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Academic Calendar 1974-1975

Autumn Quarter

August
5-23 Monday-Friday. Mail Registration. Consult schedules for detailed instructions.

September
5-6 Thursday-Friday. In-person registration for Autumn Quarter.
9-13 Monday-Friday. Orientation week for all new day students. Consult orientation booklet for daily schedule.
16 Monday. Autumn Quarter begins.
16-17 Monday-Tuesday. Late registration and change of courses.
27 Friday. Feast of St. Vincent DePaul. Special liturgical services on both campuses. Holiday celebration October 7.

October
4 Friday. Final date for filing for November Credit-by-Examination.
5 Saturday. Final date for filing for February Convocation.
7 Monday. St. Vincent Day celebration — no classes.
12 Saturday. Last day to withdraw with automatic “W” grade.
16-22 Wednesday-Tuesday. Mid-term examinations.

November
1 Friday. Feast of All Saints — Holy Day. Special liturgical services on both campuses.
2 Saturday. Last day to withdraw from classes.
11-23 Monday-Saturday. Early registration for undergraduate day students for Winter Quarter. Mail registration for evening students for Winter Quarter.
16 Saturday. Administration of Credit-by-Examination.
21-27 Thursday-Wednesday. Final examinations for Autumn Quarter.
27 Wednesday. Autumn Quarter ends.

Winter Quarter

December
9-10 Monday-Tuesday. In-person registration for Winter Quarter.

January
6 Monday. Winter Quarter begins. Late registration and course changes.

February
1 Saturday. Last day to withdraw with automatic “W” grade.
2 Sunday. Mid-Year convocation.
3-8 Monday-Saturday. Mid-term examinations.
10-22 Monday-Saturday. Early registration for undergraduate day students for Spring Quarter. Mail registration for evening students for Spring Quarter.
15 Saturday. Last day to withdraw from class.
22 Saturday. Final day for filing for June Convocation.

March
10-15 Monday-Saturday. Final examinations for Winter Quarter.
15 Saturday. Winter Quarter ends.
Spring Quarter

March
17-18  Monday-Tuesday. In-person registration for Spring Quarter.
22  Saturday. Spring Quarter begins.
24  Monday. Late registration and course changes.
27  Thursday. Easter Holidays begin after last class.
31  Monday. Classes resume.

April
2  Wednesday. Final date for filing for Credit-by-Examination.
19  Saturday. Last date to withdraw with automatic “W” grade.
21-26  Monday-Saturday. Mid-term examinations.

May
1-23  Monday-Friday. Mail registration for all students 1st & 2nd Summer Sessions. Early registration for undergraduate day students for Autumn Quarter.
3  Saturday. Administration of Credit-by-Examination.
8  Thursday. Feast of the Ascension. Holy Day. Special liturgical services on both campuses.
10  Saturday. Last date to withdraw from class.
26  Monday. Memorial Day — no classes.
27-June 2  Tuesday-Monday. Final Examinations for Spring Quarter.

June
2  Monday. Spring Quarter ends.
8  Sunday. Convocation.
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 Judaeo-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.

Very Rev. John R. Cortelyou, C.M.
President
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 thirty-five 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 eight 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

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>1st Year</td>
<td>18 De Paul College Courses</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>Autumn</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<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>
</tr>
<tr>
<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>
</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 $20.00 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. Students planning to live in University Housing or to enroll in the Nursing Program or the School of Education must submit the Physician's Certificate Form to the Student Health Service by September 1, if they are entering the University in the Autumn Quarter; by December 1, if entering 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.

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.

**EARY 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) or the Scholastic Aptitude Test (SAT) 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.

**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 and/or College Level Examination 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 transferrable courses upon receipt of an official transcript.

ADMISSION AS AN INTERNATIONAL STUDENT

All foreign students and any student who has been educated outside of the 50 United States should request general admission information and applications from the International Evaluator. The application deadlines for students with foreign education are: Autumn Quarter, June 1; Winter Quarter, October 1; Spring Quarter, January 1; Summer Quarter, April 1. To be admitted all students will have to meet the academic requirements and to demonstrate English proficiency. Those who request Student Visas will also have to show evidence of adequate financial support as scholarships are not available. A formal letter of admission and/or the form I-20 will be issued only after all admission requirements have been fulfilled.

ADMISSION AS A 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.

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 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 Dismissal Section in this bulletin. Students dismissed for other than academic reasons may be considered for readmission.

Degree-seeking students seeking readmission must submit transcripts from all colleges attended since last attending De Paul. Applications must be submitted one month prior to the first day of class in the quarter in which the student expects to register. A student is bound by the College Bulletin in effect at the time of readmission.

ADMISSION AS A VETERAN

Veterans can be admitted as either freshmen or transfer students. Advance credit is accepted for Service School training, CLEP, and USAF1 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.

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.

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 $2,200.00 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 $665.00 per quarter or $1,995.00 per year. Tuition for evening students is charged at the rate of $37.00 for each quarter hour.

Resident hall charges are $1,425.00 single occupancy, $1,290.00 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 184 of the Schmitt Academic Center or Room 1730 in the Lewis Center.

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.

