph.D.

Assistant Professors: Susanna Epp, Ph.D.; Lawrence Gluck, Ph.D.; Sigrun Goes, Ph.D.; Glenn Lancaster, Ph.D.; Everett McClane, M.S.; Robert Ogden, Ph.D.; Arthur Svoboda, M.S.; Michael Wichman, Ph.D.

Instructor: William Griffeth, M.S.
Military Science

The Military Science Department provides interested students the opportunity to prepare themselves for meaningful service to the community as leaders of the Nation's Armed Forces and other social institutions. Students are provided the opportunity for added personal growth and development through the study and practice of human interactions in the leadership and management processes.

The aims of the Department are threefold:

1) To disseminate and advance knowledge in the field of military science, to develop flexible and creative habits of mind, an understanding of the importance of inter-personal communications in the exercise of leadership, and an appreciation for the requirement for national defense.

2) To engage in preprofessional studies which enhance the student's progression in the continuing officer education program and which provide for effective officer service in the initial professional experience.

3) To pursue professional studies which create and develop a strong sense of personal integrity, honor, responsibility, and duty which reinforces the fundamental understanding of the concept of commitment to honorable service to the community.

EDUCATIONAL AND PROFESSIONAL GOALS

The ROTC student strives for the dual goal of an academic degree in a discipline of his choice and a commission as a Second Lieutenant.

Military Science programs are offered through an arrangement between the University and the Army which provides students an opportunity to become officers in the Army of the United States. Students demonstrating exceptional aptitude and unique motivation for military careers may be designated Distinguished Military Students and be offered a commission in the Regular Army.

PROGRAM OF CONCENTRATION

The curriculum consists of a combination of department offerings and selected courses from other departments in the College of Liberal Arts and Sciences essential to the pre-commissioning education of an Army Officer.

Major Concentration in Military Science—Basic Requirements for Commission:

**Freshman Level:** Military Science 111, 112, and 205.

**Sophomore Level:** Military Science 212, 221, and 340.

**Junior Level:** Military Science 310, 312, and 321.

A four-quarter course of particular interest and value to military service. Must be outside major discipline and approved by counselor.

**Senior Level:** Three from Military Science 201, 311, 314, 315, 399.

A four-quarter course of particular interest and value to military service. Must be outside major discipline and approved by counselor.

**Elective:**

**Senior Level:** Flight Training. (Prerequisites: ROTC student who has completed Junior Year requirements; approval by department chairman.)

**Notes:**

1) All ROTC students are required to enroll in Military Science 116 each quarter.

2) Successful completion of ROTC basic camp before enrollment satisfies
the requirement for the military subjects offered during the freshman and sophomore year.

3) Course substitutions may be authorized by department chairman.

Extracurricular:

These activities are organized and programmed so as to augment the student's formal instruction with additional learning experiences, challenges, and opportunities in the field of military science: Inter-collegiate exhibition drill team; Inter-collegiate small-bore rifle marksmanship team; Supplementary Proficiency Training Unit.

COURSES

MS 111 U.S. Defense Establishment. Organization and function of U.S. Defense Establishment to include a survey of history and missions of the U.S. Armed Forces. 4 hours.

MS 112 Introduction To Leadership. Leadership theory, behavior styles, leader selection, leadership case studies. 2 hours.

MS 116 Applied Leadership. Practice in the exercise of command and staff coordination. Non-credit.

MS 201 Geography of World Affairs. (Cross-listed with Geography 201.) See Geography section for description. Variable credit.

MS 205 Effective Communications: Oral and Written. (Cross-listed with English 205.) Study and application of basic composition, writing and public speaking techniques for the development of the student's communications proficiency. 4 hours.

MS 212 Advanced Leadership. Group formation, processes, solidarity, spirit, motivation, morale, discipline, and an analysis of senior-subordinate relations. 2 hours.

MS 221 World Military History To 1800. Evolution of the Principles of War and the effect of the great captains and theorists on military thought. 2 hours.

MS 310 Military Management. Principles and techniques of military management. 2 hours.

MS 311 Leadership Seminar. In-depth study and analysis of contemporary leadership problems. 2 hours.

MS 312 Leadership Studies. Application of principles of leadership to a typical leadership problem situations and case studies. 2 hours.

MS 315 Advanced Military Management. Application of the principles of management in solving selected problems of command. 2 hours.

MS 321 U.S. Military History. Evolution of the U.S. Defense establishment with emphasis on technological and organizational development and its role in armed conflict. 2 hours.

MS 340 Maps and Man. (Cross-listed with Geography 340.) See geography section for description. 4 hours.

MS 397 Flight Training I. Ground Instruction. The theory of flight, meteorology, flight safety procedures, navigation and radio, and Federal Aviation Regulations (35 actual hours). Conducted at nearby civilian flight training facility. Non-credit.

MS 398 Flight Training II. Flight Instruction. Practical training in aircraft operation and cross-country flying in preparation for an FAA private pilot license examination (36½ actual hours). Conducted at nearby civilian flight training facility. Non-credit.

MS 399 Independent Study. Individual research and study of selected military, geopolitical, sociological, or legal problems relating to the exercise of command. (Prerequisite: Consent of chairman.) Variable credit: 1 to 4 hours.

FACULTY

Chairman: Lieutenant Colonel Ralph R. Drake
Professor: Lieutenant Colonel Ralph R. Drake.

Assistant Professors: Major Robert K. Bernard; Major Willie E. Little; Captain Stephan M. Gallagher; Captain James W. Pardew; Captain Charles R. Backlin; Captain Forest D. Lanning.
Modern Languages

The individual student should consider the study of a modern foreign language for its potential contribution to liberal education as well as for its practical use. The student who acquires a second language acquires a new channel of communication and, in the process, discovers new avenues of thinking and develops an insight into the thoughts and feelings of people of non-English speech. As the student's abilities to understand and read the new language develop, a gradually deepening knowledge of the people who use it, of their customs and institutions, and of the significant features of their country (geography, economics, politics, history, literature, music, and art) can lead to a lifelong enjoyment and, in addition, give a better perspective on American culture.

The purposes of the programs in French, German, and Spanish are to develop the ability to speak, understand, read, and write the languages and to stimulate an appreciation of their major authors and the civilization of the country. The 100-level courses aim to provide the student with a working knowledge of a foreign language. A major program in French, German or Spanish provides a student with a strong liberal arts major. Such a major enables a student to understand the life and culture—past and present—of an important segment of Western civilization. A major program qualifies the student to teach the language at the secondary level or with the foundation necessary for graduate study in a variety of fields. In addition, there are many positions in business, government and industry requiring skill in foreign languages.

PLACEMENT GUIDE

Language majors, students using language as an allied field, and even those students who are intending to study only the more elementary courses should begin their studies in accordance with the following guide:

One year of high school language. Begin with 102 or 103 on advisor's approval.

Two years of high school language. Begin with 104.

Three years of high school language. Begin with 105 or 106 on advisor's approval.

Four years of high school language or a more extensive background. Begin with 200 or 300-level course chosen in consultation with an advisor.

Consultation with the student advisor or placement tests can have, as a result, a readjustment of this guide (either forward or backward) to the individual competencies of the student.

Allied and supporting fields, to be chosen in consultation with departmental advisors, can and should cover a very broad spectrum. The choice of history, art or music would constitute a strong program in the field of humanities. A combination of a language major with English as an allied field (or vice versa) leads toward a program of comparative literature. Philosophy (particularly for French or German majors) and Sociology (for Spanish majors) offer an excellent academic program. Choosing courses in the Department of Economics or in the School of Commerce for an allied field would provide yet another rewarding combination.

PROGRAMS OF CONCENTRATION

All programs include the 72 quarter hour General Education requirement of courses in Philosophy and Religion, Behavioral and Social Sciences, Humanities,
and Natural Sciences and Mathematics. These courses are to be selected according to directions given in the De Paul College section of this Bulletin.

**Program I. Basic requirements for a Bachelor of Arts with a major in French or German or Spanish.**

A) **Major Concentration in French:**
   
   Six or more courses in French at the 300-level.

B) **Major Concentration in German:**
   
   German: 104, 105, 106, 201, 202, 203, and 346.
   Six more courses in German at the 300-level.

C) **Major Concentration in Spanish:**
   
   Six or more courses in Spanish at the 300-level.

**Note:**

The first nine courses in all three languages are structured to be taken sequentially. In consultation with departmental advisors, however, after the 106 level (or 105 if warranted by excellent performance) any advanced course can be taken in any order. All 300-level courses may be taken concurrently with 200-level courses. Two courses, 346 and 348, are offered in common for all three languages.

**Allied and Supporting Fields:**

Allied and supporting fields are to be chosen in consultation with the departmental advisor.

**Program II. Basic requirements for a Bachelor of Arts for students who wish to teach on the secondary level and who need certification. A minimum of 48 quarter hours in a major is required for certification.**

**Major Concentration in a Modern Language:**

Modern Languages 104, 105, 106, 201, 202, 203, and 348.
Six more modern languages courses at the 300-level.

**Note:**

Students graduating in this program from the School of Education must have 48 quarter hours to qualify for certification in the State of Illinois. Courses 104, 105, and 106, provided they are taken before any of the advanced level courses, are included in this requirement of 48 quarter hours. Otherwise, the student must take two additional advanced courses. Modern Languages 346 is strongly recommended for students in this program.

**Education Requirements:**

See the School of Education section of the Bulletin—“Programs in Secondary Education” and consult the program director in secondary education and the chairman of the Department of Modern Languages.

**SAMPLE PROGRAM IN MODERN LANGUAGE**

<table>
<thead>
<tr>
<th>Freshman Level</th>
<th>Sophomore Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language: 104, 105, 106</td>
<td>Language: 201, 202, 203</td>
</tr>
<tr>
<td>Allied Fields &amp; Electives: 2 courses</td>
<td>Allied Fields &amp; Electives: 3 courses</td>
</tr>
<tr>
<td>De Paul College: 6 courses</td>
<td>De Paul College: 5 courses</td>
</tr>
<tr>
<td>Junior Level</td>
<td>Senior Level</td>
</tr>
<tr>
<td>--------------</td>
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</tr>
<tr>
<td>Language: 346 &amp; 3 courses of choice</td>
<td>Language: 3 courses of choice</td>
</tr>
<tr>
<td>Allied Fields &amp; Electives: 3 courses</td>
<td>Allied Fields &amp; Electives: 6 courses</td>
</tr>
<tr>
<td>De Paul College: 4 courses</td>
<td>De Paul College: 3 courses</td>
</tr>
</tbody>
</table>

**COURSES**—Offered in all three languages. All courses carry four hours credit.

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>101</td>
<td>Basic I</td>
</tr>
<tr>
<td>102</td>
<td>Basic II</td>
</tr>
<tr>
<td>103</td>
<td>Basic III</td>
</tr>
<tr>
<td>104</td>
<td>Intermediate I</td>
</tr>
<tr>
<td>105</td>
<td>Intermediate II</td>
</tr>
<tr>
<td>106</td>
<td>Intermediate III. (One section of German 106 concentrates on scientific German.)</td>
</tr>
<tr>
<td>201</td>
<td>Grammar. Intensive review and advanced grammar.</td>
</tr>
<tr>
<td>202</td>
<td>Composition. Difficult expository prose.</td>
</tr>
<tr>
<td>203</td>
<td>Spoken. Spoken idiom.</td>
</tr>
</tbody>
</table>

**COURSES IN SPECIFIC LANGUAGES**

**FRENCH**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>204</td>
<td>French Stylistics.</td>
</tr>
<tr>
<td>301</td>
<td>Introduction to French Literature I. Middle Ages to 1700.</td>
</tr>
<tr>
<td>302</td>
<td>Introduction to French Literature II. 1700-1850.</td>
</tr>
<tr>
<td>303</td>
<td>Introduction to French Literature III. 1850 into 20th Century.</td>
</tr>
<tr>
<td>304</td>
<td>French Civilization. Intellectual, political, social backgrounds.</td>
</tr>
<tr>
<td>305</td>
<td>Renaissance. LaPleiaide, Rabelais, Montaigne, Marguerite de Navarre.</td>
</tr>
<tr>
<td>306</td>
<td>The Age of Louis XIV. Classical period 1660-1700.</td>
</tr>
<tr>
<td>307</td>
<td>The Age of Enlightenment. Contributions of 18th Century French thinkers to the history of ideas.</td>
</tr>
<tr>
<td>308</td>
<td>Romanticism. Lamartine, Hugo, Vigny, Musset.</td>
</tr>
<tr>
<td>309</td>
<td>Realism and Naturalism. Fiction of Maupassant, Daudet, Zola; theater of Becque, Cure, Brieux.</td>
</tr>
<tr>
<td>310</td>
<td>Development of French Fiction. From the 16th Century to today.</td>
</tr>
<tr>
<td>311</td>
<td>French Novel of the 17th and 18th Centuries. Mme. de La Fayette, Prevost, Marivaux, Diderot.</td>
</tr>
<tr>
<td>313</td>
<td>Contemporary Novel. Queneau, Robbe-Grillet, Sarragne, Buteo, Vian.</td>
</tr>
<tr>
<td>314</td>
<td>French Theater I. Corinne, Moliere, Racine.</td>
</tr>
<tr>
<td>315</td>
<td>French Theater II. Marivaux, Beaumarchais, Hugo, Musset.</td>
</tr>
<tr>
<td>317</td>
<td>Contemporary Theater. Atouilh, Genet, Ionesco, Arrabal.</td>
</tr>
<tr>
<td>318</td>
<td>Introduction to French Poetry. Forms and content.</td>
</tr>
<tr>
<td>320</td>
<td>Contemporary French Poets. Senghor, Cesaire, Valery, Brassens, Char.</td>
</tr>
<tr>
<td>321</td>
<td>The World of Marcel Proust.</td>
</tr>
<tr>
<td>322</td>
<td>Introduction to French Theater. Forms and content.</td>
</tr>
<tr>
<td>323</td>
<td>The Surrealist Revolution. Nerval, Lautreamont, Breton, Desnos, Aragon, Vildrac, films of Man Ray and Bunuel.</td>
</tr>
<tr>
<td>324</td>
<td>The World of Balzac.</td>
</tr>
<tr>
<td>325</td>
<td>Contemporary French Writers. Aimé, Vian, Le Clezio, Damas, Cottet.</td>
</tr>
<tr>
<td>326</td>
<td>Moliere.</td>
</tr>
</tbody>
</table>

**GERMAN**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>301</td>
<td>Introduction to German Literature I. From origins to 1600.</td>
</tr>
<tr>
<td>302</td>
<td>Introduction to German Literature II. From 1600-1850.</td>
</tr>
<tr>
<td>303</td>
<td>Introduction to German Literature III. From 1850 to present.</td>
</tr>
<tr>
<td>304</td>
<td>Drama of the Classical Period. Lessing, Goethe, Schiller.</td>
</tr>
<tr>
<td>305</td>
<td>Drama of the 19th Century. Büchner, Grabbe, Hebbel, Grillparzer.</td>
</tr>
<tr>
<td>307</td>
<td>German Prose I. From 1600 to Goethe.</td>
</tr>
<tr>
<td>308</td>
<td>German Prose II. From the Romantic to the Realistic Periods.</td>
</tr>
<tr>
<td>309</td>
<td>German Prose of the 20th Century. Kafka, Hesse, T. Mann, Boll, Grass.</td>
</tr>
<tr>
<td>310</td>
<td>The Novelle. From Goethe to Grass.</td>
</tr>
</tbody>
</table>
311 German Poetry. From the Baroque to Hölderlin.
312 German Poetry. From Romanticism to the present.
313 Goethe's Faust. Part I and selected passages from Part II.

SPANISH

301 Introduction to Spanish Literature I. Middle Ages through Renaissance.
302 Introduction to Spanish Literature II. Renaissance to the present.
303 Latin American Literature and Culture I. From discovery of America to Wars of Independence.
304 Latin American Literature and Culture II. From 1810 to present.
305 Latin American Novel. From 18th Century to present.
306 Contemporary Latin American Literature.
307 Hispanic Civilization. Social, intellectual and artistic background of Spain and Latin America.
309 Spanish Ballad. Origins, kinds, readings and interpretations.
310 Lyric Poetry of Golden Age. Garcilaso, Fray Luis de León, Juan de La Cruz, Lope de Vega, Quevedo.
312 Cervantes. Don Quixote, Novelas Ejemplares.
313 Romanticism. Martínez de la Rosa, Duque de Rivas, Hartzenbush, Espronceda, Zorilla.
316 Contemporary Spanish Literature. Jorge Guillén, Rafael Alberti, Camilo José Cela.
317 Introduction to Mexican Literature. From Sor Juana Inés de la Cruz to present-day writers.
319 The Hispanic Short Story. From Horacio Quiroga to Rafael Arévalo Martínez.
320 Twentieth Century Theater. Valle Inclán, Benavente, García Lorca, Villaurrutia, Usigli.
321 Integrating Seminar.
322 La Novela Picara. Lazarillo de Tormes, Guzman de Alfarache, El “Buscon.”

INTEGRATED COURSES

346 Modern Languages. Descriptive Linguistics.
348 Modern Languages. Teaching Modern Languages.

FACULTY

Acting Chairman: William V. Hoffman, Ph.D.
Coordinator for German: Paulis J. Anstrats, Ph.D.
Coordinator for Spanish: Alexander V. Davis, Doctor en Letras.
Professor: William V. Hoffman, Ph.D.
Associate Professors: Paulis J. Anstrats, Ph.D.; Alexander V. Davis, Doctor en Letras; Joseph W. Yedlicka, Ph.D.
Assistant Professor: Rose Lasher, M.A.
Nursing

The three-fold aim of the baccalaureate program in nursing is to provide:

1) a broad background in liberal arts contributing to the development of the person who will be a responsible member of family, church, and community;
2) an education essential for the development of beginning practitioners of professional nursing who are able to design, organize, execute, and assess nursing care in health agencies in the community;
3) a liberal and professional education which will serve as a basis for continuing study.

Nursing students enroll in a planned sequence of courses offered in the De Paul College and in the College of Liberal Arts and Sciences. Knowledge in these areas serves as a foundation for subsequent and concurrent nursing courses which comprise the major area of concentration. Either one or two summer sessions are required for the completion of 180 quarter hours required for the degree of Bachelor of Science in Nursing.

Qualified registered nurse students are admitted at an appropriate level in the basic nursing program. Graduates of hospital diploma programs and associate degree programs in nursing seeking a Bachelor of Science in Nursing, will be given the opportunity to take examinations-for-credit in selected lower division nursing courses.

The faculty of the Department of Nursing reserves the right to determine eligibility for acceptance into the nursing program.

The program in nursing is approved by the National League for Nursing.

COOPERATING AGENCIES

University of Chicago Hospitals and Clinics: Billings Memorial Hospital
Wyler Children's Hospital
Chicago Lying-in Hospital
St. Elizabeth's Hospital

Chicago State Psychiatric Hospital
The Whitehall Convalescent and Nursing Home
Visiting Nurse Association of Chicago
Cook County Health Department
Veteran's Administration Research Hospital

PROGRAM OF CONCENTRATION

The program includes the 72 quarter hour General Education requirement of courses in Philosophy and Religion, Behavioral and Social Sciences, Humanities, and Natural Sciences and Mathematics. These courses are to be selected according to directions given in the De Paul College section of this Bulletin.

All departmental courses in nursing are required in a sequence planned in consultation with a departmental advisor.

Major Concentration in Nursing:


Allied and Supporting Fields:

Chemistry: 117.
Psychology: 242 and 333.
SAMPLE PROGRAM IN NURSING

**Freshman Level**
- Chemistry: 117
- De Paul College: 6 courses

**Junior Level**
- Nursing: 306, 307, 308
- Psychology: 242
- De Paul College: 5 courses

**Sophomore Level**
- Nursing: 102, 200, 206, 207
- Biology: 305, 307, 321
- Psychology: 333
- De Paul College: 3 courses

**Senior Level**
- Nursing: 309, 310, 315, 317, 319
- De Paul College: 4 courses

### COURSES

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>101</td>
<td>Orientation to Nursing, Non-credit.</td>
<td></td>
</tr>
<tr>
<td>102</td>
<td>Nursing in the Social Order.</td>
<td>3 hours</td>
</tr>
<tr>
<td>200</td>
<td>Nutrition</td>
<td>4 hours</td>
</tr>
<tr>
<td>206</td>
<td>Introduction to Nursing, 6 hours. Laboratory.</td>
<td></td>
</tr>
<tr>
<td>207</td>
<td>Medical-Surgical Nursing, 9 hours. Laboratory.</td>
<td></td>
</tr>
<tr>
<td>306</td>
<td>Maternity Nursing, 9 hours. Laboratory. (Fee: $10.00)</td>
<td></td>
</tr>
<tr>
<td>307</td>
<td>Nursing of Children, 9 hours. Laboratory.</td>
<td></td>
</tr>
<tr>
<td>308</td>
<td>Psychiatric Nursing, 9 hours. Laboratory.</td>
<td></td>
</tr>
<tr>
<td>309</td>
<td>Introduction to Community Health, 3 hours.</td>
<td></td>
</tr>
<tr>
<td>310</td>
<td>Community Health Nursing, 9 hours. Laboratory.</td>
<td></td>
</tr>
<tr>
<td>315</td>
<td>Advanced Nursing, 9 hours. Laboratory.</td>
<td></td>
</tr>
<tr>
<td>317</td>
<td>Leadership in Nursing, 6 hours. Laboratory.</td>
<td></td>
</tr>
<tr>
<td>319</td>
<td>Seminar in Nursing, 4 hours.</td>
<td></td>
</tr>
</tbody>
</table>

### FACULTY

Chairman: Florence Finette, M.S.
Professor: Florence Finette, M.S.
Associate Professors: Virginia Ford, Ph.D.; Grace Peterson, M.N.A.
Assistant Professors: Elaine Fila, M.A.; Patricia Wagner, M.S.N.
Instructors: Sally Ballenger, M.S.N.; Ann Clark, M.S.N.; Janet Dahm, M.S.N.; Rita Diggs, M.E.; Jeanine M. Gausselin, M.S.N.; Shirley Howard, M.S.N.; Virginia Landman, M.S.N.; Grete Malholt, M.S.N.; Sr. Therese Ann, M.S.N.
Philosophy

The Department of Philosophy seeks to acquaint each student with various philosophical systems and with basic problems as posed by diverse thinkers. Its offerings include both humanistic and technical features of philosophy.

In keeping with the intercontinental interests of its faculty and serving the needs of philosophical relevance, the department focuses its attention on phenomenology, life philosophy, philosophies of existence, and the historical sources of these movements.

The department serves 1) the general liberal arts student, 2) those who seek a more fundamental appreciation of philosophy in support of law, medicine and other academic disciplines, and 3) the specialist who wishes to continue philosophy at the graduate level.

PROGRAM OF CONCENTRATION

This program includes the 72 quarter hour General Education requirement of courses in Philosophy and Religion, Behavioral and Social Sciences, Humanities, and Natural Sciences and Mathematics. These courses are to be selected according to directions given in the De Paul College section of this Bulletin.

Major Concentration in Philosophy:

*Philosophy:* 44 quarter hours in philosophy courses (or their equivalents). These must be distributed as follows:

- Course Listings I—Any two courses.
- Course Listings II—Three courses: 301 or 302, 307 and 380.
- Course Listings III—Four courses: 325 and any three courses.
- Course Listing IV—None required.

The remainder of the major concentration may be chosen from any of the Listings. Unless otherwise noted, no course carries a prerequisite. The major is expected to consult with his departmental advisor on course selection. With departmental permission, the senior major may take one course selected from the graduate offerings in philosophy. He may elect to take this on a Pass/Fail basis instead of receiving a letter grade. Certain courses in other departments are acceptable equivalents for philosophy credit. For further information, consult the departmental chairman.

Allied and Supporting Fields:

The major is required to take 20 hours of specialized knowledge in another academic subject. This concentration must be approved by the departmental advisor.

The philosophy major should possess a general educational background in the philosophy of God, Man, and Morality. Such a background may be obtained through Philosophy-Religion Divisional Courses 151, 152, and 154. However, these are not to be construed as prerequisite courses.

Electives:

Forty-four quarter hours in electives are required to satisfy the minimum requirements for graduation.

The regular program of courses is supplemented by annual philosophical symposia featuring prominent philosophers, and by departmental colloquia.
SAMPLE PROGRAM IN PHILOSOPHY

Freshman Level
Approved allied academic area: 3 courses
Electives: 3 courses
De Paul College: 5 courses
Junior Level
Philosophy: 307, 325, 380 and 1 course from Listing III
Electives: 4 courses
De Paul College: 3 courses

Sophomore Level
Philosophy: 301 and 302, and 2 courses chosen from Listing I
Approved allied academic area: 2 courses
De Paul College: 5 courses
Senior Level
Philosophy: 2 courses from Listing III and 2 courses of choice
Electives: 3 courses
De Paul College: 5 courses

COURSES—All courses carry four hours of credit.

I. HISTORY OF PHILOSOPHY SURVEYS

310 Greek Philosophy. Philosophers from the pre-Socratic to Plotinus.
311 Medieval Philosophy. Philosophers from St. Augustine to Nicholas of Cusa.
312 Modern Philosophy. Philosophers from Descartes to Hegel.
313 Contemporary Philosophy. Current trends in philosophy such as existentialism, phenomenology and linguistic analysis.

II. THINKERS AND THEMATICS

301 Formal Logic and Scientific Method. Traditional Aristotelian logic and the nature of procedure in the sciences.
302 Symbolic Logic. Contemporary logic and its mathematical basis.
304 Philosophy of Communism. Basic principles of Communism through a study of Marx, Feuerbach and its leading exponents.
305 Contemporary Chinese Religion, Culture, and Philosophy. (Cross-listed with Honors 305.)
309 Epistemology. Problems and proposed solutions concerning the nature of knowledge and truth.
342 Teilhard de Chardin. Principal ideas of this Jesuit-scientist-philosopher-theologian. (Cross-listed with Theology 342)
350 Dante. Principal ideas of this “last of the medievales” and “first of the moderns.”
355 Contemporary Thomism. Appraisal of the philosophy of St. Thomas as it continues to develop in our times.
361 Nineteenth Century Philosophy. Leading continental thinkers of this period.
367 Sociology and Philosophy. Discussion of the philosophical implications of sociological theory and the societal background of philosophical development. (Cross-listed with Sociology 367)
369 American Philosophy. Major philosophical influences in American thought from the colonial to the contemporary scene.
373 Philosophy of Play. Meaning, classification and values of various human activities conventionally classified as “playing.”
375 Philosophy of Atheism. Meaning and grounds of atheism. Emphasis given to contemporary thought.
380 Analytic Philosophy. Principal men who comprise this moment in Anglo-American philosophy.