Information on student housing, student health service, religious services, organizations and activities may be obtained from the Dean of Students' Office on each campus.
Curriculum

Divisions

L. Edward Alemann, Ph.D.,
Philosophy and Religion

John E. Price, 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 intellective 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 is required in the Philosophy-Religion, Humanities, and Behavioral-Social Science divisions; three courses are required in the Division of Natural Sciences and Mathematics.
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

Beyond the pre-occupations of day-to-day existence lie questions such as: Who am I? Where did I come from? How do I relate to others? How reliable is my knowledge? What lies beyond the world of my experience, beyond what I see or feel? Is there a destiny beyond this life? Human beings have always asked such primary questions and have sought the best answers they could find in the circumstances, environment, and cultural forces of their lives. The answers have found expression in their religious beliefs and in the philosophies they have elaborated. In its concern for the maturing consciousness of the student and the consequent search for values, the Division of Philosophy and Religion seeks to develop in the student an awareness of such questions and to assist him to reflect deeply and analytically upon the possible answers.

The program of the Division, therefore, is essentially a series of experiences which aim to develop a level of awareness in the student. This level of awareness is specified by the ability to denote major fundamental questions in human existence with which philosophers and theologians have dealt, to reflect upon their significance to his life, and to compare critically some of the major cultural answers which have been offered to these questions. He will thus acquire familiarity with a portion of his cultural heritage.

Such reflection is part of the intellectual formation of every student. By providing the initial conceptual framework for fundamental awareness, the Division carries forward the purpose of the University to help perfect and give direction to the person. It also furthers the goal of general education in the DePaul College to identify the modes of knowing which are desirable for any human being to have in order to analyze, organize, and evaluate his daily experiences in more fundamental terms.

The Division holds that the person sensitive to the values which have concerned Philosophers and Religious thinkers will make a creative contribution to society by bringing to it a more thoughtful, discerning mind capable of exercising a degree of criticism of its affairs. Thus, the Division hopes to fulfill the Vincentian goals of personalism and of service to the community.

The fundamental questions are posed within a diversity of cultural traditions and religious postures. Because the University community is pluralistic in its faculty and student body, a variety of religious commitments and philosophical points of view is welcomed and encouraged. Confrontation with adversative points of view is considered essential to this general education program. Thus, the Division continues the best tradition of the Catholic universities of the West to provide the place and opportunity as well as the stimulus to investigate the fundamental issues of human existence in an atmosphere of freedom and seriousness.

The disciplines of philosophy and religion contribute to the program of the Division. A common concern for awareness of the fundamental questions gives unity to the program while each discipline performs its investigations using the principles and methodologies proper to itself. The program of the Division is interdisciplinary because it requires the student to have experiences in both areas. One may not be substituted for the other.

REQUIREMENTS

The student must complete four courses in the Division. Two are to be in Philosophy, one first level course (P&R 101-104) and one second level course (P&R 201-206). Two are to be in Religion, one first level course (P&R 121-124)
and one second level course (P&R 221-227). The first level course in each discipline must precede the second level course in that discipline.

COURSES—(All courses carry four credit hours.)

LEVEL ONE—PHILOSOPHY

P&R 101 Sources and Problems in Thinking. Distinction of philosophical from psychological, scientific, theological, and sociological thinking; basic themes in Western philosophy; basic issues in logic.

P&R 102 Building a Philosophy of Life. A workshop approach to make explicit, to analyze, and to criticize the implicit philosophical issues in the perspectives often taken for granted on questions such as God, the family and society; themes and methodology in the form of a practicum.

P&R 103 Reflections on Person. A study of human awareness in its structures and methods of thought by distinguishing it from animal awareness; a critique of naive naturalism and scientific reduction of the human being.

P&R 104 Sources of Western Philosophy: The Greek Experience. A study of the themes of concern and methods of philosophy by examining its beginnings in Greek thought.

LEVEL ONE—RELIGION

P&R 121 Myth, Sacred Rite and Sacrament. The elements of religious consciousness in its outward expression; the interrelation of the myth, rite and sacrament; sacred rites in Christianity and Judaism.

P&R 122 Religious Beliefs and Moral Action. The forms of religious awareness relative to actions to be performed; comparison of different religious traditions on selected moral issues.

P&R 123 Judaic-Christian Literature. The seminal writings of the two major Western religions examined to show the kinds of concerns and cultural influences which produced them.

P&R 124 Religious Beliefs of Mankind. Familiarization with a wide variety of religious expression emphasizing the interpretive concepts which show their common concerns and structures of religious consciousness.

LEVEL TWO—PHILOSOPHY

P&R 201 Contemporary Views on Experience. Concepts of interpretation and implications to the person of the most recent philosophical efforts in phenomenology on the question of experience.

P&R 202 Contemporary Experiences with the God-Concept. Contemporary philosophical problems and conceptions of God as well as informed atheism.

P&R 203 Encounter and Society: The Philosophy of Interpersonal Relations. The structure and dynamics of personal relations; theories of the social order.

P&R 204 Themes in Existential Literature. Representative Twentieth Century existential literary work studied to portray themes such as the absurd, alienation, authenticity and the like.

P&R 205 The Philosophy of Maturity. The philosophical structures, concerns, and problems of defining maturity; issues of freedom authority, responsibility and creativity.

P&R 206 Topics and Controversies in Philosophy. Variable topics in philosophy.

LEVEL TWO—RELIGION

P&R 222 Religion and the Arts and Literature. An introduction to selected literary and artistic works as exemplifying religious concerns or as stating religious theories.


P&R 224 God and Historical Man. Religion in its dimensions of history, time and process; themes of covenant, Messianism, Eschatology and Apocalypse.


P&R 226 Critical Reflections on Religious Consciousness. The methodology and structures of analytic and phenomenological studies of religion.