III. PHENOMENOLOGY/PHILOSOPHIES OF EXISTENCE

300 Phenomenology and Science. Methodologies of science and a philosophical reflection on the origin of scientific structures.
325 Basic Concepts of Phenomenology. Major themes of Husserl and developments in German and French phenomenology.
333 Phenomenology of Love. Nature of love, discussion of its varieties and conditions.
358 Existentialism. Leading thinkers related with this movement, such as Kierkegaard, Jaspers, Heidegger, Marcel and Sartre.
360 Existential Thinking. Attempt to rethink the nature of philosophy as related to the human condition.
365 Phenomenology of Religion. Phenomenological study of religion, aimed at an understanding of religious phenomena as well as their significance for fundamental philosophy.

370 Phenomenology of the Body. Differing views on the human body in modern contemporary thought.

376 Phenomenology and Language. Major problems of contemporary linguistic theory, based on Humboldt's philosophy of language.

378 Phenomenological Ethics. Investigation of non-formal ethics; a phenomenological inquiry into value.

379 Phenomenology of Resentment. Phenomenological inquiry into pre-condition and structures of resentment.

*IV. SEMINARS/INDEPENDENT STUDY

390 Coordinating Seminar.
395 Seminar on Selected Problems.
398 Reading and Research.
399 Independent Study.

*A minimum of 15 hours in philosophy is a prerequisite for any course in Listing IV.

FACULTY

Chairman: Gerald F. Kreyche, Ph.D.


Assistant Professors: L. Edward Allemand, Ph.D.; John C. Lohr, C.M., M.A.; Martin Kalin, Ph.D.
Physics

The Department of Physics seeks to provide each student with the opportunity to learn however much he desires concerning the physical nature of his environment at whatever level of understanding he is capable. The department urges the student to interrelate this learning with his other fields of knowledge and with his involvement with other persons and organizations. The spectrum of programs range from preparation for graduate study to a non-mathematical, non-technical program. Specifically included are career preparations as a professional physicist, two pre-engineering programs, high school teacher training, and radiologic technology career preparation. The non-mathematical program can be elected in part or as a major by liberal arts oriented students. Transfer students are encouraged and invited to consider any of these programs for which their previous studies are appropriate.

PROGRAMS OF CONCENTRATION

All programs listed below, with the exception of the Pre-Engineering Two-year Program, include the 72 quarter hour General Education requirement of courses in Philosophy and Religion, Behavioral and Social Sciences, Humanities, and Natural Sciences and Mathematics. These courses are to be selected according to directions given in the DePaul College section of this Bulletin.

GROUP I

This group of programs is designed to prepare the student for a career in physics or a related field such as engineering.

Program I. Basic requirements for a Bachelor of Science Degree with a major in Physics.  

Major Concentration in Physics Courses: Group I.


Allied and Supporting Fields:

Chemistry: 117 and 119 (or 130 and 131) and 196.
Mathematics: 149, 150, 151, 152, 210, 211, 220 or 340, 295 and 296.

*Students interested in a double major in mathematics and physics will want to take Mathematics 330 and 331 in place of Mathematics 210 and 211, and to elect four additional advanced mathematics courses.

Program II. Bachelor of Science Degree in Physics-Honors Program. Capable students are urged to undertake a departmental Honors Program which provides more extensive concentration in advanced courses, research, and independent study. Students intending to enter a graduate physics program should select as much of this program as possible.

Major Concentration in Physics Courses: Group I.


Allied and Supporting Fields:

Chemistry: 117, 119 (or 130, 131) and 196.
Mathematics: 149, 150, 151, 152, 210, 211, 220 or 340, 295, 296, and 395.
Students planning to pursue doctoral studies in physics are advised to attain sufficient competency to be able to read physics papers in an appropriate modern foreign language.

*If at all possible students in this program should apply for summer programs in Undergraduate Research Participation at De Paul, Argonne National Laboratory, or elsewhere after their junior year (or sophomore year for especially talented students). With such experience the election of Physics 398 or Physics 399 in lieu of Physics 373, 374 and/or 375 during the senior year becomes especially valuable as an extension of, or addition to, the Undergraduate Research of the previous summer.

Program III. Pre-Engineering

A) Requirements for the Pre-Engineering Two-year Program. This program does not satisfy the requirements for graduation from De Paul. The student acquires the basic background in mathematics, physics, and chemistry. In addition, he earns transferrable credits in the humanities and the social sciences which are equivalent to those required by the engineering school to which he plans to transfer.

Major Concentration in Physics Courses: Group I.

Physics: 176, 177, 275, 276, and 277.

Allied and Supporting Fields:

Chemistry: 117, 119 (or 130, 131) and 196.
Mathematics: 149, 150, 151, 152, 210, 211 and two or more from 220, 295, 340 and 351 (or 242).

De Paul College General Education Courses:

NSM 113; six to eight additional courses selected in consultation with the pre-engineering advisor.

B) Requirements for Pre-Engineering Three-year Program. This program does satisfy all the requirements for graduation from the College of Liberal Arts and Sciences except the requirement for a major. In addition, the program enables the student to acquire the basic background in mathematics, physics, and chemistry necessary for engineering studies.

After the three years at De Paul, the student transfers to an engineering school where he majors in one of the two branches of engineering. This generally requires two years, at the end of which the student is granted two Bachelor's degrees: one from the College of Liberal Arts and Sciences and the other from the engineering school to which he transfers.

Major Concentration in Physics Courses: Group I.

Physics: 176, 177, 275, 276, and 277.

Allied and Supporting Fields:

Chemistry: 117 and 119 (or 130 and 131), and 196.
Mathematics: 149, 150, 151, 152, 210, 211, and 295.
Four courses to be selected from:
Physics: 317, 370, and
Mathematics: 220, 340, 351 (or 242).

GROUP II

This group of programs is designed for students whose career goals lie outside of physics.
Courses in Group II concentrate on the phenomena of the physical world, their analysis and synthesis, the impact of physics and its technologies upon society, and on the history, methodology, and philosophy of science. They are structured with a minimal technical vocabulary and in non-mathematical terms. A student with two years of high school mathematics and some familiarity with man's explanation of the physical world (such as found in NSM 101 or 104) will find his preparation adequate.

Parts or all of the programs in this group are suggested for students with career interests in secondary education, business management and sales, patent law, environmental control, medicine, dentistry, radiologic technology, science journalism, philosophy and history of science, or the other sciences.

Program I. Basic requirements for a Bachelor of Science Degree with a major in Physics designed for students with career interests outside of physics. The program is individually structured in consultation with an advisor to meet each student's goal.

**Major Concentration in Physics:**
- **Physics:** ten courses (forty quarter hours) may be taken entirely from Group II courses or through a combination of these and other departmental courses.

**Allied and Supporting Fields:**
- Eight courses (thirty-two quarter hours) to be chosen in consultation with the student's advisor.

*Students who wish to satisfy a pre-medical or pre-dental requirement of one year (12 quarter hours) of physics, with laboratory, may wish to select Physics 110, 111, and 160, but should consult with the medical or dental school to determine whether the traditional General Physics courses, 176, 177 and 275 (or 150, 151, and 152) are preferable.

Program II.

A) Basic requirements for certification for teaching Physics and General Sciences on the secondary level.

**Major Concentration in Physics:**
- Minimum of forty-eight quarter hours in the major concentration are required for certification for teaching at the secondary school level.

**Allied and Supporting Fields:**
- **Chemistry:** 12 quarter hours.
- **Biology:** 12 quarter hours.
  (Courses which are counted as General Education may also be counted as part of hours required for areas of concentration.)

**Education Requirements:**
- See the School of Education section of the Bulletin—"Programs in Secondary Education," and consult the director of programs in secondary education and the chairman of the Department of Physics.

B) Basic requirements for students majoring in General Science, with special emphasis on Physics. This program satisfies the requirements for certification for teaching General Science at the secondary level, as well as Biology, Chemistry and Physics.
Areas of Concentrations:

Physics: 32 quarter hours.
Biology: 16 quarter hours.
Chemistry: 16 quarter hours.
(Courses which are counted as General Education may also be counted as part of hours required for areas of concentration.)

Education Requirements:

See the School of Education section of the Bulletin—"Programs in Secondary Education," and consult the director of Programs in secondary education and the chairman of the Department of Physics.

Program III. Basic requirements of a program designed for concentration in Environmental or Earth Sciences.

Students preparing for careers in the area of the environmental or earth sciences may wish to consider selecting some of the many offerings from the De Paul curriculum in this area. The program is extremely flexible depending on student interests.

Major Concentration in Physics:

Physics: 32 quarter hours.

Allied and Supporting Fields*

Thirty-two quarter hours to be selected from:

Biology: 201, 315 and 317.
Chemistry: 265, 267, 324, and 378.
Geography: 101, 106, 125, 225, 301 and 321.

*Prerequisites for some of the Allied Field courses are

Chemistry: 117, 119, and 127.
Economics: 103.
Mathematics: 130.

Note:

Students should include in their De Paul College General Education requirements Natural Sciences and Mathematics courses: 301, 302, 303 and 306.

Program IV. Basic requirements for a four-year program leading to the Degree of Science with a major in Radiologic Technology.

The program is planned for students desiring careers in X-ray or radioisotope technology. In addition to three years of collegiate study (minimum of 135 quarter hours credit) the program provides for 15 months clinical practicum in an affiliated hospital training program approved by the American Medical Association. Transfer students who have completed portions of this program (for example, the clinical practicum) are invited to finish this baccalaureate degree.

Each student's program, depending on his goal, may vary from these requirements:

Areas of Concentration:

Biology: 305, 307, and one other course.
Mathematics: 130, 242 or a higher level course.
Electives:

Twelve to fifteen quarter hours.

Note:

It is recommended that students should include in their De Paul College General Education requirements, Natural Sciences and Mathematics courses: 101, 102, 107 or 109, and 302.

Students should consult departmental advisors to discuss other possible areas of concentration and to work out the details of all programs listed above.

COURSES IN GROUP I—All courses carry four hours credit unless otherwise specified.

The five courses in General Physics must be taken in sequence and are designed to be taken concurrently with Mathematics 151, 152, 210 (or 220), and 211 (or 330). Prerequisites may be waived with the consent of the instructor.

176 General Physics I. Mechanics. (Prerequisite: Mathematics 151) Laboratory.

177 General Physics II. Waves. (Prerequisite: 176 and Corequisite: Mathematics 152) Laboratory.

275 General Physics III. Electricity and Magnetism. (Prerequisite: 177 and Co-requisite: Math. 210 or 220) Laboratory.

276 General Physics IV. Statistical Physics. (Prerequisite: 275 and Corequisite: Mathematics 211 or 330) Laboratory.

277 General Physics V. Modern Physics. (Prerequisite: 276 and Mathematics 211 or 330) Laboratory.

295 Methods of Theoretical Physics I. Topics such as infinite series, complex functions, matrices, vector algebra, probability. (Prerequisite: 275 and Corequisite: Mathematics 211 or 330) (Cross-listed with Mathematics 295)

296 Methods of Theoretical Physics II. Topics such as Vector calculus, Fourier series, calculus of variations, partial differential equations. (Prerequisite: 295) (Cross-listed with Mathematics 296)

317 Mechanics I. (Prerequisite: 296)

318 Mechanics II. (Prerequisite: 317)

320 Electricity and Magnetism I. (Prerequisite: 317)

321 Electricity and Magnetism II. (Prerequisite: 320)

331 Modern Circuit Theory. Network analysis in the complex frequency domain, principal network theorems, transfer functions by an inspection method. (Prerequisites: 370 and 395).

336 Electronic Circuits. Electronic devices, equivalent circuits, feedback, modulation, noise, information theory. (Prerequisite: 370 or consent)

345 Thermal Physics. Statistical interpretation of the laws of thermodynamics and physical applications. (Prerequisites: 317 and Chemistry 196)

354 Optics. (Prerequisite: 277 or consent)

367 Modern Physics. (Prerequisites: 277 and 296)

368 Quantum Mechanics. (Prerequisites: 367 and 395)

370 Experimental Physics I. Electric circuits, electronics, electrical measurements. (Prerequisite: 277 or consent) Laboratory.

371 Experimental Physics II. Data analysis with examples from nuclear physics. (Prerequisites: 367 and 370 or consent) Laboratory.

372 Experimental Physics III. Nuclear physics, applications to accelerator physics. (Prerequisite: 371) 2 hours. Laboratory.

373 Experimental Physics IV. Atomic and molecular physics. (Prerequisite: 372 or consent) 2 hours. Laboratory.

374 Experimental Physics V. Solid-state physics. (Prerequisite: 372 or consent) 2 hours. Laboratory.

375 Experimental Physics VI. Elective topics with emphasis on laser physics and holography. (Prerequisite: 372 or consent) 2 hours. Laboratory.

395 Methods of Theoretical Physics III. Special functions, complex integration, integral transforms, and other advanced topics. (Prerequisite: 296) (Cross-listed with Mathematics 395.)

398 Reading and Research. Undergraduate Research Participation. (Prerequisite: Consent) (Variable credit).

399 Independent Study. (Prerequisite: Consent) Variable credit.
COURSES IN GROUP II—All courses carry four hours credit unless otherwise specified.

110 Basic Electronics. Principles and techniques. Laboratory.
111 Electronic Instrumentation. Functional applications, particularly to biological and psychological measurements. Laboratory.
112 Communications. Applications of electronics to the transmission and storage of information. Optional Laboratory.
160 The Human Body as a Physical System. Analysis of the application of the laws of physics to the human body and its parts. Laboratory.
202 The Solar System and Space Exploration. Planets, satellites, past and future of solar system, interplanetary conditions. 2 hours. Offered at Adler Planetarium.
203 Stars and Interstellar Matter. Stellar evolution, pulsation, explosion, collapse, interstellar conditions. 2 hours. Offered at Adler Planetarium.
204 Solar and Space Physics. Description of the ionosphere, Van Allen belts, cosmic rays, solar wind and the energy of stars. Optional laboratory.
205 Materials and Man. Electric and magnetic properties of materials, the four phases of matter, and applications to man's daily life. Optional laboratory.
215 Light and Photography. Image formation, the human eye, microscopes, telescopes, cameras, polarization, interference, coherence and lasers. Laboratory.
240 History of Physical Science. Consequences to society of discoveries in physics. Study of key experiments. Optional Laboratory. (Cross-listed with Honors 240 and History 240.)

Former Group II courses now listed under Natural Sciences and Mathematics and still acceptable toward departmental requirements:
301 The Atmosphere and the Oceans. Optional Laboratory.
302 Nuclear Energy and/or Society. Optional Laboratory.
306 The Environment of Sound. Optional Laboratory.
309 Contemporary Physics and its Impact on Society.
ADDITIONAL COURSES OFFERED BY THE DEPARTMENT—All courses carry four hours credit unless otherwise specified.

Courses 150 through 156 are offered primarily for students (such as those in programs in the biological and medical sciences) whose requirements call for a one-year course (with laboratory) in General Physics without calculus. The other courses in this list are offered mainly, but not exclusively, to high school teachers working on the degree of Master of Science in the Teaching of Physics.

150 General Physics. Mechanics and Heat. (Prerequisite: Math. 130 or equivalent) Laboratory.
151 General Physics. Waves, sound, and light. (Prerequisite: 150) Laboratory.
152 General Physics. Electricity, magnetism, and modern physics. (Prerequisite: 151) Laboratory.
155 General Physics. Equivalent to 150 plus half of 151. Summer only. (Prerequisite: Mathematics 130 or equivalent) 6 hours. Laboratory.
156 General Physics. Equivalent to half of 151 plus 152. Summer only. (Prerequisite: 155) 6 hours. Laboratory.
316 Mechanics. (Prerequisites: 152 and Mathematics 152)
324 Electricity and Magnetism. (Prerequisites: 152 and Mathematics 152)
335 Electric Circuits. (Prerequisites: 152 and Mathematics 152)
337 Electronic Circuits. (Prerequisites: 152 and Mathematics 152)
340 Thermal Physics. (Prerequisites: 152 and Mathematics 152)
365 Atomic Physics. (Prerequisites: 152 and Mathematics 152).
366 Nuclear and High Energy Physics. (Prerequisites: 152 and Mathematics 152).
380 Advanced Laboratory. (Prerequisites: 152 and Mathematics 152). Variable credit. Laboratory.
391 Methods of Theoretical Physics. (Prerequisites: 152 and Mathematics 152).
397 Astronomy for Teachers. (Cross-listed with Education 397.)

FACULTY

Chairman: Thomas G. Stinchcomb, Ph.D.
Professors: Julius J. Hupert, Ph.D.; Edwin J. Schillinger, Ph.D.; Thomas G. Stinchcomb, Ph.D.
Associate Professors: Mary L. Boas, Ph.D.; Zuhair M. El Saflar, Ph.D.; Donald O. Van Ostenburg, Ph.D.; James J. Vasa, M.S.
Assistant Professors: Anthony F. Behof, Ph.D.; Gerard P. Lietz, Ph.D.; Margaret Stautberg-Greenwood, Ph.D.; Pon-Nyong, Yi, Ph.D.
Radiologic Technology Training Supervisor: Kenneth J. Robak, R.T.
Lecturers: George Corso, M.S.; Lee Shapiro, M.S.
Lecturers, Adler Planetarium: Eric D. Carlson, Ph.D.; Lee W. Simon, M.S.
Political Science

The Political Science Department aims to prepare students for a life of responsible citizenship, to instruct them in the mechanics of government, and to acquaint them with the essentials of political theory.

Political Science is the study of man's efforts to live peacefully in settled communities, ranging from the small village to the nation state. It examines and analyzes political institutions and processes, the functions of government, the nature of public opinion and political parties, the role of law, the influence of ideologies from Plato to Karl Marx, and the nature of conflict among nations. The Department directs its students to look to the past for guidance and inspiration, and it encourages them to look to the future for a vision of the political state as it should be.

The Political Science Department is oriented toward the liberal arts rather than toward technical vocational training. Along with other departments in the social sciences and related disciplines, its goal is to produce students with a broad understanding of the nature of society and with some familiarity with techniques of analysis. A related goal is the preparation of students for advanced professional study. Many political science majors go on to law school at De Paul University or elsewhere, while others look to graduate study in public administration, journalism, business, teaching, diplomacy, or social service.

A student majoring in political science will take most of his 300-level courses at the Lincoln Park Campus.

A three-year program is available for students who wish to enter law school before completing all the requirements for the B.A. degree.

PROGRAM OF CONCENTRATION

All programs include the 72 quarter hour General Education requirement of courses in Philosophy and Religion, Behavioral and Social Sciences, Humanities, and Natural Sciences and Mathematics. These courses are to be selected according to directions given in the De Paul College section of this Bulletin.

Major Concentration in Political Science:

Political Science: 103, 104, 300, 305 or 306, 330, 340, and 341.
Five additional Political Science courses of the student's choice.

Allied and Supporting Fields:

All majors should work out with their advisors a program to complement the required Political Science courses. Areas normally recommended are history, economics, sociology, psychology, and geography. Courses in English composition, speech, and statistics are also recommended.
Pre-law students are urged to take accounting.

Note:

The student planning to pursue graduate study in political science should equip himself with two essential research tools: a modern language and a knowledge of statistics.

SAMPLE PROGRAM IN POLITICAL SCIENCE

Freshman Level
Political Science: 103 and 104
Allied Fields and Electives:
4 courses
De Paul College: 5 courses

Sophomore Level
Political Science: 300, 305 or 306, and 330
Allied Fields and Electives:
3 courses
De Paul College: 5 courses

107
Junior Level
Political Science: 340 and 341
Allied Fields and Electives:
4 courses
De Paul College: 5 courses

Senior Level
Political Science: 5 courses of choice
Allied Fields and Electives:
4 courses
De Paul College: 3 courses

COURSES—All courses carry four hours credit.

Political Science 103 and 104 are prerequisites for all advanced courses. An exception is made for social science majors who are required to take only 103 and for economic majors specializing in Urban Studies who are required to take only 104.

104 U.S. State and Local Government. Governments of the fifty states and their local subdivisions. Special attention given to Illinois.
300 Research and Methodology. Research techniques, evaluation of source materials, and development of skills in library research and writing.
301 Scope and Method. Major concepts, trends, approaches and methods in the modern study of political science.
302 Survey Research. Empirical methods and survey research as applied to the study of politics and public opinion.
305 Comparative Government: Europe. Major European governments, including their political orientation, party structure, and social and economic institutions.
307 Government and Politics of Developing Nations. Comparative study of selected countries of the non-Western world that are in a developmental stage.
308 Government and Politics of Southeast Asia. Comparative survey of countries of Southeast Asia in terms of geography, economic life, traditions, and political institutions.
311 Arms Limitation and Disarmament. Technical, political, and economic problems involved in the limitation of armaments.
315 Public Administration. Governmental bureaucracy, intergovernmental relations, administrative organization, controls, and regulations.
316 Public Personnel Administration. Selection, classification and supervision of public servants, including discipline and morale factors.
320 African Governments and Politics. Comparative study of selected African countries that have achieved political independence.
321 Afro-American Politics. Political trends and organizations within the Black community in the United States.
322 Ghetto Politics in America. An examination of the ghetto as a political subsystem in the United States and an analysis of the political impact of the ghetto on local, state, and national political systems.
330 World Politics. Principles and problems of international relations, including various approaches to world order.
340 Political Thought I. Political thought of the ancient world, including Plato, Aristotle, Cicero and the medieval world to Machiavelli.
341 Political Thought II. Political thinkers of the modern era, including Hobbes, Locke, Rousseau and Marx.
350 Voting Behavior. A study of attitudes, issues, and candidates as factors that influence the act of voting and the electoral process.
370 Senior Seminar* World Politics.
371 Senior Seminar* Russo-American Relations.
372 Senior Seminar* National Security.
373 Senior Seminar* Constitutional Law.
374 Senior Seminar* Comparative Government.
375 Senior Seminar* Contemporary Political Thought.
Senior Seminar. Contemporary American Politics.
*Senior seminars require substantial individual research on a topic related to the subject of the seminar. Seminars are open only to small groups of advanced students.

U.S. Constitutional History to 1815. Colonial charters, the early state constitutions, the Articles of Confederation, the drafting and adoption of the U.S. Constitution, and the launching of the new government. (Cross-listed with History 380)

U.S. Constitutional History, 1815-1920. Constitutional issues at both state and federal levels from the end of the War of 1812 to the end of World War I, including the Confederate constitution of the Civil War. (Cross-listed with History 381)

U.S. Constitutional History Since 1920. Contemporary constitutional issues and Supreme Court decisions related to federalism, civil liberties, and war powers. (Cross-listed with History 382)

U.S. Foreign Relations, 1783-1860. (Cross-listed with History 383)

U.S. Foreign Relations, 1860-1914. (Cross-listed with History 384)

U.S. Foreign Relations Since 1914. (Cross-listed with History 385)

The Legislative Process. Legislative politics in the U.S. Congress and in selected states.


Constitutional Law—Federalism. U.S. Constitution and selected Supreme Court cases related to federalism.

Constitutional Law—Civil Liberties. U.S. Constitution and selected Supreme Court cases related to civil liberties.

Problems in Contemporary American Diplomacy. American participation in regional and world-wide organizations and treaties, economic diplomacy, containment of communism, and wars of liberation.

Propaganda Techniques. Use of mass communications media to influence thinking and action of people by special interest groups and governments.

Independent Study. Individual research by an advanced student under direct supervision of a member of the faculty. Admission by consent of chairman.

FACULTY

Chairman: Harry C. Thomson, Ph.D.

Professor: Stanley S. Jados, Ph.D.

Associate Professor: Harry C. Thomson, Ph.D.

Assistant Professor: Bashir Ahmad, Ph.D.

Instructors: Minkyu Cho, M.A.; Roosevelt Fergusson, M.A.

Psychology

The goal of the Department of Psychology is to bring students to a thorough understanding of the methodology and content of scientific and applied psychology with emphasis on the quantitative methods and scientific rigor needed to understand human behavior and personality.

PROGRAMS AND CONCENTRATION

All programs include the 72 quarter hour General Education requirement of courses in Philosophy and Religion, Behavioral and Social Sciences, Humanities, and Natural Sciences and Mathematics. These courses are to be selected according to directions given in the De Paul College section of this Bulletin.

Major students must register for Psychology 105 and 106 before taking courses numbered 275 or higher. All majors are urged to complete, as early as possible, Psychology 242, and those courses in Experimental Psychology required by their specific program. The courses required for each program are specified below; allied field courses must be determined in consultation with the student's advisor.

Program I. Basic requirements for a Bachelor of Arts Degree with a major in Psychology, for those students who wish to major in psychology for its liberal, humanizing values, or as a general background for graduate study in psychology.

Major Concentration in Psychology:

Psychology: 105, 106, 242, 275, 276 or 277, 305, 351, and 361.
Four additional psychology courses.

Allied and Supporting Fields:

These courses are to be chosen by the student in consultation with his departmental advisor.

Program II. Basic requirements for a Bachelor of Arts Degree with a major in Psychology which emphasizes human development. The program is designed for students who, while not intending to do graduate work in psychology, plan on a career in services to children, such as in education, social work, mental retardation and other areas, or who are interested in psychology as a general background.

Major Concentration in Psychology:

Five additional psychology courses.

Allied and Supporting Fields:

These courses are to be chosen by the student in consultation with his departmental advisor.

Program III. Basic requirements for a Bachelor of Science Degree with a major in Psychology. The program is designed for students seeking a B.S. degree and planning on a career in psychology, including the pursuit of graduate studies in the science of psychology.

Major Concentration in Psychology:

Two additional psychology courses.
Allied and Supporting Fields:
Twenty quarter hours in biology or mathematics, or divided between biology and mathematics, are required. This additional science requirement is to be determined in consultation with the departmental advisor.

Program IV. Basic requirements for a combined Undergraduate Program leading to the Master of Arts Degree in Psychology. This program is designed for the superior student in Program I or Program III and normally requires five years for completion. Candidates should consult with the department chairman during the second quarter of the junior year to make application to the Graduate School.

ADVANCED COURSES
An exceptional student who has completed the required courses in experimental psychology may, upon consent of his advisor and the chairman, be admitted in his senior year to certain 400-level courses described in the "Graduate School Bulletin."

SAMPLE PROGRAM IN PSYCHOLOGY—PROGRAM I

<table>
<thead>
<tr>
<th>Freshman Level</th>
<th>Sophomore Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology: 105, 106, 242</td>
<td>Psychology: 275, 276 or 277, and one required course</td>
</tr>
<tr>
<td>Mathematics: 130</td>
<td>Allied Fields &amp; Electives:</td>
</tr>
<tr>
<td>Allied Fields or Elective: 1 course</td>
<td>3 courses (For B. S. majors, biology or mathematics)</td>
</tr>
<tr>
<td>De Paul College: 6 courses</td>
<td>De Paul College: 5 courses</td>
</tr>
<tr>
<td>Junior Level</td>
<td>Senior Level</td>
</tr>
<tr>
<td>Psychology 305 and two courses of choice</td>
<td>Psychology: 3 courses of choice</td>
</tr>
<tr>
<td>Allied Fields &amp; Electives: 3 courses (For B.S. majors, biology or mathematics)</td>
<td>Allied Fields &amp; Electives:</td>
</tr>
<tr>
<td>De Paul College: 5 courses</td>
<td>7 courses (For B.S. majors, necessary biology or mathematics course)</td>
</tr>
<tr>
<td>Senior Level</td>
<td>De Paul College: 2 courses</td>
</tr>
</tbody>
</table>

COURSES—All courses, except 120, carry four hours credit.
105 General Psychology I
106 General Psychology II. (Prerequisite: 105)
120 Data Processing. 1 hour. The use of IBM data processing equipment, the design of schedules, coding and other procedures for the analysis of scientific data. (Cross-listed with Sociology 120) Materials fee: $5.00
242 Elementary Statistics. Descriptive and inferential statistics in the behavioral sciences. (Prerequisite: Mathematics 130 or three years of high school mathematics). Laboratory. (Cross-listed with Sociology 242) Laboratory fee: $5.00.
275 Experimental Psychology I. Design, execution, analysis, and interpretation of psychological research. (Prerequisite: 106 and 242) Laboratory fee: $10.00.
276 Experimental Psychology II. Introduction to experimental psychology of learning. (Prerequisite: 275) Laboratory fee: $10.00.
277 Experimental Psychology III. Research methods in sensation and perception; psychophysical techniques. (Prerequisite: 275 or 276 or consent) Laboratory fee: $7.00
280 Contemporary Issues. Psychological aspects of topics of current interest and relevance. (Prerequisite: 106 or consent)
301 Tests and Measurements. Psychological testing with emphasis on test construction and interpretation of scores. (Prerequisite: 105) Materials fee: $5.00. May be taken for credit only by majors in the Human Development sequence and by non-majors. May not be taken for credit if Psychology 336 has been successfully completed with a grade of C or better.
302 Personal Adjustment and Mental Health. Psychological principles involved in personality and interpersonal adjustments. (Prerequisite: 105)

303 Human Development. Principles of development from conception through maturity. Formerly numbered 336. (Prerequisite: 105) May not be taken for credit by psychology majors. May not be taken for credit if Psychology 333 has been successfully completed with a grade of C or better.

√305 Social Psychology. Influence of group life on behavior and personality development. (Prerequisite: 106) (Cross-listed with Sociology 305)

√312 Industrial Psychology. Application of psychological principles of learning, perception, and adjustment to industry. (Prerequisite: 105)

333 Developmental Psychology I. Infancy and Childhood. Description and evaluation of principles and theories of development from conception through childhood. (Prerequisite: 106 or consent)

334 Developmental Psychology II. Adolescence through Maturity. Continuation of 333 covering development, personality organization, and adjustment. (Prerequisite: 333)

√351 Theories of Personality. Emphasis on distinction between clinical and scientific theories of personality. (Prerequisite: 106)

352 Psychology of Prejudice. (Prerequisite: 106)

353 Abnormal Psychology. Description of the nature, symptoms, and etiology of psychological disorders. (Prerequisite: 106)

354 Ecosystems and Behavior. (Prerequisite: 305)

355 Small Groups and Leadership. (Prerequisite: 305)

356 Introduction to Psychological Measurement. Measurement in psychology; emphasis on standardization, reliability, validity; test and scale development. (Prerequisites: 106 and 242) Materials fee: $5.00.

357 Psychology of Deviance. (Prerequisite: 305)

360 Theories of Learning. Classical and modern theories of learning. (Prerequisite: 276 or consent)

√361 History and Systems of Psychology. Historical analysis of basic concepts in psychology. (Prerequisite: 275 or consent)

362 Cognitive Processes. Processes by which stimulus input is transformed, stored, recovered and used; abstraction processes. (Prerequisite: 106)

366 Behavior Problems of Children. (Prerequisite: 333)
367 Psychology of Exceptional Children. (Prerequisite: 333)
368 Computer Programming. Development of FORTRAN programs for computing statistics. (Prerequisite: 242 or consent) (Cross-listed with Sociology 368) Laboratory fee: $15.00
370 Research Methods in Developmental Psychology. (Prerequisite: 334)
372 Research Methods in Social Psychology. (Prerequisite: 275) Laboratory fee: $5.00
375 Perception. Environmental and stimulus control of behavior; chemical control of perception. (Prerequisite: 277)
377 Physiological Psychology. Nervous system and endocrine functions as related to behavior. (Prerequisite: 275)
378 Comparative Psychology. Patterns of behavior shown by various animal species. (Prerequisite: 106)
390 Statistics for the Behavioral Sciences. Applied inferential statistics. (Prerequisite: 242)
392 Psychology of Alienation. Causes of individual and group alienation, and the resultant behavior. (Prerequisites: 305 and 351)
393 Psychology of Language. Development of language in children; effects of language in thinking. (Prerequisite: 360)
394 Advanced Topics in Psychology. (Prerequisites: Senior standing and consent of chairman)
395 Field Work and Study. Supervised experience in selected off-campus settings, and associated readings. (Prerequisites: Junior standing and consent of chairman)
398 Reading and Research. (Prerequisites: Senior standing and consent of chairman)

FACULTY

Chairman: Edwin S. Zolik, Ph.D.
Professor: Edwin S. Zolik, Ph.D.
Associate Professors: Robert E. Brewer, Ph.D.; Thomas S. Brown, Ph.D.; Conrad Chyat, Ph.D.; Frank A. Dinello, Ph.D.; Ernest J. Doleys, Ph.D.; Frederick H. Heilizer, Ph.D.; Albert S. Rodwan, Ph.D.; Audrey Shechtman, Ph.D.; William Terris, Ph.D.
Assistant Professors: Mari J. K. Brown, Ph.D.; Philip F. Caracena, Ph.D.; Carolyn T. Cochrane, Ph.D.; Louise Ferone, M.S.W.; Richard J. Hamersma, Ph.D.; Alan F. Sewell, Ph.D.; Wesley A. Lamb, Ph.D.; Robert J. Tracy, Ph.D.
Sociology

The offerings of the Department of Sociology are designed to provide basic information, methodology, and theory to help students understand the nature and processes of social life. The curriculum aims to educate students to function in a constructive role in their own communities and/or to pursue careers in professions directly related to sociological knowledge and training. Such professions directly include sociological research, personnel in business, governmental, and philanthropic organizations; administrators for public and private welfare, rehabilitation, civic, recreational, police and correctional agencies, teachers and administrators in urban public and private elementary and high schools; sociological academicians at the university level and social workers of every category.

The Sociology Department offers courses in three categories:

Category I introduces the student to a subject area.

Category II is designed to familiarize the sociology major with the discipline and its methods.

Category III provides the student with an opportunity for advanced work independently or in a seminar.

Sociology 201 is recommended as an introduction to Category I courses. The course is a requirement for all majors and a prerequisite for entry to Category II courses.

Category I:

Courses in this category have no prerequisites. They are concerned with groups in society, with social problems and social change, and with the relationship between the individual and his society.

Many Category I courses are substantive courses which fall into several groups and students are urged, but not required, to take several within a group. At this level, the department also offers a course in “Special Topics in Sociology” which will cover particularly timely materials (e.g., violence and non-violence).

Note that some courses appear in more than one grouping.

Category II:

Courses in this category provide basic skills for research and analysis in sociology.

Courses 242, 331, 380, and 381 are required for majors. Courses in this category are open to non-majors who should be attentive to prerequisites wherever they apply.

Category III:

Courses in this category serve three purposes:
1) to give students the opportunity for individual and small group research projects;
2) to permit advanced study of subjects that were explored in Categories I and II;
3) to integrate previously acquired knowledge in the field of sociology.

Although courses in Category III are oriented toward majors, most probably seniors in the department, they are open to any student with the consent of the instructor.
All sociology majors are required to take at least one seminar. Seminar topics will vary from quarter to quarter; they will be announced in advance scheduling.

Sociology majors have the option of specializing in an interdepartmental urban studies program. Detailed information regarding this program is available in the departmental office.

**PROGRAM OF CONCENTRATION**

The program includes the 72 quarter hour General Education requirement of courses in Philosophy and Religion, Behavioral and Social Sciences, Humanities, and Natural Sciences and Mathematics. These courses are to be selected according to directions given in the De Paul College section of this Bulletin.

Basic requirements for a Bachelor of Arts Degree in Sociology.

**Major Concentration in Sociology:**

*Sociology: 201, 242, 331, 380, 381, and 390.*

Six additional sociology courses.

**Allied and Supporting Fields:**

Students will make selections from such fields in consultation with their departmental advisor. Allied and supporting fields include economics, education, English, geography, history, management, marketing, mathematics, modern foreign languages, political science and psychology.

**SAMPLE PROGRAM IN SOCIOLOGY**

<table>
<thead>
<tr>
<th>Freshman Level</th>
<th>Sophomore Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sociology: 201, 242, 306</td>
<td>Sociology: 304, 320, 331</td>
</tr>
<tr>
<td>Allied Fields and/or</td>
<td>Allied Fields and/or</td>
</tr>
<tr>
<td>Electives: 4 courses</td>
<td>Electives: 3 courses</td>
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<tr>
<td>De Paul College: 4 courses</td>
<td>De Paul College: 5 courses</td>
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<table>
<thead>
<tr>
<th>Junior Level</th>
<th>Senior Level</th>
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</thead>
<tbody>
<tr>
<td>Sociology: 343, 345, 390</td>
<td>Sociology: 307, 380, 381</td>
</tr>
<tr>
<td>Allied Fields and/or</td>
<td>Allied Fields and/or</td>
</tr>
<tr>
<td>Electives: 4 courses</td>
<td>Electives: 4 courses</td>
</tr>
<tr>
<td>De Paul College: 4 courses</td>
<td>De Paul College: 5 courses</td>
</tr>
</tbody>
</table>

**COURSES**—All courses carry four hours credit unless otherwise specified.

**201 Introductory Sociology.** Basic concepts and ideas of sociological theory and research.

**CATEGORY I**

**325 Socialization.** Synthesize relevant psychological and sociological perspective and research concerning the process whereby neophytes acquire the values, beliefs, role expectations, etc., of a group or life style into which they are being initiated.

**304 Social Deviation.** The course attempts an analysis of the various theoretical positions in the sociology of deviant behavior.

**305 Social Psychology.** Study of the influence of group life on behavior and personality development. (Cross-listed with Psychology 305)

**306 Family.** Description and analysis of family structure and process at various stages in the life cycle.

**309 Sociology of Women.** Considers biological/psychological influence on women, role women play, woman's position in American institutions, old and new feminist movements.

**367 Sociology and Philosophy.** Discussion of the philosophical implications of sociological theory and the societal background of philosophical development. (Cross-listed with Philosophy 367)
GROUPS IN SOCIETY
303 Minority Relations. Interpretations and understanding of relationships between religious, ethnic and racial groups.
309 Sociology of Women. Considers biological/psychological influence on women, role women play, woman's position in American institutions, old and new feminist movements.
310 Black Man's Musie: A sociological analysis.

SOCIAL ORGANIZATION AND INSTITUTIONS
306 Family. Description and analysis of family structure and process at various stages in the life cycle.
340 Career and Social Class. Characteristics of industrialized societies; social relationships inside industrial organizations.

DEVIANТ BEHAVIOR
304 Social Deviation. The course attempts an analysis of the various theoretical positions in the sociology of deviant behavior.
320 Criminology. Analysis of theories of causality and control of crime and delinquency; criminal law and social values; direct observation of correctional institutions and/or community centers of prevention and rehabilitation.
321 Treatment of Delinquency I: Public Agencies. Course requires field work.
322 Treatment of Delinquency II: Private Agencies. Course requires field work.
323 Practicum in Delinquency Prevention (Formerly listed as 392) This course requires field work.

THE STUDY OF CULTURE
302 Cultural Anthropology. Culture as the characteristics of human societies; brief review of stages of human morphological and cultural development as interdependent aspects; illustrations of cultural change.
SPECIAL TOPICS

290 Seminar: Special Topics in Sociology I. Seminar topics will vary from quarter to quarter. Topics will include such areas as Social Movements, Sociology of Knowledge, and Social Change. (Prerequisite: permission of instructor)

CATEGORY II

242 Elementary Statistics. Basic statistical techniques for the behavioral sciences. (Prerequisites: Mathematics 130 or three years of high school mathematics) Laboratory. (Cross-listed with Psychology 242)

380 Research Methods in Sociology I. Student initiates his own research project, pursues its investigation and analysis and interpretation through 381. (Prerequisites: 201 and 242)

381 Research Methods in Sociology II. (Prerequisite: 380)

331 Sociological Theory. Exploration of contemporary theories in the field of sociology.

330 History of Social Thought. Introduction to early social philosophers and "classical sociologists" concerned with man and society.

120 Data Processing. (1 hour). The use of IBM data processing equipment, the design of schedules, coding, and other procedures for the analysis of scientific data. (Cross-listed with Psychology 120) Materials fee: $5.00.

368 Computer Programming. Development of FORTRAN program for computing statistics. (Prerequisite: Psychology 242 or consent) (Cross-listed with Psychology 368) Laboratory fee: $10.00

CATEGORY III

390 Seminar. Special Topics in Sociology II. Seminar topics will vary from quarter to quarter. Topics will include such areas as Social Movements, Sociology of Knowledge, and Social Change. (Prerequisite: Permission of instructor)

399 Independent Study. (Prerequisites: Senior standing and permission of instructor)

FACULTY

Professor: Rosemary S. Bannan, Ph.D.

Associate Professors: Helmut H. Loiskandl, Ph.D.; Lavinia C. Raymond, Ph.D.

Assistant Professors: Roberta T. Ash, Ph.D.; Kenneth Fidel, Ph.D.; Joyce Sween, Ph.D.; Deena A. Weinstein, Ph.D.; Judith A. Williams, Ph.D.


Speech and Drama

The curriculum of the Department of Speech and Drama aims to meet the needs of those students who desire to obtain knowledge of these subject areas as part of their general education, to prepare future teachers of speech and drama, to provide academic preparation for graduate study, and to prepare students for related professional work.

The offerings of the Department of Speech and Drama are designed to give basic training in three particular areas: theatre, public address, and interpretative reading. The department believes that undergraduate training tends to provide the only broad, generalized exposure to the field that a student is likely to receive, since graduate study inevitably involves specialization. The department is especially concerned that the interrelationships between the speech arts and other branches of knowledge should be made apparent to the student. To achieve this end, the student is encouraged to take a wide variety of courses in other areas with particular stress on the humanities since it is in the latter study that the historical development and cultural contributions of the speech arts are most manifest.

The department seeks to maintain high standards of scholarship since it believes that the speech arts rest on a sound academic base. The notion that performance in the speech arts is primarily concerned with the acquisition of certain mechanistic skills is discouraged. The need for deep personal commitment and a strong sense of the social responsibility which attach to the field are continually stressed.

The department also recognizes that while training in theory is very essential, it is not enough. The student must have extensive experience in performance since this is the only way in which theory can be empirically tested. It is for this reason that each student is required to take laboratory courses for a minimal two-year period. The department views the laboratory courses as a proving ground in which the student through the artistry of his performance demonstrates his talents and aptitudes and his mastery of the techniques and disciplines upon which all art ultimately rests.

PROGRAMS OF CONCENTRATION

All programs include the 72 quarter hour General Education requirement of courses in Philosophy and Religion, Behavioral and Social Sciences, Humanities, and Natural Sciences and Mathematics. These courses are to be selected according to directions given in the De Paul College section of this Bulletin.

Program I. Basic requirements for a Bachelor of Arts Degree with a major in Speech and Drama.

Major Concentration in Speech and Drama:

Speech: 203, 204, 212, and 230.
Two courses in Public Address.
Two courses in Drama.
Two courses in Interpretative Reading.
Two courses from the speech curriculum at large.

Allied and Supporting Fields:

Speech and Drama majors who plan to do graduate work must complete course 106 of a modern language.
Program II. Basic requirements for a Bachelor's Degree for those students who intend to teach Speech and Drama on the secondary level and need certification.

**Major Concentration in Speech and Drama:**

*Speech:* 203, 204, 212, and 230.
*Six laboratory courses:* 360, 361, 362, 363, 364, and 365.
*Strongly recommended to complete concentration:* 202, 214, 221, 312, 314, 315, 325, and 351.

**Allied and Supporting Fields:**

Students are strongly urged to take several courses in English and American literature, together with work in advanced composition and creative writing.

**Education Requirements:**

See the School of Education section of the Bulletin—"Programs in Secondary Education" and consult the program director in secondary education and/or the chairman of the Department of Speech and Drama.

**SAMPLE PROGRAM IN SPEECH AND DRAMA**

**Freshman Level**

- Speech: 4 courses
- Allied Fields & Electives or Modern Language*: 3 courses
- De Paul College: 6 courses

**Sophomore Level**

- Speech: 4 courses
- Allied Fields & Electives or Modern Language*: 3 courses
- De Paul College: 6 courses

**Junior Level**

- Speech: 5 courses
- Allied Fields & Electives: 4 courses
- De Paul College: 4 courses

**Senior Level**

*Substitute Allied Fields & Electives when the language requirement is completed.
COURSES—All courses carry four hours credit, unless otherwise specified.

203 Interpretive Reading. Basic principles and practice in the reading aloud of drama, prose and poetry before an audience.
204 Public Speaking. Beginning principles, methods and practice in effective audience communication.
205 Interpersonal Communication. Examination of the nature of oral communication and its social and personal impact.
212 Voice and Articulation. Student works for pleasing vocal production and enunciation through the study of the vocal mechanism and its proper use.
214 Voice and Articulation Laboratory. (Prerequisite: 212) Voice science more fully explored with particular stress on vocal faults and dialectical variations.
221 Argumentation and Debate. Application of the theories and practice of argumentation and reasoning to current controversial problems.
309 Interpretative Reading of Prose. (Prerequisite: 203) Study of and preparation for reading aloud of fiction and non-fiction for performance.
311 Interpretive Reading of Poetry. (Prerequisite: 203) Particular problems inherent in the reading aloud of poetry for performance.
312 Acting. Student works to develop imagination, concentration, observation, emotional recall, and vocal and bodily techniques.
313 Actor's Workshop. Intensive rehearsal and continual performance, simulating conditions of a repertory company.
314 Introduction to Technical Theater. Principles of design, construction, painting, mounting, and lighting of stage settings.
315 Directing. (Prerequisites: 312 and 314) Elements and theories of directing. Student directs a production for public viewing.
321 Persuasion. Principles that govern the responses of individuals and groups to oral communication.
325 Reader's Theater. Participation in the reading performance of a play or plays, and practice in preparation of a script for Reader's Theater.
326 Chamber Theater. Script preparation and group performance of narrative fiction, emphasizing the dramatic values of that form.
343 Playwriting. Plot, character, dramatic structure, and dialogue among elements studied. Student writes at least one complete play.
351 The Teaching of Speech in Secondary Schools. (Prerequisite: one speech course). Areas, methods, materials, administration of extracurricular program.
360 Speech Laboratory I. 1 hour.
361 Speech Laboratory II. 1 hour.
362 Speech Laboratory III. 1 hour.
363 Speech Laboratory IV. 1 hour.
364 Speech Laboratory V. 1 hour.
365 Speech Laboratory VI. 1 hour.
399 Independent Study in Speech. Credit variable. (Prerequisite: 12 hours in Speech, grade point average of 3.0, and consent of chairman)

FACULTY
Chairman: Frank Andersen, Ph.D.
Associate Professors: Frank Andersen, Ph.D.; Ruth Lukanitsch, Ph.D.; Virginia Rutherford, Ph.D.
Assistant Professor: John O'Malley, M.A. (on leave)
Instructor: Tony Dzik, M.A.
Theology

The Department of Theology offers courses that are a substantial development of the theological discipline. Theology is the formal and disciplined study of religion. Religion is the sum of mankind’s relentless quest to encounter God. For this reason those other cultural phenomena, the art forms, the history, the institutions, the sciences do all have a religious dimension.

Departmental courses are designed to broaden this dimension and to enrich the curriculum and the insight of every student. Through theological studies students come to learn how religion has been and continues to be a major cultural phenomenon and how religious traditions significantly affect cultural development.

The Department of Theology offers students the opportunity to complete a major in theology (Program I) or an associate major in theology (Program II). These programs will be of particular interest to those who expect to pursue graduate studies in theology, but may also be considered in view of the integrating value of theology in relation to other disciplines. Students who wish to enroll in theology under either plan should request assignment to a departmental faculty advisor. He will allow the greatest possible freedom in planning the individual program of studies.

PROGRAMS OF CONCENTRATION

Both programs include the 72 quarter hour General Education requirement of courses in Philosophy and Religion, Behavioral and Social Sciences, Humanities, and Natural Sciences and Mathematics. These courses are to be selected according to directions given in the De Paul College section of this Bulletin.

For both programs listed below the student must

1) Consult with his departmental advisor on course selection;
2) Complete all required courses by the end of the sophomore level; (Exceptions to this requirement must be made with the approval of the advisor.)
3) Prepare and submit to the department, in his senior year, an integrating thesis written under the direction of his advisor.

Program I. Basic requirements for a Bachelor of Arts Degree with a major in Theology.

Major Concentration in Theology:

Theology: 201, 202, 203, 204, 205, and 206.
Two additional 200-level courses from different decimal divisions (e.g., one 250 and one 270 course).
Four 300-level courses of the student’s choice.

Allied and Supporting Fields:
Courses in areas of interest to the student are to be determined upon individual consultation with a departmental advisor.

Program II. Basic requirements for an Associate Major in Theology. Students specializing in other fields may, with their advisor’s approval, earn an Associate Major.

Major Concentration in Theology:

Theology: Four courses chosen from 201, 202, 203, 204, 205, or 206.
Four other theology courses of the student’s choice.
**Allied and Supporting Fields:**
Courses in areas of interest to the student are to be determined upon individual consultation with the departmental advisor.

**SAMPLE PROGRAM IN THEOLOGY**

<table>
<thead>
<tr>
<th>Freshman Level</th>
<th>Sophomore Level</th>
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</thead>
<tbody>
<tr>
<td>Theology: 3 courses chosen from 201-206</td>
<td>Theology: 3 remaining courses from 201-206</td>
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<tr>
<td>Allied Fields &amp; Electives: 4 courses</td>
<td>Allied Fields &amp; Electives: 3 courses</td>
</tr>
<tr>
<td>De Paul College: 4 courses</td>
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<table>
<thead>
<tr>
<th>Junior Level</th>
<th>Senior Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theology: 212, 272, 301 (or 218, 274, 302, etc.)</td>
<td>Theology: 304, 340, 351 (or 313, 320, 330, etc.)</td>
</tr>
<tr>
<td>Allied Fields &amp; Electives: 4 courses</td>
<td>Allied Fields &amp; Electives: 4 courses</td>
</tr>
<tr>
<td>De Paul College: 4 courses</td>
<td>De Paul College: 5 courses</td>
</tr>
</tbody>
</table>

**COURSES**—All courses carry four hours credit.

**THE 200-SERIES REQUIRED COURSES**

201  The Religious Experience of Mankind. Man's theological history in the major world religions.


204  Method in Theology. Theological methodology compared with that of other sciences and examined in the historical process of development.

205  Theology and Ethics. Relation between theological beliefs and moral problems.

206  Theology and the Social Dimension. Religious belief and theology as implemented in human life and society.

**OTHER COURSES**

210  Christian Faith and Moral Problems. Content and rationale of Christian teachings on sex, politics, war, etc.

212  Afro-American Contributions to Religion. Thought of modern black leaders including Martin Luther King, Jr.

213  Marriage-Home-Family. Practical treatment of the relationships and values of modern Christian marriage.

214  The Problem of Evil. Theories of good and evil and the problem of living with evil.


216  Types of Christian Ethics. Ways in which the Christian ethical life has been understood.

217  The Problem of God. Problem of the demonstrability of God's existence, "natural theology," providence and predestination, etc.

218  The Mystery of Christ. Development of New Testament Christology through the classic period and into modern times.

220  Old Testament Studies. a


241  Theological Themes and Early Christian Art. Theology as molder of art and architecture through Byzantium to A.D. 800. (Cross-listed with Art 241)

250  Studies in Medieval Christian Thought. Great theological themes of the chief thinkers of the Middle Ages.

251  Theological Themes and Medieval Art. Theology in art through the Ottonian, Romanesque, Gothic, and late Gothic eras. (Cross-listed with Art 242)

*aCheck the current schedule of classes for specific listing of the subject matter to be treated.
260 Protestantism as a Question to Roman Catholicism. Serious questions raised by the Reformers seen as living concerns through the study of some leading controversial topics.