P&R 227 Controversies and Figures in Religion. Events, great religious leaders, and controversies as they have topical interest.
Division of Humanities

The humanities explore the multiple ways man seeks to express the totality of his person through the simultaneous use of his spiritual, rational, and emotional natures. The humanist thus finds the greatest stimulation and the most profound value in studying the arts and history, subjects that uniquely reveal and celebrate man as creator.

The humanist resists the separation of human impulses and seeks to destroy the isolation that prohibits the free and open interaction among all men in all cultures.

A foe of spiritual deprivation, the humanist advocates the human need to acquire and nurture an appreciation and an understanding of the visual arts, history, language and literature, and music. Only in pursuit of these subjects can man reach the fulfillment of his humanity.

The goals of the Division are:

1) To study the humanities as a way of uniting man's spiritual, rational, and emotional powers; to comprehend this as a distinct and integrated manner of perceiving reality; to understand the universal impulse to create;

2) To study the humanities as a crucial way of gaining self-respect and respect for others — of penetrating isolation among persons; to affirm the common humanity of all men and to appreciate the "complementarity" of their differences;

3) To attain explicit preparation for a life of appreciation of the humanities by acquiring a comfort in experiencing them (through a quickened capacity for wonder, perceptual ability, critical judgment, and sense of their essential interrelatedness) and by developing facility for communicating to others, orally and in writing, their qualities and values.

Understanding that students differ in background, abilities, and interests, the Division offers a variety of course options on two levels. The 100-level provides basic experience in perceptions, vocabulary, and critical judgment. The 300-level demands greater intellectual competence: these courses involve either interdisciplinary investigation or more sophisticated critical and comparative study.

REQUIREMENTS

All students must take four courses in the Division. These must cover four major areas: Art, History, Language and Literature, and Music. Since there are various ways of fulfilling these requirements, each student should develop, with the advice of his counselor, his own program in the humanities. Area applications for Humanities credit follow each course description.

COURSES—All carry four credit hours.

100-LEVEL

100 Introduction to Humanities. Basic experiences in art, film, history, literature, and music with emphasis on oral and written articulation of experiences. Credit for any one of the four area requirements.

110 The Visual Arts. Development of visual perceptions through the study of painting, sculpture, and related arts. Credit for art req.

120 The Literary and Dramatic Arts. Explorations into the forms and themes of creative literature. Credit for language and literature req.

130 Music: Sound, Form, and Function. Examination of musical arts as communication. Credit for music req.

140 Historical Concepts and Methods. Explorations into the nature and purposes of history. Credit for history req.

150 The Art of Language. Explorations into the nature and uses of language. Credit for language and literature req.
Interpersonal Communication. Principles of and practice in improved methods of speech-communication with individuals and small groups. Credit for language and literature req.

The Art of Audience Communication. The application of effective speech principles in the preparation and delivery of basic audience communication. Credit for language and literature req.

300-LEVEL

Art Forms of the Western World. Formal and stylistic development of Western Art. Credit for art req.

Art Forms of the Non-Western World. Examination of non-Western art and its influence on modern Western art. Credit for art req.

Modern Art in Revolution. Investigation into the sources and nature of 20th-century art. Credit for art req.

Changing Concepts of Man in Art. Analysis of effects of change in society upon the idea of man in art. Credit for art req.

Social Criticism in Art. Explorations into the relationship between the artist and the society of which he is a part. Credit for art req.

God and Man in Contemporary Literature. Study of theological themes as found in contemporary literature. Credit for language and literature req.

Social Criticism in Literature. Explorations into the relationship between the writer and his society. Credit for language and literature req.

Ethnic Literature. Analysis of the principal ethnic writings of modern America. Credit for language and literature req.

Man in Black Literature. Survey of the Black man's ideas and expressions in the literary arts. Credit for language and literature req.

Mythology and the Dramatic Arts. Major Greek and Roman myths and their treatment by dramatists. Credit for language and literature req.

Perspectives in Literature. Social, psychological, and archetypal approaches to literature. Credit for language and literature req.

Man in 19th-Century European Literature. Literary analysis of selected Italian, French, German, and Russian fiction in translation. Credit for language and literature req.

Art, Architecture, and Literature. Examination of Medieval and early Renaissance themes in religious and secular art and literature. Credit for either art or language and literature req.


Man in 20th-Century European Literature. Literary analysis of selected contemporary Italian, French, German, and Russian fiction in translation. Credit for language and literature req.

Literature and the Lively Arts. Study of the lively arts in theory, text, and presentation; emphasis on drama, film, and opera through texts, recordings, and live performances offered in Chicago. Credit for language and literature req.

The Forms and Functions of Folklore. Examination of the nature of folklore, with particular attention to folk literature and folk music. Credit for language and literature req.

Trends in 20th-Century Art and Music. Appreciative approach to the stylistic growth of selected 20th-century artists and composers. Credit for either art or music req.

Music in the Western World. Examination of correlations between the history of music and literature. Credit for music req.


The Art of the Performer. The dynamic relationship between the performer and the musical composition. Credit for music req.

Man and Ideas in History. Examination of ideas which have influenced the history of Western Civilization. Credit for history req.

Man in Africa. Analysis of social, political, and religious forms of life in African societies. Credit for history req.
Fascism, Counterrevolution, and Imperialism. Introduction to the major intellectual currents of the 19th and 20th centuries. Credit for history req.


Contemporary Cinema. Films of innovation in relation to the heritage of the cinema. Credit for art req.

World of the Theatre. Study of the origins and development of the theatre as a dynamic institution. Credit for language and literature req.