262 Theological Themes and Modern Art. Contemporary artists and movements expressing theological themes. (Cross-listed with Art 243)

270 The Problem of Human Sexuality. Modern sexual problems discussed against a theological-historical background.

271 Women in Christian Theory and Practice. Investigates present and past attitudes of Christianity toward women and engages the students to formulate the attitudes they would want Christianity to promote.

272 The Christian and Violence. Grounds and limits of a Christian use of force to effect social and political change.

274 Liturgy: The Shape of Worship. Overview of the liturgic-sacramental life of Christianity.

275 The Church and the Modern World. Constitution Gaudium et Spes against the background of Catholic history since Pius IX.

276 Morality and Humanistic Psychology. Findings of humanistic psychologists, determining their contribution to a morality of health and growth for the individual and society.

278 Biology of Ultimate Concern. Relation of biology and theology considered through the medium of philosophical reflections on biological conclusions. (Cross-listed with Honors 340)

THE 300-SERIES

301 The Theology of History. Representative Christian and non-Christian concepts of history and the interrelation of Christianity and history.
302 The Parables of Jesus. Investigation of the original meaning of that section of teaching most decidedly pertaining to the historical Jesus. Modification of the teaching by the primitive Christian communities and its normative value. (Prerequisite: Course 203)

303 The Changing Face of Theology. The history of the discipline.

304 Urban Theology. Modes of the divine presence in the modern American city.

305 Non-Christian Religions.* Classic and contemporary expression of various living religions which do not have common theological origins with Christianity.

306 The Morality of Modern Educational Processes. The possibilities for human growth in traditional, reform, and counter-culture education, and their values for the individual and society.

310 Culture and Religion. Meaning of culture and the relationship of religion to the building up of man's life-world.

312 Thought of Teilhard de Chardin. Major themes of Teilhard's thought evaluated. (Cross-listed with Philosophy 342)

313 The Problem of the Historical Jesus. Modern formulation of the Christological problem from Reimarus to Bultmann and the post-Bultmannians. (Prerequisite: Course 203).

320 Old Testament Problems. (Prerequisite: Course 202)*

330 New Testament Problems. (Prerequisite: Course 203)*

340 The God Question. Meaning of God past and present in Christianity and other religions.

350 Studies in Protestant Theology.*

351 Theological Issues in Eastern Christianity. Crucial theological themes in non-Latin Christianity following the separation of East and West.


359 Studies in the Thought of Great Theologians.*

360 Problems in Christian Ethics.*

399 Independent Study. (Prerequisites: senior standing and permission of the chairman.

*Check the current schedule of classes for specific listing of the subject matter to be treated.

FACULTY

Chairman: F. Bruce Vawter, C.M., S.S.D.


INTERDISCIPLINARY PROGRAMS

Afro-American Studies

The Afro-American Studies Program of De Paul University seeks to make available to interested students information concerning the African and Black American population as these communities relate to and interact with the people and conditions of their immediate environment and the world.

It is a program whose materials are offered to all students with no concern for race or creed. The faculty participating in this program embraces an ethnic and religious diversity worthy of a responsible academic milieu.

In this time of tragic estrangements between peoples throughout the world, De Paul hopes the sincere, competent, and creative presentation of the data of Black life, as it has been and is being lived on the African continent and in America, will go far toward producing informed minds and sensitive spirits—two cardinal requisites for a healing of both ancient and recent hurts among the two numerically largest elements of our national population. The purpose of the program is serious and its outlook is optimistic.

A major in Afro-American Studies can be of value to those wishing to pursue careers in secondary and elementary school teaching; graduate study in African Studies or Afro-American Studies; urbanology; human relations in municipal, state, or federal government; model cities program; ethnology; the Afro-American arts; and anthropology.

PROGRAM OF CONCENTRATION

A student wishing to pursue this interdisciplinary program should consult with a faculty advisor to determine a program most suitable to his interests and future needs. The faculty advisor should be chosen from the faculty committee which coordinates the program. The student should consult with his advisor at least once each quarter to determine the availability of the principal courses, new courses which may be introduced, and supporting courses which contribute to the program.

The program includes the 72 quarter hour General Education requirement of courses in Philosophy and Religion, Behavioral and Social Sciences, Humanities, and Natural Sciences and Mathematics. These courses are to be selected according to directions given in the De Paul College section of this Bulletin.

Program: Basic requirements for a Bachelor of Arts Degree with a major in Afro-American Studies.

Major Concentration in Afro-American:

\begin{itemize}
  \item History: One of the sequences 216, 217 and 218; or 222, 223 and 224.
  \item English: Two courses from 367, 368, or 369.
  \item Political Science: Two courses from 320, 321, or 322.
  \item Sociology: 201, 307 and 308.
  \item One additional course chosen in consultation with the student's advisor.
\end{itemize}

Allied and Supporting Fields:

Students planning to pursue graduate study in African Studies are advised to take a three-course sequence in French.

Students planning to pursue graduate study in Afro-American Studies are advised to take a three-course sequence in Spanish.

125
SAMPLE PROGRAM IN AFRO-AMERICAN STUDIES

Freshman Level
History: 216, 217 and 218; or 222, 223 and 224
Sociology: 201
Allied Fields and/or Electives: 3 courses
De Paul College: 4 courses

Junior Level
Sociology: 308
English: 367
Political Science: 320
Allied Fields and/or Electives: 4 courses
De Paul College: 4 courses

Sophomore Level
Sociology: 307
History: 304
Allied Fields and/or Electives: 4 courses
De Paul College: 5 courses

Senior Level
English: 368
Political Science: 322
Allied Fields and/or Electives: 5 courses
De Paul College: 5 courses

COURSES—All courses carry four hours credit. For a detailed description of these courses consult the English, history, political science, and sociology sections of this Bulletin.

ENGLISH
367 Survey in Afro-American Literature I, 1760-1930.
368 Survey in Afro-American Literature II, 1930-present.
369 Studies in Selected American Authors (Afro-American Authors).

HISTORY
216 Afro-American History to 1750.
217 Afro-American History 1750-1860.
218 Afro-American History since 1860.
222 African History to 1650.
223 African History to 1650-1870.
224 African History since 1870.
304 Topics in African History.
387 Intellectual Thought of the Black Man.
388 The Black Religionists.
389 Topics in Afro-American History.
393 The Harlem Renaissance.

POLITICAL SCIENCE
320 African Politics.
321 Afro-American Politics.
322 Ghetto Politics.

SOCIOLOGY
201 Introductory Sociology.
307 Black Institutions.
308 Black Studies.
310 Black Man's Music: A sociological analysis.

The following courses may be of special interest to a major in Afro-American Studies. The student, however, is reminded that these courses do not satisfy the major requirements of the Afro-American Studies Program.

DE PAUL COLLEGE COURSES:
Behavioral-Social Sciences: 308, 312, 316 and 317.
Humanities: 305, 319 and 357.

COLLEGE OF LIBERAL ARTS AND SCIENCES COURSES:
Art: 320.
Geography: 313.

126
History: 390.
Psychology: 352.
Sociology: 302 and 303.
Theology: 212.

FACULTY COMMITTEE
Co-Chairmen: Robert Garfield, Ph.D. and Ben Richardson, B.A., S.T.B.
Associate Professor: Michael Wichman, Ph.D., Mathematics
Assistant Professors: Robert Garfield, Ph.D., History; Ben Richardson, B.A., S.T.B., History
Instructor: Roosevelt Ferguson, M.S., Political Science
Lecturers: Joseph Franklin, M.A., History; Joanne Gabbin, M.A., English; Joseph Mabwa, M.A., Sociology

Honors Program

The Honors Program in the College of Liberal Arts and Sciences is open upon invitation or application to freshmen and sophomore candidates for the Bachelor of Arts or Bachelor of Science degree.

Freshmen whose high school academic records and college entrance test scores show exceptional ability and sophomores whose freshman academic record demonstrates exceptional intellectual capacity and motivation are invited into the program. Students in their freshman and sophomore years may also enter by application to the chairman of the committee. All students pursue a course of study which in several ways is more demanding than the normal curricula.

The program leads to the degree of Bachelor of Arts or Bachelor of Science, Honors Program. The qualified student has full opportunity, encouragement and guidance to study at his peak capacity. He completes at least four courses in the sequence of honors courses, the senior honors colloquium, and the senior thesis. In addition, he may, by arrangement with the director and individual instructors, enroll in advanced courses in his major subject for honors credit, until he has completed 36 quarter hours of honors credit. All currently scheduled courses in the honors program can earn simultaneous credit as electives in De Paul College. See director of Honors Program for details. Attainment of a 3.2 grade point average by the last quarter of the senior year is prerequisite to graduation in the honors program.

A descriptive Honors Program Guidelines brochure, designed to allow self-counseling for those entering the program, may be obtained by interested students from the committee chairman or program director.

HONORS COURSES—All courses carry four hours credit.

301H The Arts and Disciplines of Interpretation: Problems of Fact.
302H The Arts and Disciplines of Discursive Sequence: Problems of Theme.
305H Contemporary Chinese Religion, Culture and Philosophy.
317H The Foundations of Mathematics.
327H The Consumer and the Quality of Life.
337H The History of Physical Science.
350H Senior Colloquium: Contemporary Middle-Eastern Arab Culture.
359H The Artist as Humanist.
360H Anarchism and Radical Humanism.
399H Senior Thesis.
PROGRAM COMMITTEE
Chairman: Cornelius Sippel, Ph.D.
Director: Frederick I. Tietze, Ph.D.
Associate Professors: Hugo Amico, O.S.B., J.C.D., S.T.D., Theology; Paulis Anstrats, Ph.D., Modern Languages; Alphonse Buccino, Ph.D., Mathematics (on leave); Sally Chappel, Ph.D., Art; Mary Murray, Ph.D., Biology; Lavon Rasco, Ph.D., English; Sholom Singer, Ph.D., History; Cornelius Sippel, Ph.D., History; Frederick I. Tietze, Ph.D., English; Joseph Yedlicka, Ph.D., Modern Languages.
Assistant Professors: L. Edward Allemand, Ph.D., Philosophy; Stanley Dam-berger, M.A., English; Marilyn Kennedy, M.S.J., English.

Ibero-American Studies

The purpose of the Ibero-American Studies Program is to develop a deep human concern for Latin America; to find new perceptions and understandings of inter-American realities and to become aware of the uncommon, as well as common, aspects of our life in this hemisphere. Institutions of higher learning have an obligation to advance and enlarge knowledge and to help point the way to new levels of human understanding. The large Spanish speaking population mandates a continuing interest in Latin America.

The program is designed to provide new insights into the historical, socio-political, psychological, economic and cultural processes Latin America is experiencing. To serve all the people of the Americas in their effort to lead more human lives, the program stresses the uniqueness of the individual, his own value, worth and potential within his family, his community, his nation and thus the world in which he lives.

The Ibero-American Studies Program is structured to provide empathy with those republics which share with ours the word “American” and a common European heritage. Students will be involved in a critical, comprehensive view of the similarities, contrasts, and interrelations of their past experiences, their Iberian Old World tradition, and their impact upon Anglo-Saxon America.

The curriculum is intended to provide broad preparation as well as specialized competence. The program permits concentration in one of the recognized disciplines (e.g., history and Spanish), yet it provides an indispensable regional focus for continued learning. For those with general interests in hemisphere affairs, the curriculum offers a broad range of courses dealing with patterns, problems, and cultural diversity in Latin America.

The Ibero-American Studies Program provides a sound basis for undergraduate students who intend to teach or seek employment with either governmental agencies or private enterprise. It trains the student who will be involved in any manner with peoples whose culture has been formed out of Latin American traditions. In addition, the program provides excellent support for graduate study in Latin American Studies or in any academic discipline with emphasis upon the Ibero-American area.

The program is under the direction of an interdisciplinary committee which determines the major and allied requirements. Committee members serve as
faculty advisors. Students interested in this major should consult the chairman of the faculty committee.

PROGRAMS OF CONCENTRATION

Each student's program is individually planned and may be oriented to Latin America or the Iberian Peninsula. The programs consist of interdisciplinary concentration in history, geography, Spanish, economics, sociology and political science. Linguistic skills up to the level of Spanish 106 will be presumed and not be part of the Ibero-American major. Students not possessing the necessary linguistic skills may include the elementary and intermediate Spanish courses in their electives or by special permission of the committee chairman. (See the Modern Languages section of this Bulletin for the placement guide.)

All programs include the 72 quarter hour General Education requirement of courses in Philosophy and Religion, Behavioral and Social Sciences, Humanities, and Natural Sciences and Mathematics. These courses are to be selected according to directions given in the De Paul College section of this Bulletin.

Program I. This program is designed for students who intend to pursue graduate work in Latin American Studies and for those desiring a broad knowledge of a highly specialized area.

Basic requirements for a Bachelor of Arts Degree with a major in Ibero-American Studies.

Major Concentration in Latin American:

Geography: 326, and 327.
Sociology: 302.
Four courses to be chosen from:
Spanish: 301, 302, 303, 304, or 306.

Allied and Supporting Fields:
Courses to be chosen by the student in consultation with his advisor.

Program II. For students who intend to seek positions within the U.S. Government, private business, or community work among Spanish speaking people.

Major Concentration in Ibero-American:

Seven courses to be chosen from:
Geography: 326, 327.
Four courses to be chosen from:
Two courses to be chosen from:
History: 357 and
Spanish: 301, 302, 307 through to 314.

Allied and Supporting Fields:
Courses to be chosen by the student in consultation with his advisor.

Program III. For students desiring an intensive linguistic background, plus knowledge of a specialized area.

Major Concentration in Ibero-American:

History: 361, 362, and 363.
Spanish: 301, 302, 303, 304, 305 and 306 (or if necessary, 101 through 106).
Four courses to be chosen from:
History: 357, 364, 365, 366, 367, and
Geography: 326, 327.

Allied and Supporting Fields:
Courses to be chosen by the student in consultation with his advisor.

SAMPLE PROGRAM IN IBERO-AMERICAN STUDIES

**Freshman Level**

<table>
<thead>
<tr>
<th>History: 361, 362</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geography: 326</td>
</tr>
<tr>
<td>Spanish: 301</td>
</tr>
<tr>
<td>Allied Fields and/or Electives: 2 courses</td>
</tr>
<tr>
<td>De Paul College: 5 courses</td>
</tr>
</tbody>
</table>

**Junior Level**

<table>
<thead>
<tr>
<th>History: 365</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sociology: 302</td>
</tr>
<tr>
<td>Spanish: 304</td>
</tr>
<tr>
<td>Allied Fields and/or Electives: 4 courses</td>
</tr>
<tr>
<td>De Paul College: 4 courses</td>
</tr>
</tbody>
</table>

**Sophomore Level**

<table>
<thead>
<tr>
<th>History: 363, 364</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geography: 327</td>
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<tr>
<td>Spanish: 302, 303</td>
</tr>
<tr>
<td>Allied Fields and/or Electives: 2 courses</td>
</tr>
<tr>
<td>De Paul College: 4 courses</td>
</tr>
</tbody>
</table>

**Senior Level**

<table>
<thead>
<tr>
<th>History: 366</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economics: 360</td>
</tr>
<tr>
<td>Allied Fields and/or Electives: 5 courses</td>
</tr>
<tr>
<td>De Paul College: 5 courses</td>
</tr>
</tbody>
</table>

**PRINCIPAL COURSES**—All courses carry four hours credit.
For more information on these courses consult the history, geography, modern languages, economics and sociology sections of this Bulletin.

**HISTORY**

- 357 History of Spain.
- 361 Colonial Institutions in Latin America.
- 362 Revolutionary Period in Latin America.
- 363 Republics of Latin America.
- 364 Dictators and Caudillismo in Latin America.
- 365 History of Mexico: Colonial Period to Present.
- 366 Inter-American Cooperation, 1826 to Present.
- 367 The United States and the Caribbean.

**GEOGRAPHY**

- 326 Man and Land in the Caribbean.
- 327 Man and Land in South America.

**SPANISH**

- 301 Introduction to Spanish Literature I.
- 302 Introduction to Spanish Literature II.
- 303 Latin American Literature and Culture I.
- 304 Latin American Literature and Culture II.
- 305 Latin American Novel.
- 306 Contemporary Latin American Literature.
- 307 Hispanic Civilization.
- 308 Medieval Spanish Literature.
- 309 Spanish Ballad.
- 310 Lyric Poetry of Golden Age.
- 311 Theater of the Golden Age.
- 312 Cervantes.
- 313 Romanticism.
- 314 Nineteenth Century Novel.
- 315 The Generation of 1898.
- 316 Contemporary Spanish Literature.

**SOCIOLGY**

- 302 Cultural Anthropology.

130
FACULTY COMMITTEE
Chairman: Bernadine S. Pietraszek, Ph.D.
Professors: Richard J. Houk, Ph.D., Geography; Martin J. Lowery, Ph.D., History.
Associate Professors: Bernadine S. Pietraszek, Ph.D.; Lavinia Raymond, Ph.D., Sociology.
Instructor: Mirza Gonzalez, M.A., Spanish.
Students: Eloy Burciago, Linda Neumann.

Music Theory

This interdisciplinary program, offered in conjunction with the School of Music, is designed for the student interested in incorporating theoretical music into a broad course of humanistic study. The program is not directed at preparing the student as a performer in the musical arts, but rather emphasizes the underlying form, style, meaning and significance of music as a reflection of man's artistic nature.

PROGRAM OF CONCENTRATION

The program includes the 72 quarter hour General Education requirement of courses in Philosophy and Religion, Behavioral and Social Sciences, Humanities, and Natural Sciences and Mathematics. These courses are to be selected according to directions given in the De Paul College section of this Bulletin.

Program: Basic requirements for a Bachelor of Arts Degree with a major in Music Theory.

Major Concentration in Music Theory:

*Music Theory & Composition:* 111, 112, 113; 121, 122, 123; 131, 132, and 133; 241, 242, 243; 251, 252, 253 and 261; 301, 307, 326, 330, 373, 374, and 375.

*Applied Music:* A course each quarter until a total of six quarters have been completed.

*Music History and Literature:* 344, 345, and 377.

Allied and Supporting Fields:

The major in Music Theory prepares a program suited to his needs with his program advisor. Courses in English literature, history, philosophy, and a sequence in a modern language beyond the 106-level are recommended.

SAMPLE PROGRAM IN MUSIC THEORY

**Freshman Level**

Music Theory & Composition:
111-2-3; 121-2-3; 131-2-3;
Applied Music: 3 courses of choice
De Paul College: 6 courses

**Sophomore Level**

Music Theory & Composition:
241-2-3; 251-2-3; 261
Applied Music: 3 courses of choice
Allied Field & Elective:
1 course
Modern Language: 1 course
De Paul College: 5 courses
### Junior Level
- Music Theory & Composition: 326
- Music History & Literature: 344, 345, 377
- Allied Fields & Electives: 3 courses
- Modern Language: 1 course
- De Paul College: 5 courses

### Senior Level
- Music Theory & Composition: 373, 374, 375, 307, 301 and 330
- Allied Fields & Electives: 5 courses
- Modern Language: 1 course
- De Paul College: 2 courses

**COURSES**—Music course descriptions are provided in the School of Music section of the Bulletin.

## Social Sciences

The interdisciplinary program in Social Sciences seeks to provide a broad social scientific understanding of contemporary society. It is designed for career-oriented students in social science areas and prospective teachers.

Programs are planned on an individual basis in consultation with a representative of the social sciences faculty committee. Interested students should initially contact the committee chairman.

### PROGRAMS OF CONCENTRATION

Both programs include the 72 quarter hour General Education requirement of courses in Philosophy and Religion, Behavioral and Social Sciences, Humanities, and Natural Sciences and Mathematics. These courses are to be selected according to directions given in the De Paul College section of this Bulletin.

**Program I.** Basic requirements for a Bachelor of Arts Degree with a major in Social Sciences.

**Major Concentration in Social Sciences:**

A 60 hour concentration in the relevant fields of economics, geography, history, political science, psychology, and sociology is required. The necessary distribution of studies is:

- **Primary Field:** 24 quarter hours from one department.
- **Secondary Field:** 20 quarter hours from a second department.
- **Tertiary Field:** 16 quarter hours (total) from two other departments.

At least 36 quarter hours must be selected from courses at the 300-level. Business Mathematics 142 or Psychology or Sociology 242 is required of all majors.

The specific courses for major concentration in social sciences must be discussed by the student with his departmental advisor.

**Electives:**

A broad distribution of elective courses is encouraged.

**Program II.** Basic requirements for a Bachelor's Degree for students interested in teaching in the secondary level and needing teacher's certification.

**Major Concentration in Social Sciences:**

A 56 hour concentration in the relevant fields of economics, geography, history, political science, and sociology is required. The necessary distribution of studies is:

- **Primary Field:** 24 quarter hours from one department.
Secondary and Tertiary Fields: 12 quarter hours from each of two other departments.
Fourth Field: 8 quarter hours from a fourth department.
At least 28 quarter hours must be selected from courses at the 300-level. Specific courses for major concentration in Social Sciences must be discussed by the student with his departmental advisor.

Education Requirements:
See the School of Education section of the Bulletin—“Programs in Secondary Education” and consult the program director of secondary programs in education and the chairman of the social studies committee.

SAMPLE PROGRAM IN SOCIAL STUDIES

<table>
<thead>
<tr>
<th>Freshman Level</th>
<th>Sophomore Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics 130 or Business</td>
<td>Primary field: 3 courses</td>
</tr>
<tr>
<td>Mathematics 126</td>
<td>Secondary field: 2 courses</td>
</tr>
<tr>
<td>Sociology 242 or Psychology 242</td>
<td>Tertiary field: 2 courses</td>
</tr>
<tr>
<td>or Business Mathematics 142</td>
<td>De Paul College: 4 courses</td>
</tr>
<tr>
<td>Economics, Geography, History,</td>
<td>Senior Level</td>
</tr>
<tr>
<td>Political Science, Psychology or</td>
<td>Primary field: 1 course</td>
</tr>
<tr>
<td>Sociology: 4 Introductory courses</td>
<td>Secondary field: 2 courses</td>
</tr>
<tr>
<td>De Paul College: 5 courses</td>
<td>Tertiary field: 2 courses</td>
</tr>
<tr>
<td>Junior Level</td>
<td>Allied Fields &amp; Electives: 2 courses</td>
</tr>
<tr>
<td>Primary field: 2 courses</td>
<td>De Paul College: 5 courses</td>
</tr>
<tr>
<td>Secondary field: 1 course</td>
<td></td>
</tr>
<tr>
<td>Allied Fields &amp; Electives: 4 courses</td>
<td></td>
</tr>
<tr>
<td>De Paul College: 4 courses</td>
<td></td>
</tr>
</tbody>
</table>

FACULTY COMMITTEE
Chairman: Cornelius Sippel, Ph.D.
Associate Professors: Virginia Ford, Ph.D., Nursing; Cornelius Sippel, Ph.D.; History; Harry C. Thomson, Ph.D., Political Science.
Assistant Professors: Anthony C. Petto, M.B.A., Economics; Gerald W. Repka, M.A., Geography; Alan F. Sewell, Ph.D., Psychology.
Instructor: Albert E. Galowitch, M.A., Sociology.
PREPROFESSIONAL PROGRAMS

Pre-Engineering

Two programs in pre-engineering are offered at De Paul under the direction of the Department of Physics. The first of these is a five-year program, encompassing three years of study at De Paul and two years at either the University of Illinois (Urbana), the University of Notre Dame, the University of Detroit, or the University of Southern California. Successful completion of both phases of this program leads to the award of two degrees: the Bachelor of Arts by De Paul University, and the Bachelor of Engineering by the engineering school.

Students interested in chemical engineering follow a program similar to the first three years of the program for chemistry majors. Students interested in other areas of engineering follow a program patterned upon the first three years of the program for physics majors.

The second program in pre-engineering is offered cooperatively with the University of Detroit. Upon satisfactory completion of the first two years of the physics major program at De Paul, the student is accepted at the University of Detroit where he follows a three year "cooperative work/study" engineering program, leading to the Bachelor's Degree at Detroit. De Paul University does not award a degree in this option.

Students following either of these programs may substitute any other accredited School of Engineering in place of the schools named above. The student is responsible for gaining transfer admission to such a school since De Paul has no cooperative agreement.

For a sample program refer to the programs given under the Department of Physics. Further information may be obtained from the chairman of the Physics Department.

Pre-Law

The Pre-Law Program of the College of Liberal Arts and Sciences is designed to prepare students for admission to law school by providing them with facility for comprehension and expression of language; understanding of political, economic and cultural as well as social institutions and values; and the awareness of the moral and ethical principles of Judaic-Christian traditions. Language is a lawyer's working tool. In oral and written advocacy he must be able to communicate his ideas lucidly and convincingly. Every opportunity to develop skills of communications must be pursued. Intensive courses which require precise thinking and written work, and which afford practice in research, collection, organization and presentation of material are especially desirable.

The Pre-Law program is offered in cooperation with the College of Law. Successful completion of 144 quarter hours of requirements in major and allied fields is prerequisite for admission to the College of Law. After successful completion of the first year of the three year program in the College of Law, a student is eligible for a Bachelor Degree in Arts or the Sciences. Upon completion of the entire three-year law program, the student is awarded the degree of Juris Doctor.

Director of Pre-Law Program in the College of Liberal Arts and Sciences is Stanley S. Jados, Ph.D., Professor, Political Science.
Para-Medical Sciences

The College offers programs for students in pre-medical, pre-dental, medical technology, and radiologic technology studies. The student follows a curriculum designed for both liberal education and proper preparation for professional training.

Students in these programs must attend approved professional schools: medical schools approved by the Association of American Medical Colleges; dental schools approved by the Council on Dental Education of the American Dental Association; and medical technology and radiologic technology schools accredited by the Council on Medical Education of the American Medical Association.

The requirements of these programs are listed under the Department of Biological Sciences except for radiologic technology which is listed under the Department of Physics. Other preprofessional programs in the medical sciences are offered, but do not constitute a part of a degree program. Students are advised by faculty members of the departments having these programs and complete information is available from them.

INTERCOLLEGIATE PROGRAM

Jewish Studies

The program of Jewish Studies has been developed in cooperation with the Spertus College of Judaica to enable the student at De Paul to deepen his knowledge of Jewish culture and heritage. Such a heritage is a significant component of the tradition upon whose principles De Paul University is founded.

The program offers the De Paul student the opportunity to major in Jewish Studies and thus develop those skills which will prepare him for a career in the Jewish community. The degree, Bachelor of Arts with a major in Jewish Studies, is awarded by De Paul University. For students majoring in other fields, a variety of courses are offered to enable them to broaden and enrich their field of concentration through the added dimension of Jewish heritage and culture.

For further details regarding the program students should contact the Administrative Assistant to the Dean, De Paul College Office on the Lincoln Park Campus.
SCHOOL OF EDUCATION

Austin M. Flynn, Ph.D., Dean
William F. Puckett, M.Ed.,
Administrative Assistant to the Dean
Program Counselor

Requirements
Programs
Courses
Faculty
SCHOOL OF EDUCATION

The School of Education offers a rich variety of undergraduate programs leading to specified degrees and certificates. These programs have three common aims which support and permeate the specific requirements of each program.

The first aim is intellectual development. In order to become a successful teacher a student must achieve competency in three areas of knowledge: (a) general liberal studies; (b) the area of teaching specialty; (c) studies directly related to the teaching profession. The School of Education works closely with De Paul College, the College of Liberal Arts and Sciences, the College of Commerce, and the School of Music to make this three-fold intellectual preparation of teachers a reality.

The second aim is the development of professional attitudes. The teaching profession rests on dedicated service to others in formal and informal learning situations. This dedication depends on the continuous development of those social and ethical values and attitudes inherent in the professional and social responsibility of a teacher. The School of Education engenders these values and attitudes in the total atmosphere it creates and in the interaction it establishes among students, faculty and the personnel of the school system with which De Paul cooperates in preparing teachers.

The third aim is the development of teaching skills. To perform effectively in actual teaching situations the student must develop skills that combine theoretical knowledge with educational practices in helping pupils learn. Each De Paul program includes carefully planned and supervised formal and informal teaching experiences.

The responsibility for the preparation of teachers falls on all faculty of the University and, hence, the University Senate Subcommittee on Teacher Education initiates and reviews policy matters concerning teacher preparation programs. Direct administrative responsibility for all programs in teacher education rests with the Dean of the School of Education.

PROGRAMS IN TEACHER EDUCATION

Each program offered by the School of Education is accredited by the National Council for Accreditation of Teacher Education. Each program leads to official certification through the State Teacher Certification Board, State of Illinois. Each program may lead to official certification by the Chicago Board of Education after the student has passed the Board's Oral Examinations. Undergraduate students at De Paul are normally expected to earn both a degree and receive certification through a single program. Students, however, who have already earned an accredited Bachelor's degree may complete an abbreviated program at De Paul leading only to certification.

SPECIFIC PROGRAMS

1. Elementary Education
   Degrees: Bachelor of Arts or Bachelor of Science
   Standard Elementary Teaching Certificate

2. Secondary Education
   Degrees: Bachelor of Arts with a major in English, Geography, History, Mathematics, Modern Languages, Social Science, or Speech.
   Bachelor of Science with a major in Biology, Chemistry, Mathematics, Physics, and General Science.
   Standard High School Teaching Certificate.
3. Business Education
Degree: Bachelor of Science in Business Education.
Standard High School Teaching Certificate.

4. Physical Education
Degree: Bachelor of Science in Physical Education.
Standard Special Certificate.

5. Art Education
Degree: Bachelor of Arts
Standard Special Certificate.

6. Music Education
Degree: Bachelor of Music (jointly administered by School of Music and the School of Education).
Standard Special Certificate in General Supervision or Instrumental Supervision.

ADMISSION TO THE SCHOOL OF EDUCATION:
GENERAL REQUIREMENTS

There are three avenues of admission: as a De Paul Undergraduate; as a transfer student; as a holder of a bachelor’s degree. All students must file required applications and forms and, after acceptance, must have a counseling interview with the Program Counselor in the School of Education. Minimally:

I. De Paul University Undergraduates must:
   a. Have a minimum grade point average of 2.0.
   b. File an application for the School of Education through home college.

II. Transfer students must:
   a. Be accepted by the Admissions Office.
   b. Have a minimum grade point average of 2.0.

III. Holders of Bachelor's degrees seeking certification:
   a. Must have a Bachelor's degree from an accredited institution and be admitted by the Admissions Office.
   b. De Paul University seniors who seek certification may request admission to the certification program during their last quarter.

GENERAL REQUIREMENTS WITHIN THE SCHOOL OF EDUCATION

I. Test Requirements for all students in the School of Education:
   A. United States and Illinois Constitution Examination.
   B. National Teacher Examination.
   C. Undergraduate Program Examination.

II. Field Experiences
   Every student must complete 100 hours of work with children in pre-approved programs. Students must register for these programs with the Program Counselor and submit evidence that they have successfully completed these programs. Students intending to enter the School of Education are requested to register for this program (Education 095) as soon as possible—even during the Freshman or Sophomore year.

III. Student Teaching
   In order to insure that a student meets all requirements of the State of Illinois for obtaining a teaching certificate, the following procedures are required:
   A. Each student must complete the proper Application Forms and return to the School of Education. (Consult Calendar for deadlines)
B. References: Three references are required for each student. At least one reference should be from a faculty member in the area of the student's major field. All other references should be from faculty in the School of Education.

C. Each student must be approved and accepted for student teaching by the School of Education before they can register for student teaching.

D. Each student must present evidence of a recent test for tuberculosis.

GENERAL ACADEMIC REQUIREMENTS OF THE SCHOOL OF EDUCATION

I. De Paul College

72 hours to be completed in De Paul College:
  Four courses in Philosophy and Religion
  Four courses in Humanities
  Four courses in Behavioral Social Science
  Three courses in Natural Science and Mathematics
  Three electives (strongly recommend BSS 111)

* Elementary majors are required to take three University courses in Science and two courses in Mathematics for State Certification.
* Secondary majors are required to take three courses divided between Mathematics and Science for State Certification.

II. College of Liberal Arts and Sciences

English 200, for Business Education Majors.
English 200, English 303 for Elementary Majors.
English 200, English 300 for Secondary Majors. (301 for English Majors)
Speech 202 or 203.
Political Science 103 or American History.
Two Mathematics courses for Elementary Majors (unless completed in De Paul College).
One Mathematics course for Secondary Majors (unless completed in De Paul College).

III. The School of Education

Education 207, 332, 333, 360, 380.
Physical Education 205 or 206 and one Activity course (Elementary).
Physical Education 205 or 206 and two Activity courses (Secondary).

SPECIFIC ACADEMIC REQUIREMENTS OF THE SCHOOL OF EDUCATION

In addition to the above listed general academic requirements, each student must complete the requirements of the specific programs in the specific areas listed below.

I. PROGRAM IN ART EDUCATION

Prepares teachers of Art for Elementary and Secondary Schools.
Teaching Major: 46 quarter hours in Art. See Art section in this Bulletin.
Special Professional Education Courses: Education 342 or 344: 357, 383, 392.

II. PROGRAMS IN BUSINESS EDUCATION

Programs in Business Education prepare teachers of business subjects for Secondary Schools. Three programs are provided in Business Teacher Education. Program A is designed for prospective teachers of stenography; Program B, for prospective teachers of bookkeeping; and Program C, for prospective teachers of
basic business subjects. Successful completion of the program leads to the Bachelor of Science degree.

Requirements for Program A—Office Education

Business Education 363, 367, 393, 394

Teaching Major:
Business Education 110, 112, 114, 118, 119 (Stenography*)
Business Education 130, 134, 136, 138, 142 (Typing*)
Business Education 144, 150
Accountancy 101, 102, 103
Management 200, 231
Economics 103
Business Mathematics and Statistics 125

Requirements for Program B—Bookkeeping and Accounting

Business Education 367, 368, 393, 394

Teaching Major:
Business Education 130, 134, 136, 138, 142 (Typing*)
Business Education 144
Accounting 101, 102, 103, 130, 204, 303 or 380
Management 200, 231
Economics 103
Business Law 201, 202
Business Mathematics and Statistics 125

Requirements for Program C—General Business

Business Education 367, 369, 393, 394

Teaching Major:
Business Education 130, 134, 136, 138, 142 (Typing*)
Business Education 144
Accounting 101, 102, 103
Business Law 201, 202
Economics 103
Management 200, 231
Marketing 200 and elective
Business Mathematics and Statistics 125

*Students who have previously acquired skills may begin typewriting and shorthand at a level for which they are qualified. Hours of credit equal to the hours substituted must be earned in courses taken in the College of Commerce or in Business Education electives. A sequence of 3 or 4 courses in stenography and a sequence of 3 courses in typing are required.

III. PROGRAM IN ELEMENTARY EDUCATION

Liberal Arts courses: Geography 124 or 354
Sociology 300

Special Professional Education courses: 314, 315, 317, 326, 331 (or 353 and 358), 381 or 382 (or 343 for current full-time teachers only), 385, 387.
Evening students may substitute 319 and 342 or 344 for 314, 315.

IV. PROGRAM IN PHYSICAL EDUCATION

Liberal Arts courses: Biology 305 and 307

Teaching Major:
Physical Education 303, 304, 341, 373 or 345, 351, 352, 372, 386, 379
Electives: One course from P.E. 205, 206, 342, 374, 395
For Women Majors:
Movement Analysis I—Rhythmic and Choreographic Foundations. 6 hours chosen from P.E. 111, 113, 211, 213, 215
Movement Analysis II—Aquatics Foundations. Physical Education 121, 122, 233
Movement Analyses III—Gymnastics Foundations. Physical Education 151, 253 or 254
Movement Analysis IV—Team and Individual Sports Foundations. 8 courses chosen from P.E. 171, 173, 172, 174, 175, 176, 177, 180, 276, 277

For Men Majors:
Movement Analysis I—Rhythmic and Choreographic Foundations. Physical Education 213, 215 (4 hours)
Movement Analysis II—Foundation of Aquatics. Physical Education 121, 122, 123
Movement Analysis III—Foundations of Gymnastics. Physical Education 151, 263 or 264 (3 hours)
Movement Analysis IV—Foundations of Individual and Team Sports. 9 courses chosen from P.E. 174, 180, 181, 182, 183, 184, 185, 186, 187, 276, 277

PROGRAMS OF STUDY FOR A SUPPORTING AREA IN PHYSICAL EDUCATION
The programs outlined below are intended for the student who desires to develop a supporting teaching area in Physical Education. These requirements are added to those listed for the degree programs in Elementary and Secondary Education.

Program A—Elementary Education
Physical Education 303, 317, 341, 373 or 345
Foundations: Physical Education 122, 172 or 182, 176 or 186, 173 or 183, 180, 213

Program B—Secondary Education
Physical Education 303, 372, 341, 373 or 345
Foundations: 8 hours chosen from Physical Education 122, 151, 171 or 181, 172 or 182, 173 or 183, 175 or 176 or 186, 215, 276 or 277

V. PROGRAMS IN MUSIC EDUCATION
The School of Music and the School of Education have cooperative programs for the preparation of teachers of vocal and instrumental music for both the Elementary and Secondary School. The degree, Bachelor of Music, with a teaching major in Music is awarded upon completion of the program. Complete information is contained in the School of Music Programs section of this Bulletin.

VI. PROGRAMS IN SECONDARY EDUCATION
A total of 48 quarter hours in the major field is required. Programs in Secondary Education leading to the Bachelor of Arts degree include English, Geography, History, Mathematics, Language, Social Science and Speech.
Programs in Secondary Education leading to a Bachelor of Science degree include Biology, Chemistry, Physics, General Science and Mathematics.

For details concerning the completion of your major field, consult the Department offerings in this Bulletin.

Special Professional Education courses: Education 357, 390, 391. (English majors who desire to teach in the City of Chicago must complete two courses in the teaching of Reading.)
TEACHER CERTIFICATION REQUIREMENTS FOR COLLEGE GRADUATES

The School of Education offers an opportunity for graduates of accredited colleges and universities to prepare for a career in teaching in Elementary and Secondary schools. Successful completion leads to a teaching certificate for the State of Illinois in the area of the student’s specialization.

For complete details on admission requirements and procedures for the Certification Program, the student is referred to the brochure, “Certification Programs for Teaching in Elementary and Secondary Schools,” obtainable in the School of Education Offices.

I. PROGRAM COUNSELOR

The School of Education provides a Program Counselor who is responsible for interviewing and counseling every student concerning his academic program. The Student Counselor must approve each individual program at the Registration period.

II. THE OFFICE OF TEACHER PLACEMENT

The School of Education offers placement services for its graduates. Graduating seniors desiring such services when seeking a teaching position should register with the Office of Teacher Placement.

GRADUATE PROGRAMS

The School of Education offers the following programs leading to the master’s degree:

DEPARTMENT OF CURRICULUM AND INSTRUCTION

Program in Business Education
Program in Curriculum Development
Program in Elementary Education
Program in Secondary Education
Program in Reading Disabilities and Other Learning Disabilities

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY, GUIDANCE AND COUNSELING

Program in Secondary School Guidance
Program in Elementary School Guidance

DEPARTMENT OF SCHOOL ADMINISTRATION

Program in School Administration and Supervision
Undergraduate students who have completed all the necessary course requirements for the Bachelor’s Degree may enroll for courses at the graduate level. To enroll in graduate courses, they must have the written permission of the Chairman of the department in which they desire to enroll.

COURSES OFFERED

All courses carry 4 hours credit unless otherwise noted.

095 Laboratory Experience with Children and Youth. Required of all students. Observations and participation experiences with children and youth in a school or social agency. This course is a prerequisite for student teaching and related professional courses. (0 quarter hours)

EDUCATIONAL FOUNDATIONS—SOCIAL, HISTORICAL AND PHILOSOPHICAL

207 Social and Historical Foundations of American Education. An introduction to an understanding of the school as the formal educational institution in terms of political, social, economic, religious, and cultural developments in the United States. (Prerequisite: sophomore standing)
380 Philosophical Foundations of Education. The application of philosophical method and outlook to problems arising in education.

PSYCHOLOGICAL FOUNDATIONS OF EDUCATION

332 Human Growth and Development—I Childhood. The development of the young child and its relationship to the educative process. Includes observation of children in a school situation. (3 quarter hours)

333 Human Growth and Development—II Adolescence. A continuation of the study of human development with focus on the developmental characteristics of adolescent youth. Personality organization and adolescent adjustment. (3 quarter hours)

360 Educational Psychology and Measurement of Learning. A study of the learning process, its determining conditions, measurement and evaluation by the teacher.

ART EDUCATION

342 Teaching Art in the Elementary School. (Material Fee: $5.00). Program planning, objectives for art education, methods of instruction in elementary education, and the selection and use of instructional materials.

344 Workshop In Art Education. (Material Fee: $7.50). Intensive experience in the selection and use of art education methods and instructional materials.

383 Elementary Student Teaching and Seminar In Art Education. Five school days a week in supervised teaching in a cooperating school for half an academic quarter. Seminar once a week. (Prerequisite: Permission of Program counselor) Open only to De Paul students. (5 quarter hours)

392 Secondary Student Teaching In Art Education and Seminar. Supervised teaching in a cooperating school with a seminar meeting once a week. Five school days a week in supervised teaching for half an academic quarter. (Prerequisite: Permission of Program counselor) Open only to De Paul students. (5 quarter hours)

ELEMENTARY EDUCATION

314 Art Esthetics In the Elementary School Curriculum. (Material Fee: $5.00). (Concurrent with Education 315) Role of art in childhood education. Program development and materials of instruction. (Prerequisites: Education 207, 332, and 333) (2 quarter hours)

315 Music Esthetics In the Elementary School Curriculum. (Concurrent with Education 314) Music in childhood education. Program development and materials of instruction. (Prerequisites: Education 207, 332, and 333) (2 quarter hours)

317 Physical Education In the Elementary School. The content, methods, and materials in a basic program of physical education at the various grade levels of the elementary school. Provision is made for school visitation and directed observation.

319 Teaching Music In the Elementary School. Music in the elementary school, program planning, and the selection and use of instructional materials.

327 Audio-Visual Materials and Methods. Theory and practice in the use of films, film strips, audio tapes, video tapes, overhead transparencies, etc. in teaching.

331 Teaching Mathematics and Science In the Elementary School. (Materials Fee: $5.00). The objectives, content, and use of instructional materials in the development of a modern mathematics and science program in the elementary school. (6 quarter hours)

343 Principles and Practices of Teaching In the Elementary School. (For full-time teachers only). The teaching-learning process in programs for elementary school children. (Prerequisites: Education 207, 332, 333, 360, and permission of advisor)

353 Teaching Science In the Elementary School. (Materials Fee: $5.00). The role of science education in childhood education, program planning, and methods and materials of instruction.

354 Contemporary Methods in the Teaching of Geography. Program development materials and methods of teaching geography. (May also be taken for credit in geography)

358 Teaching Modern Mathematics in the Elementary School. Instructional methods, materials, and program planning. (Prerequisite: College Mathematics)

362 Teaching Social Studies in the Elementary School. Social studies education in the elementary school. Recent research and curriculum organization.
Practicum in Curriculum and Instruction in the Elementary School—Young Children. The teaching-learning process in programs for young children. Laboratory experiences include observation, participation, and directed teaching of small pupil groups. (Prerequisite: Education 207, 332, 333, 360, 326, 331 and permission of advisor) (6 quarter hours)

Practicum in Curriculum and Instruction in the Elementary School—Older Children. The teaching-learning process in programs for older children. Laboratory experiences include observation, participation, and directed teaching of small pupil groups. (Prerequisite: Education 207, 332, 333, 360, 326, 331 and permission of advisor) (6 quarter hours)

Student Teaching. Supervised teaching in a cooperating school. Four and one half school days a week in supervised teaching for a full academic quarter. (Prerequisite: Permission of Program counselor) Open only to De Paul students. (9 quarter hours)

Student Teaching Seminar—Elementary Education. Feedback and discussion of problems encountered in student teaching as well as new materials and techniques of student teaching. (1 quarter hour)

Astronomy For Teachers. Methods of observation and measurement in astronomy on an elementary conceptual level. (May also be taken for credit in Astronomy)

Independent Study. (Prerequisite: Permission of advisor) (1 to 2 quarter hours)

SECONDARY EDUCATION

Teaching English in the Secondary School. Methodologies for teaching pupils who are using English as a second language.

Practicum in Curriculum and Instruction in the Secondary School. The objectives of secondary education, instructional methods and materials, and organization and administration of the secondary school. Includes laboratory experience with high school youth. (Prerequisites: Education 207, 332, 333 and 360)

Student Teaching. Supervised teaching in a cooperating school. Four and one half school days a week in supervised teaching for a full academic quarter. (Prerequisite: Permission of Program counselor) Open only to De Paul students. (9 quarter hours)

Student Teaching Seminar—Secondary Education. Feedback and discussion of problems encountered in student teaching as well as new materials and techniques of student teaching. (1 quarter hour)

Independent Study. (Prerequisite: Permission of advisor) (1 to 2 quarter hours)

READING AND LANGUAGE ARTS

Teaching Reading and Language Arts in the Elementary School. Teaching the basic communication skills. In addition, two hours per week of laboratory experiences with children are required. (Prerequisites: Education 207, 332, and 333) (6 quarter hours: 3 hours for reading—3 hours for language arts)

Children's Literature. Methods of developing children's reading interest, selecting appropriate children's books. An introduction to the various types of literature for children of different ages.

Teaching Reading in the Secondary School. Development of reading skills in the secondary school, improving reading skills in different content areas and the secondary school teacher's role in a reading program.


BUSINESS EDUCATION

110 Gregg Shorthand Theory I. Gregg Shorthand which includes theory, vocabulary development, and skill building.
112 Gregg Shorthand Theory II. A continuation of Gregg Shorthand Theory. (Prerequisite: Business Education 110)
114 Intermediate Shorthand, Gregg. A continuation of vocabulary development and skill building, a complete review of theory, and an introduction to the techniques and the production of mallable letters. (Prerequisite: Business Education 112)
118 Advanced Shorthand, Gregg. Rapid dictation, skill building, timed transcription, a review of vocabulary, and a review of English mechanics. (Prerequisite: Business Education 114)
119 Advanced Transcription Techniques. Competency in rapid dictation and transcription to qualify the student for high-level positions in the secretarial field.
Includes dictation, transcription, further development of skill, a review of vocabulary, and a review of English mechanics. (Prerequisite: Business Education 118)

130 Typing I. (Typewriter Fee: $7.50) Technique development, skill building, and the application of basic skills to personal and business situations. (3 quarter hours)

134 Typing II. (Typewriter Fee: $7.50) Intensive skill building, technique improvement, and the application of those skills in business letters, tabulation problems, manuscripts, and various business records. (Prerequisite: Business Education 130) (3 quarter hours)

136 Typing III. (Typewriter Fee: $7.50) Continued skill development and the application of this skill to business problems. (Prerequisite: Business Education 134) (3 quarter hours)

138 Advanced Typewriting. (Typewriter Fee: $7.50) Typewriting techniques, knowledge and skills for high-level production. Stresses advanced typewriting problems encountered in office situations. (Prerequisite: Business Education 136) (3 quarter hours)

142 Production Typing. (Typewriter Fee: $7.50) Top-quality production work. Techniques improvement and skill development. (Prerequisite: Business Education 138) (3 quarter hours)

144 Office Machines. (Laboratory Fee: $7.50) Development of proficiency in the use of basic adding and calculating machines and duplicating equipment. Development of competency skills necessary for filing. (3 quarter hours)

150 Secretarial Procedures. (Laboratory Fee: $7.50) A comprehensive treatment of secretarial duties performed in modern business offices. Emphasis on frequently performed tasks. (Prerequisites: Business Education 118 and 138)

210 Advanced Dictation. Development of the ability to take dictation at 140 words per minute and above. Production of both quality and quantity in business communications. (Prerequisites: Business Education 119 and 142)

221 Legal Shorthand. Rapid dictation, skill building, timed transcription; review of legal vocabulary and professional terminology, and English mechanics. Minimum dictation for entrance is 100 words per minute with a high rate of accuracy.

222 Medical Stenography. For nurses, receptionists, and general medical office help. Medical dictation and transcription covering both general and special practices. Orientation to medical terminology and secretarial procedures. Minimum dictation rate for entrance is 100 words per minute.