Drama: Theory and Practice. Study of major dramatic criticism applied to selected plays; classroom acting and directing of scenes from the plays to discover theory carried through in practice. Credit for language and literature req.

Art of Written Discourse. Analytical and practical experience in prose writing. Credit for language and literature req.
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 attempt to 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 seek to interpret all aspects of the social behavior of man. The Division of Behavioral-Social Sciences introduces the student to these sciences and scientists.

The aims of the division are to develop the student's ability to examine his society critically and constructively and to make meaningful decisions as individual and citizen. The program consists of three categories of courses (called levels for convenience): those giving the background needed for social criticism; those giving the background needed for citizen decision-making; and those which integrate the knowledge and skill acquired in the first two levels for application to an important contemporary social problem.

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 take one course from level one, at least two second level courses, and a colloquium. Hopefully, then, he will have had an introduction to society and the tools to examine it; some intellectual experiences with sectors of the society (the economy, the political sector, etc.); and an integration of this knowledge applied in some depth to a significant problem of modern society.

Ideally, the actual program should be designed by the student, in collaboration with a counselor, to reflect his needs, interests and career plans.

COURSES—(All carry four credit hours)

LEVEL ONE

\textit{Nature of science and society to develop a facility for social criticism.}

100 \textbf{Reason and Unreason in Science.} The method of science; its scope and limitations. Offered in NSM and BSS Divisions.
101 \textbf{Man and Men: An Introduction to Society.} The nature of society and the kinds of scientists who explain it.
102 \textbf{Problem Solving in Society.} Skills of participant-observation, description, criticism and decision-making developed in seeking solution to a social problem.

LEVEL TWO

\textit{Examinations of sectors of society to aid in the development of decision-making.}

110 \textbf{The Computerized Society.} The computer as an aid to problem solving and its impact on society.
Human Psychological Processes. The individual confronted with ordinary and extraordinary decisions of life.

Man in His Community. Decision-making in our community as contrasted with communities in other parts of the world.

The Economy and Society. The Economic System. Decision-making in the ordinary business life and in the use of scarce resources.

Political Studies. The nature of the political sector and political decision making.

Man in the Non-Western World. Decisions arising from relations with people in other cultures, particularly in the non-Western world.


Law and Society. Role of law in society. Decisions of the citizen confronting the law.

Technology and Culture. Decisions that arise because we live in an industrialized society.

The Environment of the City. Decisions of man in an urban environment.

Man, Society and Education. Important recurring decisions concerning education in society.

Business in the Community. Significant decisions related to business in society.

Police and the Community. Decisions of the citizen regarding the role of the police in society.

Real Property and Society. Decisions regarding property relations in society, especially real estate.

Issues and Problems of Civil-Military Relations. Decisions regarding the role of the military in our society.

LEVEL THREE

Colloquia. Seminars integrating the knowledge and skills of the previous courses and applying them.

Problems in the Developing Nations. Could be America's interest in Far East, world poverty, etc., depending on professor.

Problems of American Democracy. The specific problems to be selected by the instructor.

Problems of Man in His Urban Environment. Urban politics or other problem areas depending on the instructor. (Formerly, 323.)

Population Problems. The specific regions to be selected by the professor.

Problems of Education in Contemporary Society. University, educational freedom, etc., depending on the instructor.

Problems of Minorities in America. Black economic development, problems of Spanish-speaking Americans, or other problem area depending on the instructor.

Problems of Social Justice. Relations among science, society and morality.


Health Problems in Contemporary Society. The problem areas determined by the instructor.

Problems in International Affairs. World order, etc., depending on the instructor.

Problems of Modern Transportation. The problem areas determined by the instructor.

Problems of the Consumer and Quality of Life. Consumer-citizen's pursuit of happiness.

CULTURAL HERITAGE AND MISCELLANEOUS OFFERINGS

Great Social Scientists. Study of Marx, Freud, etc., depending on instructor.

Political Behavior. Analysis of the political behavior in the U.S., including sex, residence, occupation, religion.

African Influences in South America. Imports of African culture, art and music.

Iberian Impact. The influence of Spain and Portugal in the modern world.
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. It is that gap which is the root of much of today’s discontent.

The program in this division is designed especially for the nonspecialist (and scientists themselves are nonspecialists in most of science and technology), 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; emphasizing how we learn what we know, rather than storing facts; and making him a better-informed participant and more intelligent critic of our technological society.

The basic 100 level courses, developed by the departments of the Biological Sciences (103), Chemistry (102), Mathematics (107, 109, 110) and Physics (100, 101, 104, 113, 114, 115, 116), 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 multi-disciplinary 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. Majors in the natural sciences or other disciplines who ordinarily take departmental Chemistry courses may not receive credit for NSM 102 without the explicit permission of their department chairman and the NSM division head.

COURSES—All carry four credit hours unless otherwise noted.

100-LEVEL

100 Reason and Unreason in Science. The method of science; its scope and limitations. Offered in NSM and BSS Divisions.

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

102 Atoms, Molecules and Man. Development of basic concepts in the chemical sciences; theories and techniques to investigate and describe nature, and to modify our circumstances; pollution, modern medicine, food, water, energy, mineral resources, synthetic materials. Designed for the student who has had no other high school or college chemistry course.

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.

110 The Computerized Society. A general education course for the nonspecialist focusing on computers as an aid to the use of step-by-step approaches to problem-solving; and the consideration of the impact of computers on society. This course is also listed as BSS 110.