251 Legal Secretarial Procedures. Secretarial duties performed in modern law offices. Emphasis on frequently performed tasks. (Prerequisite: Business Education 221)


363 Methods, Materials, and Evaluation in Teaching Shorthand. Methods in teaching high school shorthand and transcription. Evaluation of instructional materials, use of audio-visual aids, teaching procedures, testing and grading practices, and special problems. (Prerequisite: 8 quarter hours of shorthand)

367 Methods, Materials, and Evaluation in Teaching Typewriting. Objectives and methods in the teaching of typewriting. Evaluation of instructional materials, use of visual aids, teaching procedures, testing and grading practices, and special problems. (Prerequisite: 8 quarter hours of typewriting)

368 Methods, Materials, and Evaluation in Teaching Bookkeeping. Methods of teaching bookkeeping in secondary schools. Evaluation of the instructional materials, use of audio-visual aids, teaching procedures, testing and grading practices, and special problems. (Prerequisite: 8 quarter hours of accounting)


393 Business Education Student Teaching. Four and one half school days each week of supervised teaching for a full academic quarter in a cooperating school. (Prerequisite: Permission of Program counselor) Open only to De Paul students. (9 quarter hours)

394 Student Teaching Seminar—Business Education. Methods, techniques, class management, and other professional problems pertinent to effective organization of classroom teaching and learning experience in the business education classes. (1 quarter hour)

399 Independent Study. (Prerequisite: Permission of advisor) (1 to 2 quarter hours)
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>051</td>
<td>Rhythms</td>
<td>(Men and Women) Functional rhythms. Development of movement and skills basic to all forms of dance. (2 quarter hours)</td>
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<tr>
<td>052</td>
<td>Folk and Social Dance</td>
<td>(Men and Women) Dances of different cultures. (2 quarter hours)</td>
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<tr>
<td>053</td>
<td>Swimming</td>
<td>(Men and Women) Instruction for beginners, intermediates, and advanced swimmers; fundamental diving and water safety. (2 quarter hours)</td>
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<tr>
<td>054</td>
<td>Skiing</td>
<td>(Men and Women) Instruction for beginners, intermediates, and advanced skiers; fundamental movements, and skiing safety. (2 quarter hours)</td>
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<tr>
<td>055</td>
<td>Tennis</td>
<td>(Men and Women) Stroke and analysis, individual and group instruction, techniques, class organization procedures, demonstration, practice and knowledge of the rules and game etiquette. (2 quarter hours)</td>
</tr>
<tr>
<td>056</td>
<td>Golf</td>
<td>(Men and Women) Basic skills of golf. Grip, stance, and mechanics of the swing for woods and irons. Golf etiquette and rules. (2 quarter hours)</td>
</tr>
<tr>
<td>057</td>
<td>Badminton-Volleyball</td>
<td>(Men and Women) Analysis, instruction and practice skills; group drills, styles of offensive and defensive play, and strategy. (2 quarter hours)</td>
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<tr>
<td>058</td>
<td>Beginning Judo</td>
<td>(Men and Women) The essential holds and falls of the beginning wrestler. (2 quarter hours)</td>
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<tr>
<td>059</td>
<td>Archery</td>
<td>(Men and Women) Instruction and practice in care and use of missile weapons—bow and arrows. (2 quarter hours)</td>
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<tr>
<td>111</td>
<td>Ballet</td>
<td>(Women) Beginning fundamentals, techniques, terms, and teaching principles. (2 quarter hours)</td>
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<tr>
<td>113</td>
<td>Tap</td>
<td>(Women) Tap dancing and musical comedy. Fundamentals, techniques and methods of teaching. (2 quarter hours)</td>
</tr>
<tr>
<td>121</td>
<td>Swimming</td>
<td>(Beginners—Men and Women) Beginner and intermediate swimming skills; elementary springboard diving and surface diving. (1 quarter hour)</td>
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<tr>
<td>122</td>
<td>Life Saving</td>
<td>(Men and Women) Life saving and conditioning for swimming. Practice skills of American Red Cross Life Saving. (Prerequisite: Physical Education 121 or swimming competency and instructor's approval) (1 quarter hour)</td>
</tr>
<tr>
<td>151</td>
<td>Formal and General Gymnastics</td>
<td>(Men and Women) Fundamental exercises; Apparatus: ropes and poles, stall bars, vertical and horizontal ladders and vaulting horse. Exercises: marching tactics, free exercises, hand apparatus, social mixers, gymnastic steps, tumbling and pyramid building. (1 quarter hour)</td>
</tr>
<tr>
<td>171</td>
<td>Field Hockey</td>
<td>(Women) Offered alternate years. Basic skills; Individual, group and team drills; analysis of form, game strategy and rules interpretation, student coaching and officiating. (2 quarter hours)</td>
</tr>
<tr>
<td>172</td>
<td>Volleyball</td>
<td>(Women) Offered alternate years. Basic skills; individual, group and team drills; analysis of form, game strategy, rules interpretation, student coaching and officiating. (1 quarter hour)</td>
</tr>
<tr>
<td>173</td>
<td>Soccer-Speedball</td>
<td>(Women) Offered alternate years. Basic skills; individual, group and team drills; analysis of form, game strategy; rules interpretation and equipment care; student coaching, tournament management, and officiating. (2 quarter hours)</td>
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<tr>
<td>174</td>
<td>Archery and Badminton</td>
<td>Fundamentals and basic skills. (1 quarter hour)</td>
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<tr>
<td>175</td>
<td>Softball</td>
<td>(Women) Offered alternate years. Basic skills; individual, group and team drills; analysis of form, game strategy, rules interpretation, equipment care; student coaching; tournament management, and officiating. (1 quarter hour)</td>
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<tr>
<td>176</td>
<td>Track and Field</td>
<td>(Women) Offered alternate years. Track and field skills, rules, warm-up drills; management of track and field meets. (1 quarter hour)</td>
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<tr>
<td>177</td>
<td>Basketball</td>
<td>(Women) Offered alternate years. Basic skills; individual group and team drills; analysis of form, game strategy, rules interpretation, student coaching, and officiating. (1 quarter hour)</td>
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<tr>
<td>180</td>
<td>Elementary School Games</td>
<td>(Men and Women) Individual, dual and group activities; rhythms and lead-up games of low organization for elementary school programs. (2 quarter hours)</td>
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<tr>
<td>181</td>
<td>Football</td>
<td>(Men) Offered alternate years. Fundamental skills, group drills, strategy, styles of offensive and defensive team play. (2 quarter hours)</td>
</tr>
<tr>
<td>182</td>
<td>Volleyball</td>
<td>(Men) Offered alternate years. Fundamental skills, group drills, strategy, styles of offensive and defensive team play. (1 quarter hour)</td>
</tr>
<tr>
<td>183</td>
<td>Soccer-Speedball</td>
<td>(Men) Offered alternate years. Fundamental skills, group drills, strategy, styles of offensive and defensive team play. (2 quarter hours)</td>
</tr>
<tr>
<td>184</td>
<td>Wrestling</td>
<td>(Men) Offered alternate years. Take-downs, counters, breakdowns, escapes, rides and pinning combinations. (1 quarter hour)</td>
</tr>
</tbody>
</table>
185 Baseball. (Men) Offered alternate years. Fundamental skills, group drills, styles of offensive and defensive play and team strategy. (1 quarter hour)
186 Track and Field. (Men) Offered alternate years. Track and field skills, rules, warm-up drills, management of track and field meets. (1 quarter hour)
187 Basketball. (Men) Offered alternate years. Fundamental skills, group drills, styles of offensive and defensive team play and strategy. (1 quarter hour)
205 Seminar in Selected Health Problems. (Men and Women) Current problems in schools—drugs, family life and sex education, and safety. (3 quarter hours)
206 Personal and Community Health. Problems of the adult—mental hygiene, physiological problems, geriatrics, nutrition, role of exercises-rest-relaxation, stimulants, depressants, emergency care, disease prevention, community health, and school services. For the non-physical education major. (3 quarter hours)
211 Modern Dance. (Women) Fundamentals to an art form, that attempts to express an idea only through natural movements, without setting rules as to how the idea must be conveyed. Students will be expected to continually experiment, extend and change forms for improving expressiveness. (2 quarter hours)
212 Modern Jazz. (Women) Continuation of Ed. 211 (2 quarter hours)
213 Basic Rhythms. (Men and Women) Development of movement and rhythm skills basis to all forms of dance at the elementary school level. Rhythm skills include time structure of movement, use of musical symbols of beats, accents, rhythmic patterns, movement patterns and analysis of dance steps. (2 quarter hours)
215 Folk and Social Dance. (Men and Women) Dances of different countries both classical and folk; forms of square and round dancing and fundamentals of social dance; material and musical background for rhythm. (2 quarter hours)
233 Aquatic Instructors. (Men and Women) Swimming, diving and life-saving, coaching, officiating, water safety directors; advanced skills of swimming and canoeing. (1 quarter hour) (Prerequisite: Physical Education 121 or 122 or life guard certification and instructor’s approval)
253 Heavy Apparatus and Tumbling I. (Women) Parallel bars, side horse, long horse, buck, rings, trampoline, and mats for different ages of school age. “Spotting” procedures and use of apparatus and routines for demonstrations and exhibitions. (2 quarter hours)
254 Heavy Apparatus and Tumbling II. (Women) Continuation of Physical Education 253. (2 quarter hours)
263 Heavy Apparatus and Tumbling I. (Men) Basic stunts and exercises to intermediate performance level on the parallel bars, rings, buck, adjustable ladder, mats, springboard and trampolines; “spotting” assistance techniques and routines. (2 quarter hours)
264 Heavy Apparatus and Tumbling II. (Men) Continuation of Physical Education 263. Horizontal bar, side horse, long horse, mats, springboard and trampoline. (2 quarter hours)
276 Tennis. (Men and Women) Fundamental skills, rules, care of equipment; self-testing activities, ability grouping and participation in the class tournament. (1 quarter hour)
277 Golf. (Men and Women) Fundamental skills, rules, care of equipment; self-testing activities, ability grouping and participation in the class tournament. (1 quarter hour)
278 Fundamentals of Officiating. (Men and Women) Mastery of official rules and effective techniques for officiating. (2 quarter hours)
302 First Aid. The subjects covered under the basic and advanced (Red Cross) certification in first aid. (2 quarter hours)
303 Athletic Injuries. Principles and purposes of training, duties of a trainer, fundamental of massage and therapy, bandaging and taping for the prevention and care of injuries. (2 quarter hours)
304 School Health Programs. Problems, programs, policies and procedures for implementing a school health service plan; screening devices for visual, auditory, mental, dental, communicable disease; sanitation, emergency care, and special health programs.
341 History, Organization and Administration of Physical Education. History of physical education with emphasis upon the philosophical tradition. Consideration of problems in the organization and administration of physical education programs.
342 Community Recreation. Community recreation programs; resources and principles of program planning; evaluation; administration of public recreation agencies. (2 quarter hours)
Intramural Sports for Girls and Women. Consideration of basic problems in organizing and administering an intramural sports program for girls and women from elementary to college levels. The relative roles of the competitive and club programs.

Kinesiology. Movements of the human body. Application is made to teaching of fundamental and specialized motor skills. Development and maintenance of the human structure through intelligent selection of activities and efficient use. (Prerequisite: Anatomy and Physiology)

Physiology of Exercise. Effects of muscular activity on the systems of the body. Nature of neuro-muscular activity, circulatory and respiratory adjustments during exercise, metabolic and environmental aspects of exercise, fatigue and training fitness. (Prerequisite: Anatomy and Physiology)

Educational Psychology and Measurement of Learning. Statistical analysis, measures of central tendency and variability as well as correlation; standard tests of strength, motor fitness, cardio-vascular efficiency, anthropometry, body mechanics, and specific sports skills.

Practicum in Methods and Instructional Materials in Physical Education. Objectives, instructional methods and materials, organization and administration of physical education programs in elementary and secondary schools. Laboratory experiences. (Prerequisites: Education 207, 332, 333, and 360)

Intramural and Interscholastic Sports. (Men) Organization and administration of intramural programs in the elementary school, high school, and college with special stress on the procedures for organizing various types of tournaments.
Adapted Physical Education. Diversified program of development activities, games, sports and rhythms suited to the interests, capacities, and limitations of students with disabilities who may not be able to participate in the general physical education program. (Prerequisites: Anatomy and Physiology or consent of instructor) (2 quarter hours)

Elementary Student Teaching in Physical Education and Senior Seminar. Supervised teaching in a cooperating elementary school; seminar meets once a week. Five school days a week in supervised teaching for half an academic quarter. (Prerequisite: Permission of Program counselor) Open only to De Paul students. (5 quarter hours)

Secondary Student Teaching in Physical Education and Senior Seminar. Supervised teaching in a cooperating secondary school; seminar meets once a week. Five school days a week in supervised teaching for half an academic quarter. (Prerequisite: Permission of Program counselor) Open only to De Paul students. (5 quarter hours)

Clinical Observation and Practice in Corrective Therapy. Lectures and practical clinical experience in corrective therapy as integrated into the Physical Medicine and Rehabilitation Service of Veterans Administration Hospital, Hines, Illinois. (Prerequisite: Senior or Graduate Standing) (6 or 10 quarter hours) (Tuition fee for special students: $50.00)

FACULTY

Chairmen of Departments:
John P. Eyma, Undergraduate Teacher Education
William E. Gorman, Ed. Psychology, Counseling and Guidance
Andrew T. Kopan, Ed. Foundations, Social, Historical and Philosophical
John C. Lynch, School Administration and Supervision
Alfred L. Papillon, Curriculum and Instruction

Professors: Don Dinkmeyer, Urban H. Fleege, John C. Lynch, Alfred L. Papillon

Associate Professors: John P. Eyma, Austin M. Flynn, William E. Gorman, Rita Jennings, Don Jester, James Seri, Kenneth F. Sarubbi, Hans A. Schieser, Cecile Small

Assistant Professors: Gladys Bahr (Adjunct), B. Everard Blanchard, John C. Bohan, Paul W. Cates, Edward Ignas, Andrew T. Kopan, Jean Nordberg, Peter Pereira, Gloria Sōiya, Anthony T. Sola, John Taccarino

Instructors: Raymund Nakamura, Mildred Shemluck

SCHOOL OF MUSIC

Leon Stein, Ph.D., Dean

Wesley M. Vos, Ph.D.
Administrative Assistant to the Dean

Curriculum
Programs
Courses
Faculty
THE SCHOOL OF MUSIC

The specific objectives of the School of Music are to provide opportunity for growth towards professional competence in areas of adult music activities and to prepare students for careers as: 1) administrators and classroom teachers from the grade school through the college level; 2) solo or ensemble performers in concert, opera, orchestra, band or choir; 3) private teachers of voice and instruments; 4) directors of band, orchestra or choir; 5) church organists; 6) composers and arrangers.

The general objective of all School of Music curricula is to develop an awareness that music as an aesthetic and functional entity is made by people for people; that it exists within a culture and acquires meaning through bonds of common experience and tradition; and that any work or performance is a product of a human being functioning in a specific place, time and social group.

The School of Music offers courses to develop knowledge and promote research in the field of music. Additionally, it instructs both the advanced student and the beginner, including not only those seeking a degree but also the preparatory or special student not studying for credit. As a division of the Fine Arts, the School of Music participates in The De Paul College, Humanities Division offerings required of all students.

CURRICULUM

De Paul University confers the degree of Bachelor of Music with majors in Piano, Organ, Voice, Strings, Winds, Percussion, Composition, Church Music and Music Education. All academic courses necessary for these undergraduate music degrees are offered through the Colleges of De Paul University. The Bachelor of Arts degree with a major sequence in Music Theory is offered in conjunction with the College of Liberal Arts and Sciences. Music credit is applicable towards degrees in all Colleges of the University. Students majoring in music may take part in the University ROTC program.

FACULTY AND FACILITIES

Members of the music faculty, including a significant number of internationally renowned professionals and holders of doctorates, function as teachers, performers, and directors providing exemplary standards of excellence and achievement for the student.

In the Music School the soundproof studios and classrooms are equipped with Steinway grand pianos and high-fidelity phonograph equipment. There are rehearsal rooms and libraries for orchestra, band and chorus, a listening room, a comprehensive library of recordings, the theater’s three-manual Möller organ, and the great organ of the University Church for major recitals.

PERFORMANCES

Performance groups include the University Community Symphony Orchestra, Concert Band, Mixed Choir, Opera Workshop, Jazz Ensembles, and ensembles composed of both faculty and student members.

Appearance as soloist with the De Paul University Community Symphony is awarded to talented students of the School of Music who qualify on the basis of competitive auditions held before a jury of prominent Chicago musicians.
ADMISSION REQUIREMENTS IN MUSIC

A knowledge of elementary piano and theory is required of all students for admission to undergraduate music courses. Entrance examinations for placement and classification in music performance and music theory must be taken by all new students and re-entering former students prior to registration.

SCHOLARSHIPS

In addition to University-wide Scholarships, grants and loans for which all students are eligible, the following competitive scholarships are awarded to qualified students in the School of Music.

The Orchestral Award of $1,000 for a student majoring in a string instrument; the Arthur C. Becker $1,000 award for a student majoring in instrument, voice, or composition; the Chicago Award of one year's full tuition for an undergraduate in Wind, Brass or Percussion; the Herman and Edna Schell $1000 award for pianists or composers; partial scholarships in instruments, voice and composition and a limited number of band and orchestra grants to high school graduates; the Mu Phi Epsilon Award of $100 to a student in the field of music performance; the Beta Pi Mu Fraternity Award for one quarter in music performance; $1000 award by the Polish Arts Club of Chicago; Marcus and Theresa Levie Educational Fund Grants through the Jewish Vocational Service.

GRADUATE STUDY

Students planning to complete a graduate program in music should inquire of faculty advisers how undergraduate seniors in music can begin studies in the Graduate School applicable towards a Master's Degree.

Master's Degree

The School of Music offers the following graduate programs:

Music Performance
Music Education
Church Music
Composition
Theory
Choral Conducting

SCHOOL OF MUSIC REGULATIONS

In individual music lesson courses, students are granted two hours of credit for each one half-hour lesson per week throughout a quarter. Lessons or classes missed because of the absence of the teacher will be made up, but student absence or tardiness will not be made up nor will fees be refundable. In addition to private lessons, full time undergraduates must attend during each quarter at least three performance classes and three School of Music programs, either faculty or student recitals or instrument or choral concerts.

An average grade of not less than B in the major subject is required. A senior must have his major subject classification approved by the Faculty Committee in order to be accepted as a degree candidate. In the final two quarters Bachelor of Music degree candidates are required to complete a course in music integration and a comprehensive oral and written examination in undergraduate theory.
Music Education—General Supervision

General Education
De Paul College Courses.

Liberal Arts
English, 8 hours; Mathematics, 4 hours; Speech, 4 hours; Physical Education, 6 hours; United States History or United States Government, 4 hours.

Professional Education
Education 207, 332, 333, 360, 380, 095.

Music Courses

*Applied Music*
APM 150 each quarter until a total of ten quarters have been taken.
APM 195 each quarter until a total of four quarters have been taken.
APM 101, 102, 103, 104.

*Music Education*
MED 201, 203, 341, 352, 376, 392, 393.

*Music Ensemble*
MEN 121 each quarter except when enrolled in MED 392.

*Music History and Literature*
MHL 344, 345.

*Music Theory and Composition*
MTC 298, 307, 313, 330, 373, 374, 375.

### SAMPLE PROGRAM FOR MUSIC EDUCATION—GENERAL SUPERVISION

#### FRESHMAN YEAR

<table>
<thead>
<tr>
<th>Autumn</th>
<th>Winter</th>
<th>Spring</th>
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<tr>
<td>2 APM 150—Piano</td>
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<td>2 APM 150—Piano</td>
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<td>4 MTC 111-2-3—Theory</td>
<td>4 MTC 121-2-3—Theory</td>
<td>4 MTC 131-2-3—Theory</td>
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<tr>
<td>2 APM 195—Voice</td>
<td>2 APM 195—Voice</td>
<td>2 APM 195—Voice</td>
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<tr>
<td>1 MEN 121—Choir</td>
<td>1 MEN 121—Choir</td>
<td>1 MEN 121—Choir</td>
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<td>4 Humanities</td>
<td>4 Humanities</td>
<td>4 Humanities</td>
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<tr>
<td>4 Philosophy-Religion</td>
<td>4 Philosophy-Religion</td>
<td>4 Philosophy-Religion</td>
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<tr>
<td>17 hours</td>
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#### SOPHOMORE YEAR

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<tr>
<td>2 APM 150—Piano</td>
<td>2 APM 150—Piano</td>
<td>2 APM 150—Piano</td>
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<tr>
<td>1 APM 101—Brass Class</td>
<td>1 APM 102—Woodwind Class</td>
<td>1 APM 103—String Class</td>
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<td>4 MTC 241-2-3—Theory</td>
<td>4 MTC 251-2-3—Theory</td>
<td>4 MTC 261—Theory</td>
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<td>4 MHL 344—Music History</td>
<td>4 MHL 345—Music History</td>
<td>4 English Elective</td>
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<td>1 MEN 121—Choir</td>
<td>1 MEN 121—Choir</td>
<td>1 MEN 121—Choir</td>
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<td>4 Natural Sciences and Math.</td>
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<td>4 Philosophy-Religion</td>
<td>4 Speech</td>
<td>4 Education 207</td>
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### JUNIOR YEAR
- 2 APM 150—Piano
- 2 MTC 374—Analysis
- 1 APM 104—Percussion Class
- 2 MTC 307—Counterpoint
- 2 MTC 330—Orchestration
- 1 MEN 121—Choir
- 4 Behavioral Social Sci.
- 3 Education 332

<table>
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<tr>
<th>Hours</th>
</tr>
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<tbody>
<tr>
<td>17</td>
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</table>

### SENIOR YEAR
- 2 APM 150 (or APM 195) Piano (or Voice)
- 9 MED 392—Student Teaching
- 1 MED 393—Student Teaching Seminar
- 1 MEN 121—Choir
- 1 MED 376—Music Theatre
- 2 Physical Education
- 4 English
- 4 U.S. History or Government
- 4 Behavioral Social Sci.

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<thead>
<tr>
<th>Hours</th>
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<td>16</td>
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</table>

### Music Education—Instrumental Supervision

#### General Education
De Paul College Courses.

#### Liberal Arts
- English, 8 hours; Mathematics, 4 hours; Speech, 4 hours; Physical Education, 6 hours; United States History or United States Government, 4 hours.

#### Professional Education
Education 207, 332, 333, 360, 380, 095.

#### Music Courses

**Applied Music**
Primary Band-Orchestra instrument each quarter until a total of twelve quarters have been completed.
APM 150 each quarter of the Freshman Year.
Secondary Band-Orchestra Instrument each quarter of the Junior Year.
APM 101, 102, 103, 104.

**Music Education**
MED 204, 297, 341, 352, 392, 393.

**Music Ensemble**
MEN 101 or 131 each quarter except when enrolled in MED 392.

**Music History and Literature**
MHL 344, 345.

**Music Theory and Composition**
MTC 298, 307, 313, 330, 373, 374, 375.
### SAMPLE PROGRAM FOR MUSIC EDUCATION
### INSTRUMENTAL SUPERVISION

#### FRESHMAN YEAR

<table>
<thead>
<tr>
<th>Autumn</th>
<th>Winter</th>
<th>Spring</th>
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<tbody>
<tr>
<td>2 Primary Instrument</td>
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<td>2 Primary Instrument</td>
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<tr>
<td>2 APM 150—Piano</td>
<td>2 APM 150—Piano</td>
<td>2 APM 150—Piano</td>
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<td>4 MTC 121-2-3—Theory</td>
<td>4 MTC 131-2-3—Theory</td>
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<tr>
<td>1 MEN 101 Band or</td>
<td>1 MEN 101 Band or</td>
<td>1 MEN 101 Band or</td>
</tr>
<tr>
<td>131 Orch.</td>
<td>131 Orch.</td>
<td>131 Orch.</td>
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<td>4 Humanities</td>
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<tr>
<td>4 Philosophy-R eligion</td>
<td>4 Philosophy-R eligion</td>
<td>4 Philosophy-R eligion</td>
</tr>
<tr>
<td>17 hours</td>
<td>17 hours</td>
<td>17 hours</td>
</tr>
</tbody>
</table>

#### SOPHOMORE YEAR

| 2 Primary Instrument   | 2 Primary Instrument   |
| 4 MTC 241-2-3—Theory   | 4 MTC 251-2-3—Theory   |
| 4 MHL 344—Music History I | 4 MHL 345—Music History II |
| 1 APM 101—Brass Class  | 1 APM 102 Woodwind Class |
| 1 MEN 101 Band or      | 1 MEN 101 Band or      |
| 131 Orch.               | 131 Orch.               |
| 4 Natural Sciences and Math. | 4 Natural Sciences and Math. |
| 4 Philosophy-R eligion  | 4 Speech                |
| 20 hours                | 20 hours                |

#### JUNIOR YEAR

| 2 Primary Instrument   | 2 Secondary Instrument |
| 2 Secondary Instrument |
| 2 MTC 373—Analysis     | 2 MTC 374—Analysis     |
| 2 MTC 307—Counterpoint | 2 MED 341—Choral Conducting |
| 2 MTC 330—Orchestration| 1 MEN 101 Band or      |
| 2 MED 204—Instr. Method | 131 Orch.               |
| 1 MEN 101 Band or      | 4 Behavioral Social Sci.|
| 131 Orch.              | 3 Education 333         |
| 4 Behavioral Social Sci. | 2 Physical Education    |
| 3 Education 332        | 18 hours                |

#### SENIOR YEAR

| 2 Primary Instrument   | 2 Primary Instrument   |
| 9 MEN 392—Student Teaching | 2 MTC 298—Music Integ. |
| 1 MEN 393—Student Teaching Sem. | 1 MEN 101 Band or |
| 131 Orch.              | 131 Orch.              |
| 4 Behavioral Soc. Sci. | 4 U.S. History or Government |
| 2 Physical Education   | 4 Math.                |
| 15 hours               | 17 hours               |
Performance Major in String, Wind or Percussion

**General Education**
De Paul College Courses.

**Music Courses**

*Applied Music*
Primary Instrument each quarter.
APM 150 each quarter until three quarters have been completed.
APM 299.

*Music Education*
MED 337 or 338 or 339, 341, 352.

*Music Ensemble*
MEN 121 or 131 each quarter in residence.
MEN 241 or 251 or 261, three quarters.

*Music History and Literature*
MHL 344, 345.

*Music Theory and Composition*
MTC 298, 301, 307, 313, 330, 373, 374, 375.
Elective: 1 course.

**SAMPLE PROGRAM FOR A STRING, WIND OR PERCUSSION MAJOR**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
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<tbody>
<tr>
<td>4 Major Instrument</td>
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<tr>
<td>4 MTC 241-2-3—Theory</td>
<td>4 MTC 251-2-3—Theory</td>
<td>4 MTC 375—Analysis</td>
</tr>
<tr>
<td>4 MHL 344—Music History I</td>
<td>4 MHL 345—Music History II</td>
<td>2 MTC 375—Analysis</td>
</tr>
<tr>
<td>1 MEN 131 Orch. or 101 Band</td>
<td>1 MEN 131 Orch. or 101 Band</td>
<td>1 MEN 131 Orch. or 101 Band</td>
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<td>4 Humanities</td>
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<td>4 Philosophy-Religion</td>
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<th>Sophomore Year</th>
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<tbody>
<tr>
<td>4 Major Instrument</td>
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<tr>
<td>4 MTC 241-2-3—Theory</td>
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<tr>
<td>4 MHL 344—Music History I</td>
</tr>
<tr>
<td>1 MEN 131 Orch. or 101 Band</td>
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<tr>
<td>4 Natural Sciences and Math.</td>
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<td><strong>17 hours</strong></td>
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<tr>
<th>Junior Year</th>
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<tbody>
<tr>
<td>4 Major Instrument</td>
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<tr>
<td>2 MTC 375—Analysis</td>
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<td>2 MTC 307—Counterpoint</td>
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<tr>
<td>2 MTC 313—Acoustics</td>
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<tr>
<td><strong>17 hours</strong></td>
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157
1 MEN 131 Orch. or  
101 Band  
4 Behavioral Social Sci.  
15 hours

4 Behavioral Social Sci.  
2 MED 337 String,  
338 Wind, or  
339 Perc. Methods  
13 hours

SENIOR YEAR

4 Major Instrument  
2 MTC 330—Orchestration  
1 Ensemble*  
2 MTC 301—Composition  
1 MEN 131 Orch. or  
101 Band  
4 Behavioral Social Sci.  
12 hours

*(String, Brass, Wind or Percussion and Mixed Groups)

1 MEN 131 Orch. or  
101 Band  
4 Behavioral Social Sci.  
13 hours

Performance Major in Piano

General Education  
De Paul College Courses.

Music Courses

Applied Music  
APM 150 each quarter, 151, 299.

Music Education  
MED 281, 282, 332, 341, 352.

Music Ensemble  
MEN 121 each quarter in residence.  
MEN 223, 241 (each quarter senior year).

Music History and Literature  
MHL 344, 345.

Music Theory and Composition  
MTC 298, 215, 301, 307, 313, 330, 373, 374, 375.

SAMPLE PROGRAM FOR A PIANO MAJOR

FRESHMAN YEAR

Autumn  
4 APM 150—Piano  
4 MTC 111-2-3—Theory  
1 MEN 121—Choir  
4 Humanities  
4 Philosophy-Religion  
17 hours

Winter  
4 APM 150—Piano  
4 MTC 121-2-3—Theory  
1 MEN 121—Choir  
4 Humanities  
4 Philosophy-Religion  
17 hours

Spring  
4 APM 150—Piano  
4 MTC 131-2-3—Theory  
1 MEN 121—Choir  
4 Humanities  
4 Philosophy-Religion  
17 hours
Performance Major in Voice

General Education
De Paul College Courses.

Music Courses

*Applied Music*
APM 195 each quarter.
APM 150 each quarter until a total of three quarters have been completed.
APM 299, 385, 386.

*Music Education*
MED 335-336, 341, 373-374-375.

*Music Ensemble*
MEN 121 each quarter in residence.

*Music History and Literature*
MHL 344, 345.

*Music Theory and Composition*
MTC 298, 301, 307, 313, 330, 373, 374, 375.
SAMPLE PROGRAM FOR A VOICE MAJOR

<table>
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<th>Autumn</th>
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<tr>
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<td>4 MTC 111-2-3—Theory</td>
<td>4 MTC 121-2-3—Theory</td>
<td>4 MTC 131-2-3—Theory</td>
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<td>1 MEN 121—Choir</td>
<td>1 MEN 121—Choir</td>
<td>1 MEN 121—Choir</td>
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<td>4 Humanities</td>
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<tr>
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<td>4 APM 195—Voice</td>
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<td>4 APM 195—Voice</td>
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<tr>
<td>4 MTC 241-2-3—Theory</td>
<td>4 MTC 251-2-3—Theory</td>
<td>4 MTC 261—Theory</td>
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<tr>
<td>4 MHL 344—Music</td>
<td>4 MHL 345—Music</td>
<td>4 MHL 374—Opera</td>
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<tr>
<td>History I</td>
<td>History II</td>
<td>Opera Workshop</td>
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<td>1 MEN 121—Choir</td>
<td>1 MEN 121—Choir</td>
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<td>4 APM 195—Voice</td>
<td>4 APM 195—Voice</td>
<td>4 APM 195—Voice</td>
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<tr>
<td>1 MED 373—Opera Workshop</td>
<td>1 MED 374—Opera Workshop</td>
<td>1 MED 374—Opera Workshop</td>
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<td>2 MTC 373—Analysis</td>
<td>2 MTC 374—Analysis</td>
<td>2 MTC 375—Analysis</td>
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<tr>
<td>2 MTC 307—Counterpoint</td>
<td>2 MTC 386—Vocal Coaching</td>
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<td>2 APM 385—Vocal Coaching</td>
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<td>2 MTC 335—Vocal Pedagogy</td>
<td>2 MTC 298—Music Integr.</td>
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<td>2 MTC 330—Orchestration</td>
<td>1 MEN 121—Choir</td>
<td>2 MTC 313—Acoustics</td>
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<td>4 English</td>
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<td>2 MED 341—Choral Conducting</td>
<td>2 MED 336—Vocal Pedagogy</td>
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<td>13 hours</td>
<td>13 hours</td>
<td>13 hours</td>
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Performance Major in Organ

General Education
De Paul College Courses.

Music Courses

*Applied Music*
APM 140 each quarter.
APM 205, 206, 299.

*Church Music*
CHM 218.

160
**Music Education**  
MED 283, 341, 352.

**Music Ensemble**  
MEN 121 each quarter in residence.

**Music History and Literature**  
MHL 344, 345.

**Music Theory and Composition**  
MTC 298, 301, 307, 313, 330, 373, 374, 375.

**SAMPLE PROGRAM FOR AN ORGAN MAJOR**

<table>
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<tr>
<th>Autumn</th>
<th>Winter</th>
<th>Spring</th>
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<tr>
<td>4 APM 140—Organ</td>
<td>4 APM 140—Organ</td>
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<tr>
<td>4 MTC 111-2-3—Theory</td>
<td>4 MTC 121-2-3—Theory</td>
<td>4 MTC 131-2-3—Theory</td>
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<td>1 MEN 121—Choir</td>
<td>1 MEN 121—Choir</td>
<td>1 MEN 121—Choir</td>
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<tr>
<td>4 Humanities</td>
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<tr>
<td>4 Philosophy-Religion</td>
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<td>4 APM 140—Organ</td>
<td>4 APM 140—Organ</td>
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<tr>
<td>4 MTC 241-2-3—Theory</td>
<td>4 MTC 251-2-3—Theory</td>
<td>4 MTC 261—Theory</td>
</tr>
<tr>
<td>4 MHL 344—Music History I</td>
<td>4 MHL 345—Music History II</td>
<td>1 MEN 121—Choir</td>
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<td>1 MEN 121—Choir</td>
<td>1 MEN 121—Choir</td>
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<td>4 Natural Science and Math.</td>
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<td>4 APM 140—Organ</td>
<td>4 APM 140—Organ</td>
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<td>2 MTC 373—Analysis</td>
<td>2 MTC 374—Analysis</td>
<td>2 MTC 375—Analysis</td>
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<tr>
<td>2 APM 205—Improvisation</td>
<td>2 APM 206—Improvisation</td>
<td>2 MED 283—Organ Method</td>
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<tr>
<td>2 MTC 307—Counterpoint</td>
<td>1 MEN 121—Choir</td>
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<td>2 MED 352—Inst. Conducting</td>
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Composition

General Education
De Paul College Courses.

Music Courses

Applied Music
APM 150 each quarter until a total of nine quarters have been completed.
APM 104
Orchestral instrument electives until a total of three quarters have been completed.

Music Education
MED 341, 352.

Music Ensemble
MEN 101 or 121 or 131 each quarter in residence.

Music History and Literature
MHL 344, 345, 377.

Music Theory and Composition

SAMPLE PROGRAM FOR A COMPOSITION MAJOR

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162
1 MEN 101 Band, 121 Choir or 131 Orchestra
4 Behavioral Social Sci.
4 English
13 hours

2 MTC 330—Orchestration
2 MTC—Composition
2 MTC 363—Electronic Literature
2 Music Elective
4 Behavioral Social Sci.
1 MEN 101 Band, 121 Choir or 131 Orchestra
13 hours

SENIOR YEAR

2 MTC 331—Orchestration
2 MTC 305—Composition
2 MED 341—Choral Conducting
1 MEN 101 Band, 121 Choir or 131 Orchestra
2 MTC 364—Electronic Equipment
2 Music Elective
2 MHL 377—Music History
13 hours

Church Music

General Education
De Paul College Courses.

Music Courses

Applied Music
APM 140 each quarter.
APM 150 each quarter until a total of three quarters have been completed.
APM 195 each quarter until a total of three quarters have been completed.
APM 205, 299.

Church Music
CHM 218, 219, 311.

Music Education
MED 283, 335, 341, 352.

Music Ensemble
MEN 121 each quarter in residence.

Music History and Literature
MHL 344, 345.

Music Theory and Composition

SAMPLE PROGRAM FOR A CHURCH MUSIC MAJOR

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SOPHOMORE YEAR

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JUNIOR YEAR

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<td>Counterpoint</td>
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<td>Orchestration</td>
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SENIOR YEAR

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<td>2 MEC 283</td>
<td>Organ Methods</td>
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<td>2 MTC 301</td>
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COURSES OFFERED

APPLIED MUSIC—APM

Each course may be taken for either 2 or 4 hours credit. A minor course receives 2 hours credit for one private lesson and six to nine hours practice per week. A major course receives 4 hours credit for two private lessons and at least fifteen hours of practice per week. Students register for both the major and minor courses with the same listed course number, though the course requirements will differ.


APM 299 Senior Recital. 2 hrs. Preparation for public recital by performance majors. Representative repertoire arranged in a program format.

Instrumental and Voice Class Courses:

APM 051-052 Piano Class I, II. Non-credit piano class for beginning students to prepare for enrollment as a freshman, piano minor.

APM 101 Brass Class, 1 hr. All brass instruments with emphasis on the trumpet as the primary brass instrument. The class covers a beginner's book on each of the principal brass instruments.

APM 102 Woodwind Class, 1 hr. All woodwind instruments, with emphasis on the clarinet as the primary instrument. The class covers a beginner's book on each of the principal instruments.

164
APM 103  String Class. 1 hr. String playing utilizing violin, viola, cello and bass. Proper methods of tone production, bowing styles and left hand techniques. The student must demonstrate by performance that he has learned the various techniques to a certain minimum degree.

APM 104  Percussion Class. 1 hr. Fundamentals of snare drum, bass drum, cymbals, castanets, tambourine, and triangle. Lecture and class participation utilizing classical, modern, and military percussion excerpts.

APM 105  Percussion Class. 1 hr. Fundamentals of mallet keyboard instruments and timpani. Lecture and class participation. Studies in scales, chords, technique, and ear training for timpani study.

APM 151  Piano Repertoire Seminar. 2 hrs. Repertoire for piano performance majors. Discussion of technic, style, tone-production and tempi in reference to specific works performed by students and instructor.

APM 205-206-207  Improvisation on the Organ. 2 hrs. each.
205 Basic extemporization. Fundamentals of motive and melodic construction. Application of harmonic idioms which exploit contrast through harmonic variety and modulation. Simple forms of one, two and three part units.
206 Continuation of creative melodic and harmonic varieties in specific forms.
207 Extended structures including the Organ Symphony (homophonic), Fugue (polyphonic) and Variation Forms.

APM 213  Radio and TV Brass Class. 2 hrs. Solo and ensemble performance involving brass instruments, with specific attention to factors associated with radio and television broadcasting.

APM 385-386  Vocal Coaching. 2 hrs. International phonetic alphabet and language rules for Italian, German, and French. Performance of repertoire including examples from 16th century music to contemporary works.

CHURCH MUSIC—CHM


CHM 218  Service Playing. 2 hrs. Hymn Playing: tempo, rhythm, articulation, leading the congregation, musical introduction to the Hymns. Special problems in the accompaniment of refrain and psalm types.

CHM 219  Service Playing. 2 hrs. Study of freer Hymn accompaniments. Problems in accompaniment of solo and choral material. Performing from reduced score. Transposition. Integration of organ repertory in the Liturgy. (Prerequisite: CHM 218)

CHM 220  Hymnody and Psalmody. 2 hrs. Survey of traditional hymn types, hymn melodies and texts, contemporary hymn types, Psalm and refrain types, traditional and contemporary, for cantor, leader of song, choir, and congregation.

CHM 299  Service Recital. 2 hrs. Preparation for senior recital, which reflects guided and independent study. Recital performance in student's principal performing area, conducting and accompanying of sacred choral works. Recital should demonstrate clearly the candidate's ability to plan and execute music in the Liturgy.

CHM 311  Gregorian Chant and Chironomy. 2 hrs. Gregorian Modes and Chant notation; Gregorian Chant rhythm according to the method of the monks of Solesmes. Study of various types and structures drawn from the Ordinary and Proper Chants. Chironomic aspects of the conducting of Gregorian Chant.

CHM 323  Modal Analysis. 2 hrs. Gregorian Chant and Renaissance Music, music of later periods, and Twentieth Century materials employing Modal materials as elements of structure. (Elective course)

MUSIC EDUCATION—MED

MED 201  Elementary Vocal Methods and Observation. 2 hrs. For students majoring in music education. Children's musical growth; aims and objectives; teaching techniques, and music literature; planning sequential development of musical learnings.

MED 203  High School Vocal Methods and Observation. 2 hrs. For students majoring in music education. Musical growth in the adolescent years; aims, objectives, teaching techniques and music literature pertinent to the secondary school music program.
MED 204 Instrumental Methods and Observation. 2 hrs. Review of Woodwind, Brass, Percussion and String Methods. Organizing the band, marching band and orchestra. Planning the instrumental music room.

MED 205 Guitar Class. 2 hrs. Use of the Guitar as a classroom instrument for accompaniment and general classroom use.


MED 208 Piano Methods and Materials. 2 hrs. Continuation of MED 208 with emphasis on more advanced materials.

MED 208 Organ Methods and Materials. 2 hrs. History and methodology of pipe voicing, tonal design, and their effect on the creation and performance of pipe organ repertoire.

MED 297 Voice Class. 2 hrs. Vocal techniques and voice production for voice minors in music education.


MED 337 String Methods. 2 hrs. Discussion, illustration and practice involving violin and viola, and approaches to pedagogy of beginning students.


MED 339 Percussion Methods. 2 hrs. Fundamentals of percussion pedagogy, lecture and class participation. Teaching techniques for snare drum, accessories, mallet keyboard instruments, and timpani.

MED 341 Choral Conducting. 2 hrs. Baton technique, expression, cueing and phrasing as applied to choral ensembles. Rehearsal techniques, vocal score reading. Study of the vocal mechanism. Choral problems and solutions. Basic repertoire.


MED 373 Music Theater. 1 hr. The body as a tool for expression. The stage as a working area.

MED 374 Music Theater. 1 hr. History of opera and opera stage tradition. Mastery of mechanics of creative stage action, improvisation and pantomime. Synchronization of stage and musical activities.

MED 375 Music Theater. 1 hr. Creative application of learned skills to actual operatic repertoire. Application of vocal and dramatic skills on the stage. Planning a production. The "essence" of the work. Style and presentation. Scenic plan—costumes, lighting.

MED 392 Student Teaching (Corequisite: 393) 9 hrs. A variety of supervised and directed experiences in the teaching of music in the elementary and secondary schools. The teaching in schools is supplemented with conferences, evaluations and a weekly seminar.

MED 393 Student Teaching Seminar. 1 hr. Designed to coordinate with student teaching in music. Sessions include evaluation of teaching techniques and problems, preparation of instructional plans and learning objectives, and evaluation of personal teaching competency.

**MUSIC ENSEMBLE—MEN**

MEN 101 Band. 1 hr. Study and practice of basic and new band repertoire in preparation for concerts presented regularly each year.

MEN 121 Choir. 1 hr. University Choir—rehearsals and performances of larger works of the choral repertoire.

MEN 123 Chamber Chorus. 1 hr. A choral ensemble of selected voices.

MEN 131 Orchestra. 1 hr. Study and practice of basic and new orchestral repertoire in preparation for three concerts presented annually at Orchestra Hall.

MEN 223 Accompanying. 2 hrs. Techniques of piano accompaniment. Specific accompaniments for voice, instrument, ensemble, and choir literature, including examples from 16th century sacred and secular music to contemporary works. (Prerequisite: Junior standing in piano)
MEN 241 Instrumental Ensemble. 1 hr. A practical application of performance techniques for advanced instrumentalists. Repertory adapted to the instrumentation of the class, according to the ability of the class members. Public performance is expected.

MEN 251 Woodwind Ensemble. 1 hr. Standard and new woodwind ensembles. Tone, technic, intonation, style and interpretation are studied in reference to specific compositions.

MEN 261 Percussion Ensemble. 1 hr. Ensemble playing of percussion literature. Arrangements including music for percussion instruments and piano, celeste, brass, and woodwinds. Workshop for original percussion arrangements.

MEN 281 Jazz Ensemble. 1 hr. Current performance styles for large ensemble. Up-to-date arrangements and compositions are utilized. Performances are presented both on and off campus.

MUSIC HISTORY AND LITERATURE—MHL

MHL 344 Music History and Literature. 4 hrs. History of western music from the early middle ages to 1700. Emphasis on the history of style with appropriate musical examples and recordings.

MHL 345 Music History and Literature. 4 hrs. A continuation of the history of music from Bach to the twentieth century.

MHL 377 Twentieth Century Music. 2 hrs. New directions in music. Idioms, trends, composers and compositions from Impressionism through electronic, aleatoric and mixed-media types.

MUSIC THEORY AND COMPOSITION—MTC

MTC 033 Pre-Freshman Theory. No credit. Notation, signatures, major and minor scales, intervals, triad structures and cadences. Course includes keyboard, dictation, and sight-singing studies.

MTC 111 Aural Skills. 1 hr. Sight singing, diatonic melodies, intervals, melodic dictation, identification of triads in root position, rhythm exercises.

MTC 112 Written Skills. 2 hrs. Written skills—triads in open and closed position, figured bass.

MTC 373 Keyboard Skills. 1 hr. Analyses. Diatonic chord progressions and transposition.

MTC 121 Aural Skills. 1 hr. Sight singing—continuation of MTC 111. Identification of inversions, introduction of two part contrapuntal dictation.

MTC 122 Written Skills. 2 hrs. Inversion of triads, cadences, non-harmonic tones, figured bass, simple modulations. Analyses.

MTC 123 Keyboard Skills. 1 hr. Progressions employing inversions and non-harmonic tones.

MTC 131 Aural Skills. 1 hr. Sight singing melodies involving skips—some difficult progressions—two part contrapuntal dictation—chord progressions.

MTC 132 Written Skills. 2 hrs. Dominant seventh and ninth chords—secondary dominants, and figured bass. Analyses.

MTC 133 Keyboard Skills. 1 hr. Chord progressions employing the dominant seventh including inversions and diatonic modulations.

MTC 241 Aural Skills. 1 hr. Sight singing melodies with chromatic elements, dictation of two part contrapuntal exercises with skips and modulation.

MTC 242 Written Skills. 2 hrs. Secondary dominants; irregular resolutions and the diminished seventh chord, chromatic modulation. Analyses.

MTC 243 Keyboard Skills. 1 hr. Transpositions of secondary dominants, and the seventh and ninth chords. Analyses.

MTC 251 Aural Skills. 1 hr. Sight singing melodies with altered tones and changing meters. Dictation includes identification of altered chords.

MTC 252 Written Skills. 2 hrs. Eleventh and thirteenth chords, altered chords including the neapolitan sixth, and harmonic analysis of baroque and classic masterpieces. Analyses.

MTC 253 Keyboard Skills. 1 hr. Keyboard work is correlated with written harmony.

MTC 119 Solfège. 1 hr. Practical sight-singing including major and minor scales, intervals, rhythm patterns, using movable C and F clefs. (Prerequisite: MTC 033)

MTC 120 Solfège. 1 hr. Sight-singing of vocal literature for single voice or in parts, including oratorio and opera excerpts. (Prerequisite: MTC 119)

MTC 215 Sight-Reading. 2 hrs. Progressively more difficult music. Material for four, six and eight hands and accompaniments for vocal and instrumental compositions.
MTC 261  Twentieth Century Theory. 4 hrs. Analysis of and writing of compositions in representative contemporary idioms; survey of music from 1900 to the present; introduction to electronic music and "musique concrète."

MTC 298  Music Integration. 2 hrs. Comprehensive review of undergraduate history and theory, projects in assigned historical periods, preparation for Graduate Record Examinations.

MTC 301  Composition. 2 hrs. Basic compositional techniques, including an analytical survey of music systems evolution, composition projects in 20th century idioms, assigned readings.

MTC 302  Composition. 2 hrs. Expanded means, composition for chamber ensembles utilizing short forms within a multi-movement framework.

MTC 303  Composition. 2 hrs. Expanded-format assignments for orchestral family groups (brass, woodwinds, etc.), exploration of aleatoric/improvisation devices.

MTC 304  Composition. 2 hrs. Concentration on combined instrumental and choral ensembles, exploration of "collage" techniques, analysis of representative compositions.

MTC 305  Composition. 2 hrs. Electronic/tape techniques applied to orchestral composition, analysis of orchestral works by Penderecki, Gorecki, and Lytton for methods of treating orchestral instruments as signal generators.

MTC 306  Composition. 2 hrs. Multi-media, environmental, and other avant-garde trends, compositions using extra-musical notational systems, composition in the student's chosen idiom.

MTC 307  Counterpoint. 2 hrs. Basic contrapuntal techniques, analysis of Bach two and three part inventions, exercises in contrapuntal writing, composition of two-part inventions.

MTC 308  Counterpoint. 2 hrs. Fugue, analysis of Bach Well-Tempered Clavier, composition of three-part and one four-part fugues.

MTC 309  Counterpoint. 2 hrs. Contemporary contrapuntal techniques, including analysis of Berg, Webern, Schoenberg, Krenke, and serial determinists.

MTC 310  16th Century Counterpoint. 2 hrs. Modal Counterpoint—vocal contrapuntal idiom of the XVth Century; Species counterpoint, with and without cantus firmus. Two and three voice studies without cantus firmus and with Latin and English texts.

MTC 313  Musical Acoustics. 2 hrs. Psychological and physical basis of sound phenomena and regulations governing musical systems; survey of theoretical writings.

MTC 314  Essentials of Jazz. 2 hrs. Basic and advanced chord constructions in written and keyboard applications.

MTC 315  Essentials of Jazz. 2 hrs. Harmonizing melodies by the use of advanced harmonies and techniques of modern chord substitutions. Developing the ability to play "by ear."


MTC 326  Musicology. 2 hrs. Problems connected with Music History, such as bibliography, editions and aesthetics. Special emphasis is given to the organization and writing of a scholarly paper. Representative compositions will be examined with the aid of musicological tools in order to analyze and perform them more accurately.

MTC 330  Orchestration. 2 hrs. Ranges and characteristics of woodwind, brass, percussion and string instruments. Transcriptions for ensembles and small orchestras; examination of current technical instrumental resources.

MTC 331  Orchestration. 2 hrs. Transcription and composition for chamber orchestra; analysis of representative compositions with emphasis on contemporary usage.

MTC 332  Orchestration. 2 hrs. Transcription and writing for symphony orchestra; projects assigned relating to current problems and techniques; analysis of selected compositions.

MTC 340  Music of Cinema, TV and Radio. 2 hrs. Composing and scoring of original music for these media with a survey of recording problems, script synchronization, and dramatic color.

MTC 350  Choral Arranging. 2 hrs. Preparing choral settings for various vocal groupings, including male, female and mixed chorus. Methods of simplifying parts for young voices.

MTC 360  Orchestra and Band Arranging. 2 hrs. Arrangements for the orchestra and concert band, of any size. The translation of orchestral material into the concert band medium. The rearrangement of orchestral scores for smaller or larger resources.

169
MTC 363  Electronic Literature. 2 hrs. Evolution of electronic music from musique concrete to the present; analysis of representative compositions; assignments begin with elementary tape techniques and culminate with use of the Moog Synthesizer.

MTC 364  Electronic Equipment. 2 hrs. Analysis of hybrid tape compositions incorporating live, electronic, and pre-recorded instrumental sources; discussion of notational and compositional problems encountered.

MTC 365  Electronic Workshop. 2 hrs. Analysis of multi-media and computer-assisted works; introduction to computer language and logic; assigned project involving combination of live and synthesized sound materials.

MTC 373  Form and Analysis. 2 hrs. Definition and basic concepts. The nature of organization in music. Techniques and procedures in analysis. Units of structure from the figure to the five-part song form and group materials in structural, stylistic and historical frames of reference.

MTC 374  Form and Analysis. 2 hrs. Continuation of study and analysis of song-forms with trio, rondo, variation, sonatine, sonate-allegro, contrapuntal techniques and contrapuntal forms including canon, invention, fugue and choral prelude.

MTC 375  Form and Analysis. 2 hrs. Study and analysis of multi-movement and multi-sectional forms including sonata, suite, concerto, overture, free forms, larger sacred and secular vocal types, forms of music before 1800 and after 1900. The function and metamorphosis of forms.

FACULTY

Dean: Leon Stein, Ph.D.

Department Heads: Rene Dosogne, Mus. M., A.A.G.O., Assistant Professor, Organ, Church Music Department; Diane Dressler, Ed.D., Associate Professor, Music Education; Thaddeus Kozuch, Mus. M., Associate Professor, Piano Department; Helen Lee, Solferge, Italian Diction, Piano, Song Coaching, Preparatory Department; Francis E. Little, D.M.A., Assistant Professor, Voice Department; Herman Pedtke, Mus. M., A.A.G.O., Assistant Professor, Organ, Theory, Organ Department; Joseph Saunders, Assistant Professor, Cello, String Department; Philip Winsor, M.A., Assistant Professor, Theory-Composition Department

Professor: Leon Stein, Ph.D., Theory, Director of Orchestra

Associate Professors: Thomas A. Brown, Ph.D., History of Music, Piano; Joseph Casey, Ph.D., Music Education, Director of Stage Band; George Graham, Mus.M., Voice; Herman Shapiro, Mus. M., Piano, Theory

Assistant Professors: Thomas Fabish, LL.D., Music Education, Band Instruments, Director of Band; Annemarie Gerst, Mus.B., Voice; Viola Haas, Mus.M., Piano; B. Lynn Hebert, Organ, Harpsichord, Humanities, Director of Choirs; Robert Tilles, Percussion Instruments; Wesley M. Vos, Ph.D., Humanities; Raymond Wilding-White, D.M.A., Humanities

GENERAL ACADEMIC INFORMATION AND REGULATIONS

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UNIVERSITY REGULATIONS

The University reserves the right to change programs and requirements, and to modify, amend or revoke any rules or regulations set forth in this section of the bulletin upon due notice. The student is bound by the college bulletin in effect at the time of acceptance as a degree-seeking student. A former student re-admitted is bound by the bulletin in effect at the time of re-admission.

PROGRAM SEQUENCE AND REQUIREMENTS

Students are responsible for planning their own programs and for completing course sequences and degree requirements. In planning each quarter’s course of studies, the student should remember that required courses take precedence over elective and advanced courses. Students should be guided by their interests or needs where electives are indicated. A student regularly employed is advised to discuss his course load for each quarter with his faculty advisor prior to registration. Advisors and counselors are available to assist students in planning programs and schedules. Each program must be officially approved by the student’s faculty advisor and home college or school.

CREDIT

College credit is accumulated on the basis of quarter hours. The unit of credit is one quarter hour granted for 45 minutes of classroom work a week. The normal class extends over a ten-week period.

CLASSIFICATION

Students are classified for administrative purposes as follows:
Freshmen—43 quarter hours or less
Sophomores—at least 44 and not more than 87 quarter hours
Juniors—at least 88 and not more than 131 quarter hours
Seniors—at least 132 quarter hours

FULL-TIME STUDENT

A 12 quarter hour course load is sufficient for a student to maintain full-time status for purposes of financial aid. However, a 16 hour course load is normally required to retain eligibility for a Selective Service deferment. Information concerning Selective Service, Veterans Administration, and Social Security Certification is available through the Registrar’s Office, Chief of Certification.