113 The Concepts and Structure of Modern Physics. The development and interrelations 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.

300-LEVEL

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; food additives; drugs.

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)

307 Resources and Man. A detailed study of one or more resource problems of our society, such as food, minerals, etc.; the importance, availability and need of each resource, and its relationship to modern technology.

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., 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 Assembly 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>
</tr>
</thead>
<tbody>
<tr>
<td>General Education</td>
<td>72</td>
</tr>
<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>
</tbody>
</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. Allied course work in Business Law and Mathematics-Statistics support the fields of specialization.

It is suggested that students contemplating going on to Law School contact the Commerce-Law Advisor, Lawrence W. Ryan, regarding any questions pertaining to pre-law study.

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. 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**

<table>
<thead>
<tr>
<th>Junior Year</th>
<th>Senior Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accountancy 204, 303, 380</td>
<td>Accountancy 372, 383, 399</td>
</tr>
<tr>
<td>Bus. Law 202</td>
<td>Commerce Elective: one</td>
</tr>
<tr>
<td>Finance 210, 220</td>
<td>Economics Elective: one</td>
</tr>
<tr>
<td>Management 200, 201</td>
<td>Finance 330</td>
</tr>
<tr>
<td>Marketing 200, 202</td>
<td>Management 304</td>
</tr>
<tr>
<td>De Paul College: 1 course</td>
<td>De Paul College: 3 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.**

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 and 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: none) $15.00 fee.

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

206 **Intermediate Theory II.** Continuation of Accountancy 204. Discussion of underlying concepts of liabilities and owners equity and special problems arising from income determination and accounting changes. (Prerequisite: 204)
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 and Junior Standing)

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 and Junior Standing)

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)

390 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.

391 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: $300.00)

399 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.


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***

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<th>Junior Year</th>
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<tr>
<td>Bus, Law 202</td>
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<tr>
<td>Economics 305, 306</td>
<td>Economics Electives: four</td>
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<td>Economics Elective: one</td>
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<td>Management 200, 201</td>
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<tr>
<td>Marketing 200, 202</td>
<td>De Paul College: 3 courses</td>
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<tr>
<td>De Paul College: 1 course</td>
<td>De Paul College: 3 courses</td>
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</table>

*Adjustments in programs may be made upon agreement with the chairman 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 and Junior Standing)

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

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 and Junior Standing)

216 **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 and Junior Standing)
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 and Junior standing)

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

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

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 and Junior Standing)

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 and Junior Standing)

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

Economics and the Common Good. Economic theories, systems, and problems will be studied and analyzed in reference to the economic common good as defined in key modern documents, particularly the social encyclicals. Stress will be placed on both theory and practice. (Prerequisite: 104 and Junior Standing)

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 and Junior Standing)

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 and Junior Standing)

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 and Junior Standing)

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

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 and Junior Standing)

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 and Junior Standing)

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: Robert W. Faulhaber, Ph.D.
Associate Professor: James E. Ciesicka, Ph.D.
Assistant Professors: Adolph E. Mark, Ph.D.; Anthony C. Pette, Ph.D.; Donald W. Ramey, M.A.; Suk Tai Suh, Ph.D.; Richard J. Wiltgen, M.A.
Lecturers: Richard B. Chalecki, Ed.D.; Garland C. Guice, BSc; Wayne Kindel, M.A.
Professor Emeritus: Joseph S. Giganti, 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***

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<th>Junior Year</th>
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<tr>
<td>Bus. Law 202</td>
<td>Commerce Elective: one</td>
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<tr>
<td>Finance 210, 220, 330</td>
<td>Economics Elective: one</td>
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<td>Finance Electives: four</td>
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<td>De Paul College: 2 courses</td>
<td>Management 304</td>
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<td>De Paul College: 2 courses</td>
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*Adjustments in programs may be made upon agreement with the chairmen concerned.

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

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: Junior standing)

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: Junior standing, 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: 220)

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)
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)

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: Junior standing)

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)

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)

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)

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)

Finance Seminar. A seminar for senior finance majors in which an indepth 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.
Professors: James A. Hart, Ph.D., J.D.; Thomas J. Kewley, Ph.D., C.F.A.
Associate Professor: George M. Iwanaka, Ph.D.
Assistant Professors: Benjamin Bachrach, M.B.A.; Richard L. Boggs, M.S.; William M. PoppeI, M.B.A.
Professors Emeriti: Frederick W. Mueller, Ph.D., LL.B.; Eugene J. Muldoon, M.B.A.
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**

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<th>Junior Year</th>
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<tbody>
<tr>
<td>Bus. Law 202, 203</td>
<td>Commerce Electives: two</td>
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<tr>
<td>Economics Elective: one</td>
<td>Economics Elective: one</td>
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<td>Finance 210, 220</td>
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<td>Management 200, 201</td>
<td>Finance Elective: one</td>
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<td>Management 304</td>
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<td>De Paul College: 2 courses</td>
<td>Management Elective: one</td>
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<td>Marketing Elective: one</td>
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<td>De Paul College: 2 courses</td>
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*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.

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<td>Bus. Law 202</td>
<td>Commerce Elective: one</td>
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<td>Economics Elective: one</td>
<td>Finance 330</td>
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<td>Finance 210, 220</td>
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<td>211 or 212</td>
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<tr>
<td>Marketing 200, 202</td>
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<td>De Paul College: 2 courses</td>
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*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: Junior Standing)

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 **Police Management.** Organization of office force, problems of office personnel, direction and control of performance, simplification of procedures and methods, planning of physical facilities. Offered alternate years. (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 to develop efficient and effective organization 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 systems 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 Equivalent)

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: 210 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. Offered alternate years. (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: 210 or Equivalent)

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)

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)

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: 201 or Permission)

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.
Professors: Adnan J. Almaney, Ph.D.; Abdul J. Alwan, Ph.D.; Dominic G. Parisi, Ph.D.
Associate Professors: John E. Burns, M.B.A., J.D.; Dean C. Dauw, Ph.D.; Charles F. Douds, Ph.D.; Jack H. Grossman, Ph.D.; Roy E. Horton, Ph.D.; Michael Z. Massel, Ph.D.; Milton D. Shulman, 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.

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<td>De Paul College: 2 courses</td>
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*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: Junior Standing)

202 Marketing Management. 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)

305 Corporate Marketing to the Financial Community. This course will develop the entire marketing program that a corporation must conduct with the various financial and investing publics. The marketing strategy and tactics to attract the private and public funds that a corporation needs as it grows from one stage to another will also be covered. (Prerequisite: 202)

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 Advanced Marketing Management. Identification and analysis of the major components of a marketing program and the integration of them 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: 202)

360 International Marketing. Forces that shape international trade and strategies open to the marketing executive; major decisions and problems are reviewed. (Prerequisite: 202)

365 Industrial Marketing. Comparison of industrial markets to consumer markets. Analysis of major problems and decisions. (Prerequisite: 202)

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: 202)

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: 202)

385 Creativity and Marketing. The creative process; its use in establishing 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: 202)

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 Marketing Decision Methods. Analysis of problem formulation and technique selection for marketing decision making. (Prerequisites: 202 and Stat. 142)

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.
Professors: Harold W. Fox, Ph.D.; Hilda C. Wason, D.B.A.
Associate Professors: James B. Cloonan, Ph.D.; James A. Comer, Ph.D.;
Gus L. Economos, M.B.A.; J. Irwin Peters, Ph.D.
Lecturers: Julian G. Andorka, Ph.D.; Sudha Gopinath, M.B.A.; Norbert
Heath, M.B.A.; Robert N. Joffe, M.B.A.; Hugh T. Martin, M.B.A.,
J.D.; Leonard A. Rosenstein, M.B.A.; Daniel L. Seiden, M.B.A.; Robert
N. Stone, M.B.A.; Richard J. Wald, M.B.A.

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 aware-
ness 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 pro-
duce 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; dis-
cussions 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 Partner-
ship 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.
Assistant Professor: Walter E. Wright, J.D.
Lecturers: Alexander Devience, J.D.; John Hillery, LL.B.; Jeffrey Lampert,
J.D.; Quentin San Hamel, J.D.; Michael M. Silbert, J.D.
Business 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.** Set theory, algebra, functions and their use in modeling, graphs, linear inequalities. (Prerequisite: none)

126 **Mathematics II.** Elements of differential and integral calculus with business applications. Partial differentiation. (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: 125)

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**

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

Associate Professors: J. Marshall Ash, Ph.D.; Constantine Georgakis, Ph.D.; Jerry Goldman, Ph.D.; Walter Pranger, Ph.D.; Michael Wichman, 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.; Robert Ogden, Ph.D.; Arthur Svoboda, M.S.

Lecturers: George Royce, M.S.; Daniel Seiden, M.B.A.

Professor Emeritus: Everett McClane, M.S.
COLLEGE OF
LIBERAL ARTS
AND SCIENCES

John P. Messerschmitt, Ph.D., Dean
Jack L. Fisher, B.S.
Administrative Assistant to the Dean
Thomas G. Dulan, M.A.
Administrative Assistant to the Dean

Academic Curricula and Programs
Departmental Programs
Interdisciplinary Programs
Preprofessional Programs
Intercollegiate Programs
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 or advancing himself professionally, the college schedules courses at late afternoon and evening hours in the College of Liberal Arts and Sciences—Evening 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 personal responsibility, acceleration, enrichment, and flexibility are also to be found in the specialized studies of the College of Liberal Arts and Sciences.

PERSONAL 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.

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.

FLEXIBILITY

Through a diversity of departmental, interdisciplinary, preprofessional, and intercollegiate programs, the college provides students selected experiences in
their areas of specialization which reinforce and can be related to experiences offered by other disciplines within the college.

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 both for enlarging their understanding of, and for improving their decision-making ability in areas existing outside their fields of specialization.

Today's graduate from the College of Liberal Arts and Sciences must be prepared to make his own judgments about what his personal values and career goals will be and what priorities he will attach to them. To provide the foundation for such actions is the aim of each major academic program in the college.

**ACADEMIC CURRICULA**

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

**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:

**Departmental**


**Interdisciplinary**

Social Sciences.

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

Art

The art department provides a general and basic curriculum in visual arts which identifies and promotes 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 and contribute to the enriching qualities of life and art.

The central aim of the department is to clarify the qualities and disciplines of artistic sensibility through individualized instruction in studio practice and in the history of art. The departmental curriculum is general rather than technically specialized. It emphasizes fundamental artistic concepts which are explored through problem solving and experimentation in studio courses and through research and analysis in art history courses. Thus the educational aim of the department is to provide a broad foundation in art practice and art history applicable to a diversity of career or professional goals.

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 prepare students for varied career opportunities. Those who plan professional careers as artists or scholars are advised to pursue graduate study. Others are advised of the many art-related opportunities in professional or business fields.