CREDIT-BY-EXAMINATION

Credit-By-Examination is available in general education, in the fields of the “major,” and for electives. A detailed booklet, “De Paul University—Program of Credit-By-Examination,” is available in each college and school administrative office. Credit-By-Examination is offered to all registered degree-seeking undergraduate students and to incoming degree students in several ways:

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1. College-Level Examination Program (CLEP). Incoming degree-seeking freshmen and transfer students who took CLEP tests before being admitted to De Paul University should have an official statement of their CLEP scores mailed to the office of the University Examiner, De Paul University. The University will award successful candidates college credit in accordance with the CLEP charts listed in the booklet, “De Paul University—Program of Credit-By-Examination.” Currently enrolled degree-seeking students may take the tests approved by their respective dean.

2. Advanced Placement Program (AP). The Advanced Placement Program is administered by the College Entrance Examination Board. These tests, designed for high school seniors who have taken college-level courses in high schools, can be taken by such students at their high school.

3. Divisional and Departmental Examinations (DP). Based on syllabi prepared by the divisions and departments of the University (or on the national syllabi of CLEP and AP tests), Credit-By-Examination can be taken in many areas through these tests. A currently enrolled degree-seeking student may take the tests for courses approved by his dean. Credit is awarded in accordance with the Departmental and Divisional chart listed in the booklet.

Generally, a student may earn as much as 50% of the total degree credits necessary for graduation through Credit-By-Examination.

Credit-By-Examination is available in the following areas:

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<th>Accounting</th>
<th>Mathematics</th>
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<td>Art</td>
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<td>Philosophy &amp; Religion (De Paul College)</td>
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<td>Behavioral-Social Sciences</td>
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<td>Management</td>
<td>Natural Sciences-Mathematics</td>
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<td>Marketing</td>
<td>(De Paul College)</td>
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**REGISTRATION REGULATIONS**

**Registrar’s Office**

1. Each student is required to register at the time and in the manner prescribed by the University.

2. Each student is issued a De Paul University Student Identification Card (I.D.) to be carried while on campus. The student can be required to show this I.D. card at any time to authorized personnel of the University. The I.D. card must be presented to use the library and to pay by check at the bookstore. Lost I.D. cards must be reported to the Registrar’s Office immediately. There is a $2.00 charge made to cover replacement costs.

3. Registration is not complete until financial arrangements have been made.

4. A student will receive credit only for courses taken in a section for which he has been duly registered.
5. An additional fee is charged for any late registration.
6. Changes in registration (courses dropped or added) must be made by the student at the academic office of his home college or school.
7. No addition in registration for the current quarter may be made by any student after the first week of class.
8. No withdrawal from registration can be made after the seventh week of class.

College/School

1. A day division degree-seeking student may not enroll for less than 12 nor more than 20 hours each quarter without explicit approval of his dean.
2. An evening division student may not enroll for more than 12 hours a quarter without obtaining explicit approval of his dean.
3. A student desiring to register for more than 10 quarter hours of credit at any one time during the summer sessions must submit a written request to the dean of his college or school at least two weeks before the first day of summer registration.
4. A student may audit a course only with permission of his advisor or dean. A student may not change from the status of credit student to that of an auditor or vice versa after the third week of class.
5. To receive credit applicable to a degree from De Paul University for courses taken in another institution after becoming a De Paul degree-seeking student, a student must obtain approval and written permission from the dean of his college or school prior to registration at the institution.
6. Extension courses taught through other accredited institutions are accepted only when the sponsoring institution itself conducts the courses and certifies the grade and credit through an official transcript. A De Paul degree-seeking student must obtain the written permission of his dean before enrolling in an extension course.
7. School of Education courses at the 300-level are open only to degree-seeking students enrolled in that school.

CLASS ATTENDANCE

Each college and school will inform its students of the specifics of its particular attendance policy.

Optional Attendance Plan: The student bears the responsibility for allocating his time for class study, library work, and other preparations. He must be prepared to meet all course requirements in the manner prescribed by his instructor.

Required Attendance Plan: The student is expected to attend all regular class sessions. There are no excuse absences. In general, twice the number of absences as there are weekly class meetings is deemed sufficient to take care of emergencies. An excessive number of absences will cause the student to be dropped automatically from these courses with a grade of FX.

Tardiness: Promptness is expected of a student for all regular class sessions. Tardiness of more than ten minutes is generally to be considered by the instructor as an absence.

WITHDRAWAL FROM COURSE

A withdrawal must be filed through the academic office of the student's home college or school before the beginning of the eighth week of the quarter. A student who withdraws without filing a withdrawal form through his home college or school is still considered as registered in the course. Such a student will receive a final grade of “F” under the optional attendance plan, or a final grade of
FX under the required attendance plan. No refund is made for an unauthorized withdrawal.

A student required to withdraw from classes for failing to meet the scholastic requirements in the previous quarter's work will not be charged for his cancelled registration.

A student compelled to withdraw because of orders to report for active service in the Armed Forces comes under terms of special University policy.

There is no refund for audited courses and, except for students dropped for poor scholarship, there is no refund for fees other than tuition.

**COURSE EXAMINATIONS**

All courses require, as a minimum, mid-term and final examinations. Make-up examinations are held on scheduled calendar dates. Applications for make-up examinations must be filed at the dean's office three weeks prior to the scheduled date.

A fee of $10.00 is charged for each scheduled make-up examination. A fee of $20.00 is charged for an examination taken at any time other than the scheduled dates.

**GRADE REPORTS**

A report based on the professor's evaluation of the student's total achievement in every course is sent to the student at the end of each quarter. This report also includes the student's credit attempted, credit earned, and quality points. Report of grades will not be released to students who have unresolved financial or library obligations.

**EVALUATION OF ACHIEVEMENT**

Following is the key to the system of evaluating a student's academic achievement.

A—Exceptional achievement
B—Superior achievement
C—Satisfactory achievement
D—Poor achievement
F—Failure to meet minimum achievement
IN—Temporary grade indicating that the student has a satisfactory record in work completed, but for unusual or unforeseeable circumstances not encountered by other students in the class and acceptable to the instructor, is prevented from completing the course requirements by the end of the term.

An “IN” grade must be removed before the end of the following quarter. Responsibility for its removal rests entirely with the student. Failure to do so automatically reduces the grade to F.
PA—Passing achievement in a “pass-fail” course.
W—Automatically recorded when the student files his withdrawal through his home college or school on or before the date designated in the academic calendar for such a withdrawal.
WP—Recorded when the student files his withdrawal through his home college or school after the mid-term and is passing at the time of withdrawal. (Withdrawals in a quarter are permitted to the end of the seventh week only.)
WF—Recorded when the student files his withdrawal through his home college or school after the mid-term and is failing at time of with-
drawal. (Withdrawals in a quarter are permitted to the end of the seventh week only.)

F—(Optional Attendance Plan) Student registered for the course has not presented to the instructor sufficient evidence for him or her to give a letter grade indicative of achievement.

FX—(Required Attendance Plan) Student has had excessive absences.

A “D” grade will not fulfill the requirements in a major field of concentration.

QUALITY POINTS
Quality points are awarded in relation to the grade given in a course according to this schedule:

A—Four times as many quality points as the credit hours assigned to the course.
B—Three times the number of hours.
C—Twice the number of hours.
D—One quality point for each hour in the course.
F, IN, PA, W, WP, WF, FX—No quality points.

GRADE POINT AVERAGE
The grade point average is computed by dividing the total number of quality points accumulated by the total number of credit hours attempted. The grade point average is calculated only upon grades earned at De Paul University.

Transfer, advanced standing, credit-by-examination, and “pass-fail” (PA) credits carry earned hours but not quality points. The grades W, WP, PA and IN are not included in the grade point average.

DEAN’S LIST
Full-time students who maintain a cumulative grade point average of 3.00 (B) or better, will have their names placed on the Dean’s list.

PROBATION
Any student who fails to maintain a 2.00 (C) cumulative grade point average is subject to academic probation. A student is removed from academic probation when his cumulative grade point average reaches the minimum required of 2.00 (C).

Academic disciplinary action will be taken by the dean of the student’s home college or school in accordance with the degree of the student’s academic deficiency.

DISMISSAL
A student dismissed for academic reasons shall not be eligible for readmission in any division of De Paul University for a period of two quarters subsequent to such exclusion. Application for readmission must be made through the Office of the Registrar at least one month prior to the first day of class in the quarter in which the student expects to register. If readmitted, the student will be accepted on probation.

PASS-FAIL OPTIONS
1. Elective Option: A student not on probation may register for one course each quarter, to a maximum of 32 quarter hours, in which he will receive either a passing (PA) or failing (F) grade.

Written permission to use this option must be obtained from the head of the department or division in which the course is being offered and the student must return this form to his home college or school.

The option is limited to no more than one course in any one department or
division. If the course is passed, the credit hours earned are entered on the student's record; the grade is not included in the student's grade point average.

2. Grades Option: “D,” “F,” “FX,” “WF” In addition to the above elective option a student who receives a “D,” “F,” “FX,” “WF” grade in an undergraduate course will be permitted to repeat the course on a pass-fail option only. If the course is passed, the credit hours earned are entered on the student’s record. The original grade for the course is bracketed but is not included in the student's grade point average. The grades option becomes effective as of the Autumn Quarter, 1972 and is not retroactive.

DISCIPLINE
The University expects its students to maintain the standards of conduct and good citizenship as found in the De Paul University Code of Student Responsibility. This document, available to all students, codifies the disciplinary regulations of the University and sets down the procedures for a student to follow if he believes that his rights are being violated.

GRADUATION REQUIREMENTS

University requirements for graduation with a Bachelor's degree are:

1. The student must have completed a minimum of 180 quarter hours. The total quality points must equal twice the number of quarter hours attempted.

2. The student must have satisfied all the regulations of the individual college or school granting his degree.

3. The student must complete the residential requirement, i.e., he must complete the following work at De Paul University.
   a. the final 48 quarter hours of credit.
   b. one-half of the credit earned in his major area of concentration.
   c. all courses in his senior year.
   Exemptions to the residential requirement may be made by the Dean in individual cases.

4. A formal application for graduation must be filed by a candidate in the dean's office no later than the dates announced in the Academic Calendar. Application for graduation may be made only by classified degree-seeking students.

5. All students receiving degrees are required to be present at the graduation exercises. Permission to graduate in absentia may be granted by the dean when a student presents his reasons in a letter to the dean and makes arrangements for mailing the diploma.

GRADUATION WITH HONORS
The distinction “with highest honor” is conferred upon students who have demonstrated rare scholastic ability by obtaining a 3.6 grade point average.

The distinction “with high honor” is conferred upon students who have demonstrated definitely superior ability by obtaining a 3.4 grade point average.

The distinction “with honor” is conferred upon students who have maintained a 3.2 grade point average.

A transfer student whose grades prior to transfer were 3.5 or better may petition to graduate “with honor,” if the grades achieved at De Paul are of honor quality.
TRANSCRIPTS OF CREDITS

Requests for transcripts should be presented to the Registrar's Office in writing at least two weeks in advance of the time needed. Requests will not be taken over the phone. Transcripts are sent directly to the institution designated by the student. Students may, however, request transcripts for their personal use. A fee will be charged for each transcript requested, and will be issued only after the student has fulfilled all his financial obligations to the University.

Official transcripts of credit earned at other institutions are a part of the student's permanent record at De Paul University and are not reissued or copied for distribution. If needed, they must be obtained directly from the institution in question.

GRADUATE STUDY

De Paul University provides a number of programs in graduate education through its Graduate School. A student planning to complete a graduate program should inquire of his faculty advisor how an undergraduate junior and senior can, in most major concentrations, begin studies in the Graduate School applicable toward a Master's degree.

Master's Degree programs are offered:

A. Through the Graduate School in Biological Sciences, Chemistry, Economics, Education, English, Nursing, Philosophy, Physics, Psychology, Sociology, History, Mathematics, Theology, Rehabilitation Services.

B. Through the Graduate School of Business in Accounting, Economics, Finance, Management, Marketing.

C. Through the School of Music, Graduate Division, in Music Performance, Church Music, Music Education, Music Theory, Music Composition.

Doctoral Degree programs are offered through the Graduate School in the Biological Sciences, Philosophy, and Psychology.

A program leading to the advanced degree of Juris Doctor (J.D.) is offered through The College of Law.
TUITION AND FEES

A general cost estimate of tuition, fees and books for a full-time undergraduate at De Paul University is approximately $1,900 each academic year. For an accurate overall figure, the cost of commuting, lunch, and personal needs should be added. Details of school expenses appear below.

TUITION CHARGES FOR UNDERGRADUATE STUDENTS

Day Students
Tuition for 12 to 20 quarter hours .................... $600.00
Hours in excess of 20 quarter hours—per hour .......... 35.00
Less than 12 quarter hours—per hour ................... 50.00

Evening Students
Undergraduate courses (1-399)—per hour ................ 35.00

ROOM AND BOARD CHARGES

Residence Hall
Single Occupancy—Academic Year ..................... $1,320.00
Double Occupancy—Academic Year ................... 1,185.00

The Residence Hall is open throughout the Academic Year except during Christmas Vacation and the class break between Winter and Spring Quarters. The contract provides 15 meals per week, Monday through Friday, during the period the Residence Hall is open.

GENERAL FEES

Application Fee ........................................ $15.00
Deferred Examination Fee
  On Designated Dates .................................... 10.00
  At Time Not Designated ................................. 20.00
Deferred Payment Fee ................................ 3.00
Deferred Payment Delinquency Fee .................... 3.00
Graduation Fee ......................................... 20.00
Military Uniform Deposit (Refundable) ................ 20.00
Registration Fee—each registration ................... 5.00
Additional Registration Charges
  For Late Registration ................................. 5.00
  For Change of Registration .......................... 5.00
Student Service Fee—each quarter ..................... 1.00
  For Evening Students ................................. 1.00

DEFERRED PAYMENT PLAN

Normally, the University expects all tuition and fees to be paid either at registration, or at or before the end of the first week of school.

For students unable to meet this requirement, the University does offer, on payment of $3.00 Deferred Payment fee, the following plan:
  Payment of 1/3 of tuition and fees at or before the end of the first week of school.
  Payment of 1/3 of tuition and fees at or before the end of the third week of school.
  Payment of 1/3 of tuition and fees at or before the end of the sixth week of school.

Students failing to make payments on or before the scheduled date will be assessed an additional $3.00 for each and every delinquency.
REFUNDS

Charges for courses are based on attendance from the first day of class. Withdrawals are dated as of the end of the week in which the withdrawal form is filed. No tuition is assessed for attendance during the first week of the quarter. For any attendance into the second week the charge will be 25% of the total tuition assessed; into the third week—50%; into the fourth week—75%; thereafter—100%. All Evening Students, and those Day Students withdrawing from courses which will reduce their enrollment to less than 12 quarter hours, will be charged according to the preceding schedule. Refunds for private music lessons included in the basic tuition charge are subject to the normal refund schedule. However, on lessons separately assessed, the refund will be based on the average cost per lessons remaining in the quarter. Fees are not refundable. All refunds are made by the Student Finance Office only upon receipt of an approved withdrawal form and a specific request by the student within one calendar year of the opening of the term in which the credit accrued.

GENERAL NOTES

1. Students combining day and evening courses must pay the tuition charges as outlined above for Day Students.

2. Degree-seeking Students admitted to the School of Music are allowed a maximum of 4 quarter hours of private lessons in Applied Music within the basic tuition charge. Students majoring in the College of Liberal Arts and Sciences sequence in Music Theory are allowed a maximum of 4 quarter hours of private lessons in Applied Music within their required curriculum. All other lessons must be paid for at the prevailing rates.

3. A 10% reduction in tuition, exclusive of fees, is allowed upon the full-time concurrent enrollment of more than one member of an immediate family in day divisions of undergraduate colleges other than Law or Music. By the immediate family is meant husband and wife and children.

4. Payment of the Evening Student Service Fee entitles the student to University Publications and the services of the offices of Financial Aids and Placement.

5. Registration cannot be accepted from a student with an unpaid balance from a prior term. Registrations attempted under these circumstances will be cancelled.

6. Tuition and fees for courses audited are charged at the regular tuition rates, must be paid at the time of registration and are not refundable.

7. Students receiving financial aid in the form of scholarships, tuition grants, or loans—from Federal Programs, the State Government, or De Paul University—must determine that the amount of aid received (total amount of awards divided by 3 quarters, normally) at least equals total tuition and fees each term. In the event such proration leaves a balance due from the student, this balance must be paid not later than the end of the first week of the term in order to avoid Deferred Payment and/or Delinquency Fees.

8. Undergraduate day students combining undergraduate and graduate courses in a 12-20 quarter hour program, will pay an additional $5.00 for each quarter hour of graduate study, by which the combined registration exceeds 12 hours. In addition, if the combined registration exceeds 20 hours, the regular graduate rate shall apply to such excess. Graduate courses, for this purpose, are those with a course number 400 and above.
DEPARTMENTAL FEES

Biology:
Each course with laboratory ........................................ $ 15.00

Chemistry:
Each course with laboratory ........................................ 15.00
Breakage Deposit—each laboratory course .......................... 7.50

C.P.A. Review: (Not included as part of Day tuition charge)
Tuition—per course .................................................. 250.00
Application Fee ........................................................ 2.00

Education:
Business Education Students
Office Machines Fee—each course ................................ 7.50
Typewriter Fee—each course ........................................ 7.50
Secretarial Procedures Course—Laboratory Fee ............... 5.00

Physical Education Students
Equipment Fee for each activity course ......................... 4.00
Activities Accident Policy—each quarter ....................... $2.75

Teacher Placement—Initial Registration Fee .................... 5.00

Languages:
Laboratory Fee—each laboratory course ......................... 5.00

Music:
Rates for private lessons in Applied Music and Theory may be secured from the Office of the Dean.
Instrument Rental Fee—each quarter ............................. 8.00
Electronic Laboratory Fee (includes two 7" reels of tape) .... 15.00
Applies to: MTC 363, 364, 365 & Private Electronic
Composition each quarter
Organ Practice Fee—each quarter ................................. 8.00
Practice Studio Fee—each quarter ............................... 2.00

Physics:
Laboratory Fee:
All courses numbered under 370—each course ................ 7.50
Courses numbered 370 and above—per credit hour .......... 5.00

General Notes: a) Fees are not refundable.
b) Certain Fees other than those listed above are shown with the course listing.
UNIVERSITY ORGANIZATION AND FACILITIES

Administration of De Paul University
Directory of University Offices and Services
Buildings and Facilities
Libraries
Accreditation
ADMINISTRATION OF Depaul University

The Board of Trustees is legally responsible for setting the purposes, establishing the policies, and supervising the administration of De Paul University. The 42-member Board elects the president, chancellor, executive vice president, and secretary of the University, who hold office at its pleasure.

Board committees—executive, academic, development, finance, and student affairs—are the means by which the work of the president and his staff is reviewed in terms of the quality of the University's educational programs, its fiscal soundness, the management of its physical plant, the conduct of business activities, and the formulation of long-range plans.

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Rev. Albert L. Dundas, C.M., Secretary

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Very Rev. John R. Cortelyou, C.M., President
Very Rev. Comerford J. O'Malley, C.M., Chancellor
Rev. John T. Richardson, C.M., Executive Vice President, Dean of Faculties
Very Rev. Edward F. Riley, C.M., Vice President for Student Affairs,
Dean of Students

Arthur J. Schaefer, Vice President for Development and Public Relations
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Irma T. Hafner, Vice President for Analytic Studies
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DIRECTORY OF UNIVERSITY OFFICES AND SERVICES

ADMINISTRATION—Lewis Center, 6th Floor

ADMISSIONS OFFICE—Lewis Center, 6th Floor
   THOMAS P. MUNSTER, C.M., Director
   EDWIN J. HARRINGTON, Director of Inter-College Relations
   MATTHEW G. FLANIGAN, Associate Director

ALUMNI RELATIONS—Lewis Center, 6th Floor
   THOMAS A. MAHONEY, C.M., Coordinator
   TIMOTHY UNSWORTH, Director

ATHLETICS—Lincoln Park, 1011 West Belden
   RAYMOND J. MEYER, Director

BOOKSTORES—Lincoln Park, 2324 North Seminary
   Lewis Center, 1st Floor

CAFETERIAS—Lincoln Park, 2324 North Seminary
   Lewis Center, 4th Floor

CHAPELS—Lincoln Park, 2324 North Seminary
   Lewis Center, 1st Floor

COLLEGE OF COMMERCE—
   Lewis Center, 12th Floor

COLLEGE OF LIBERAL ARTS AND SCIENCES—
   Lincoln Park, Schmitt Center, 5th Floor
   Lewis Center, 9th Floor

COMPUTER SERVICES—Lewis Center, 15th Floor
   ROBERT M. LANGLOIS, Assoc. Vice-President for Analytic Studies
   ROBERT F. BIRNEY, Associate for Analytic Studies
   GLEN B. HARVEY, Director of Computer Services
   PATRICK MEHIGAN, Assistant Director of Operations

DE PAUL COLLEGE—
   Lincoln Park, Schmitt Center, 1st Floor
   Lewis Center, 9th Floor

DEVELOPMENT—Lewis Center, 6th Floor
   ARTHUR J. SCHAEFER, Vice-President for Development and Public Relations

FINANCIAL AIDS AND PLACEMENT—
   Lincoln Park Campus, Schmitt Center
   CAROLYN SEEGERS, Counselor
   Lewis Center, 17th Floor
   KENNETH C. CONWAY, Director

FOREIGN STUDENT ADVISER—Lewis Center, 16th Floor

GOVERNMENT—CERTIFICATION OF STUDENTS,
   Lewis Center, Registrar Office
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Dr. HUGO H. MURIEL, Medical Director
Lincoln Park Campus, 1st Floor, New Student Residence
Lewis Center, 16th Floor
STUDENT SERVICES
Lincoln Park Campus, Schmitt Center
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Dean of Students
JOSEPH O'NEILL, C.S.C., Associate Dean
THOMAS R. HINNI, C.M., Priest Counselor-Chaplain
SAL SANSONE, C.M., Counselor-Chaplain
MICHAEL F. PEIFFER, C.M., Director of Housing
EDGAR M. KETCHIE, Director of University Center
MISS SHEILA A. SPAETH, Counselor
Lewis Center, 16th Floor
MRS. MARILYN M. KENNEDY, Counselor
J. BERNARD FITZGERALD, C.M., Priest Counselor-Chaplain
TEACHER PLACEMENT BUREAU—Lincoln Park, Schmitt Center
THEATER—De Paul Center Theatre, Lewis Center
UNIVERSITY TESTING AND EVALUATIONS—
Lewis Center, 15th Floor
DR. IRMA T. HALFTER, University Examiner

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THE LINCOLN PARK CAMPUS

The Lincoln Park Campus, located in a near-North Side residential neighborhood in the vicinity of Sheffield and Fullerton Avenues, is approximately four miles from the Chicago Loop and the Lewis Center Campus. Here stand the principal academic buildings of the University, residences for clerical and lay faculty, and the University Church of St. Vincent de Paul. The major buildings on campus are:

Alumni Hall, 1011 West Belden (1956), a tri-level structure with a seating capacity of 5,240 providing a site for varsity athletics, graduation exercises, assemblies, lectures, concerts, social functions, and other extracurricular activities. Alumni Hall contains a gymnasium, exercise rooms, a swimming pool, handball courts and other athletic facilities, and houses classrooms and offices of the Department of Physical Education.

Arthur J. Schmitt Academic Center, 2323 N. Seminary (1967), a five-story structure housing library, classrooms, lecture halls, faculty, and administrative offices.

The Hall of Science, 2300 N. Kenmore (1938), a three-story structure occupied by classrooms, laboratories, and offices of the Department of Biological Sciences and the Department of Chemistry.

The Liberal Arts Building, 2322 N. Kenmore (1923), a four-story building accommodating administrative offices, classrooms, speech room, and language laboratory.

Science Hall West, 1215 W. Fullerton, occupied by laboratories and offices of the Department of Physics and the Department of Psychology.

Main Residence Hall, 2312 N. Clifton (1970) a six story structure, facilities include single and double rooms, main lounge and floor lounges, study room; for both men and women, available to all students.

University Center, 2324 N. Seminary (1971), a three story structure, facilities include a cafeteria, rathskeller, faculty dining room, recreation facilities, bookstore, student organizational offices, religious service area, lounge areas, conference rooms, arts and crafts areas, and a president’s dining room.

THE FRANK J. LEWIS CENTER

The Frank J. Lewis Center, 25 E. Jackson Boulevard, is a 17-floor building located in Chicago’s Loop on the southwest corner of Jackson Boulevard and Wabash Avenue, a ten minute subway-elevated ride from the Lincoln Park Campus. It contains the general administrative offices of the University, the administrative and faculty offices of various Colleges and Schools, along with air-conditioned libraries, classrooms, and the 500-seat De Paul Center Theatre.

THE UNIVERSITY LIBRARIES

The combined library facilities of De Paul University include over three hundred thousand volumes, over two thousand periodical subscriptions, and extensive micro-card and micro-film collections. Among its outstanding holdings are the Napoleon and Irish Collections, the rare volumes of the Farthing Collection of

The Frank J. Lewis Center's second and third floors contain the Robert R. McCormick Memorial Library collection which is especially designed to serve the undergraduate and Graduate School programs using the Lewis Center campus. The Lower Arcade houses the current and bound periodical collections. Also at the Lewis Center is the Law Library whose collections of legal works, current judicial reports, statutes, and professional journals occupy the seventh floor.

On the Lincoln Park Campus the reserve reading room is situated on the second floor of the Academic Center. The third floor houses the Humanities and Social Sciences collections and the fourth floor, the Natural Sciences and the periodical collections.

Supplementing the University collections are such scholarly and special libraries as Newberry, John Crerar, Chicago Historical Society, International Relations, Municipal Reference, Art Institute, and many others. Information concerning their use can be obtained from the University librarian.
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ACCREDITATION

De Paul University is accredited by:
The North Central Association of Colleges and Secondary Schools
The National Council for Accreditation of Teacher Education
The National Association of Schools of Music
The National League for Nursing
The American Chemical Society
The Association of American Law Schools
The American Association of Collegiate Schools of Business

De Paul University is on the approved list of:
The American Bar Association
The State Approval Agency for Veterans Training
The Illinois State Department of Education

De Paul University is a member of:
The National Catholic Educational Association
The Association of American Colleges
The Association of Urban Universities
The American Association of University Evening Colleges
The American Association of Colleges for Teacher Education