The department offers three areas of study concentration. A concentration in studio practice is designed for those who wish to develop skills and abilities as artists. A concentration in the history of art is available to those who seek proficiency in art historical analysis and theory. A concentration in art education, offered cooperatively by the department and the School of Education, is available to those interested in a career in teaching art in elementary and secondary schools.

PROGRAM OF CONCENTRATION

The program includes the 72 quarter hour general education requirement of courses in the divisions of 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 major in art with concentration in studio practice, history of art, or art education (B.A. degree):

Major Concentration in Art:

Art 105, 110, 115, 308, 340, 346 and Group A or B or C below:

Group A: (studio practice concentration)
   6 studio courses, 1 art history course. All to be chosen in consultation with department advisor.

Group B: (history of art concentration)
   6 art history courses, 1 studio course. All to be chosen in consultation with department advisor.

Group C: (art education concentration)
   6 studio courses, plus concentration requirements in Education. See
School of Education section in this Bulletin "Program in Art Education." Also consult program director in secondary education and chairman, Department of Art.

**Allied and Supporting Fields:**
28 quarter hours are required as follows:
- English—3 courses
- History—2 courses
- Sociology or Psychology—1 course
- Philosophy—1 course
(Art Education majors substitute School of Education requirements.)

**Electives:**
28 quarter hours are required. A minimum of two electives in art is strongly recommended. Electives may be selected from offerings of any department. (Art Education majors substitute School of Education requirements.)

**SAMPLE PROGRAM — ART**

**Freshman Level**
- Art: 105, 110, 308
- Allied Fields: History 210, English 220
- Electives: Psychology 105
- DePaul College: 5 courses

**Sophomore Level**
- Art: 115, 106, 210, 340
- Allied Field: English 361; Sociology 201
- Electives: Theology or Art 241; Geography 333
- DePaul College: 4 courses

**Junior Level**
- Art: 206, 310, 346
- Allied Fields: History 212; Philosophy 313
- Electives: Physics or Art 223
- Art Elective: 225
- DePaul College: 5 courses

**Senior Level**
- Art: 215, 315, 322
- Allied Field: English 380
- Electives: Art 330; Philosophy 309
- DePaul College: 4 courses

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

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

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

**110 Foundation Painting.** Studio. Composition through attention to volume, color, and painterly effects.

**115 Foundation Sculpture.** Studio. Basic form-giving in sculpture with attention to problems of mass, volume, scale, space, structure. (Materials fee: $7.50.) (Prerequisite: Art 115 or consent of instructor.)

**205 Three Dimensional Design.** Studio. (Materials) Various three-dimensional design and sculptural techniques, both traditional and contemporary. (Materials fee: $7.50.) (Prerequisite: Art 115 or consent of instructor.)

**206, 207 Intermediate Drawing.** Studio. Descriptive and expressive rendering with special attention to perspective and other techniques of spatial organization. (Prerequisite: Art 105 or 106 or consent of instructor.)

**210, 211 Intermediate Painting.** Studio. 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. Sculptural problems exploring a variety of conceptual directions and their implications as sculptural form. Materials fee: $7.50. (Prerequisite: Art 115 or consent of instructor.)

**223 Light, Color, and Photography.** Principles of image formation with lenses and mirrors. Discussion of color, interference, polarization, and diffraction. Introduction to cameras and film, lasers and holography. Optional laboratory. (Cross-listed with Physics 223)
Photography. 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: 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 3000 B.C. to 1400 A.D.

310, 311 Advanced Painting. Studio. Advanced problems and methods of painting. Human figure provides the central theme. (Prerequisite: Art 210 or consent of instructor.)

315, 316 Advanced Sculpture. Studio. Exploration and refinement of conceptual sculptural techniques. Emphasis on individual artistic development. Materials fee: $7.50. (Prerequisite: Art 215 or 216 or consent of instructor.)

320 History of American Art. Artistic styles and trends in the New World from the colonial period to the present with some attention to contributions of the American Indian and Afro-American.

322 History of Contemporary Art. Trends in a variety of art forms: painting, sculpture, architecture, and cinema.
History of Architecture. Study of architecture to develop an intuitive grasp of three dimensional art on a human scale.

History of Oriental Art. From its beginnings to the modern period.

History of Pre-Historic, Pre-Columbian, African, and Oceanic Art. Major non-Western art forms.

Printmaking-Etching.* Studio. Concepts and techniques of etching. (Prerequisite: Art 105, 106 or 110 or consent of instructor) (Materials fee: $7.50)

Printmaking-Serigraphy.* Studio. Concepts and process techniques or serigraphy. (Prerequisite: Art 105, 106 or 110, or consent of instructor) (Materials fee: $7.50)


History of 19th and 20th Century Art. 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.

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.

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.; William Conger, M.F.A.; Robert Donley, M.F.A.

Assistant Professors: Mary Gordo, Ph.D.; Robert A. Ray, M.F.A.

Biological Sciences

The principal goal of the Department of Biological Sciences with respect to Undergraduate Education is to share with the various divisions of De Paul College and the Departments of the College of Liberal Arts and Sciences, and in some cases with the School of Education, in their efforts to provide an education leading to a baccalaureate degree with a major in the biological sciences. The department likewise contributes significantly to the education of those majoring in the teaching of general science with special emphasis on biology. To a lesser extent, the department contributes to the education of students majoring in nursing, physical education, physics III: radiologic technology, biochemistry, psychology and geography. Finally, through the Natural Sciences and Mathematics Division of DePaul College, the department contributes to the education of non-science majors within the university.

The aims of the department accordingly are: to provide an appropriate curriculum and instruction in defined and interrelated lecture and laboratory courses in biology which are in keeping with the career goals of the students; to provide for course experiences in allied fields of chemistry, physics and mathematics (via those particular departments) for majors within the Department of Biological Sciences whose career goals require them; to provide academic and career goal counseling; and to assist students with recommendations for job placement, or continuation in post-baccalaureate career goals of those students completing programs in the department.

For any career goal, the following are important learning objectives: Acquisition and understanding of knowledge in the biological sciences coupled with an understanding of how education contributes to man's knowledge of life in general; and how this science relates to contemporary social problems and issues. Additional objectives, for majors within the department, include: expansion of biological knowledge and understanding at a rate in keeping with the student's academic standing and experience; development of laboratory skills and methodologies essential to acquire and advance knowledge about life and living things; improvement in the student's ability to interrelate, interpret, and to communicate biological knowledge in written and oral form.

Programs of study within the Department of Biological Sciences as related to career goals other than biology:

1. Medicine, Veterinary Medicine, Medical Technology, Dentistry. Professional studies leading to the B.S. degree with a major in biology are included under Program I. The requirements correspond to those specified by the Professional Schools.

2. Physical Therapy, Pharmacology, Optometry, etc. Students planning to enter allied health fields are advised to take courses listed under Program I as prescribed through advisement and relation to the Professional School of their choice.

3. Secondary Education. The requirements in biology and allied fields for students enrolled in the School of Education, and electing a teaching major in biology or general science are stated under Program II A and B, respectively.

NOTE: Students planning to enter the fields of dentistry or medical technology may apply to the professional schools at the end of their third collegiate year. To obtain the baccalaureate degree, students in schools of medical technology are required to register for Biology 360 each quarter.
PROGRAMS OF CONCENTRATION

Degree programs include 72 quarter hours of general education courses in Philosophy and Religion, Behavioral and Social Sciences, Humanities, and Natural Sciences and Mathematics. These courses are selected in accord with the principles described by De Paul College and in consultation with the student's academic advisor.

Program I. Basic requirements for a major in the biological sciences. (B.S. degree)

Major Concentration in Biology:
A. Biology: 101, 102, 103, and four of the following lecture courses: 250, 260, 308, 309, 310, 315, 317, 328, 330, 335, 368, 370, 380, and 386.
B. Biology: 295 and three of the following laboratory courses: 322, 332, 342, 352, and 362.
C. One course selected from among the lecture and laboratory courses listed above.

Allied and Supporting Fields:
Chemistry: 117, 119, 121, 123, 125, and 127.
Physics: 150, 151, and 152; or 176, 177, and 275.
Mathematics: 150, 151, 152, 242; and Mathematics 149 or 340 or Psychology 368.
NOTE: The initial mathematics course taken (150 or lower), along with the particular choice of Computer Course, shall be chosen through advisement on the basis of the student's prior level of achievement.

One or two years of a modern language is recommended.

Program II.

A) Basic requirements for a major in biology with certification for teaching biology and general science at the secondary school level. (B.S. degree)

Areas of Concentration:
Biology: 48 quarter hours.
Chemistry: 12 quarter hours.
Physics: 12 quarter hours.
Consult chairman of the Department of the Biological Sciences for specific course requirements.
(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.

B) Basic requirements for a major in general science with special emphasis on biology (B.S. degree). 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.
Consult chairman of Department of Biological Sciences for specific course requirements.  
(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.

GRADUATE STUDY

Students planning to complete a graduate program at De Paul University should inquire of their academic advisor how, as a junior or senior, they may initiate studies in the Graduate School which become applicable toward a master’s degree.

SAMPLE PROGRAM — BIOLOGY, PROGRAM I

<table>
<thead>
<tr>
<th>Freshman Level</th>
<th>Sophomore Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology: 101, 102, 103</td>
<td>Biology: 3 courses</td>
</tr>
<tr>
<td>Chemistry: 117, 119, 121</td>
<td>Chemistry: 123, 125, 127</td>
</tr>
<tr>
<td>Mathematics: 3 or 4 courses</td>
<td>Mathematics: 1, 2 or 3 courses</td>
</tr>
<tr>
<td>De Paul College: 3 courses</td>
<td>De Paul College: 3 to 5 courses</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Junior Level</th>
<th>Senior Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology: 3 or 4 courses</td>
<td>Biology: 2 or 3 courses</td>
</tr>
<tr>
<td>Physics: 150, 151, 152 (or 176, 177, 275)</td>
<td>De Paul College: 4 to 7 courses</td>
</tr>
<tr>
<td>De Paul College: 5 or 6 courses</td>
<td>Electives: 0-2 courses</td>
</tr>
</tbody>
</table>

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

101 General Biology I. Living organisms: their origin; chemical constitution and structural organization at the cellular level; cellular metabolism; and evolution toward multicellularity. Lecture only.

102 General Biology II. (Prerequisite: 101) Living organisms: phylogenetic trends—with principal emphasis on the structure and function of tissues, organs and organ systems of higher plants and animals. Lecture only.

103 General Biology III. (Prerequisite: 102) Living organisms: cytological aspects of reproduction, development, heredity, evolution and ecology. The role of biological knowledge in human endeavors. Lecture only.

201 Mammalian Anatomy. Structure of the mammalian vertebrate. Lecture and laboratory.

202 Mammalian Physiology. Function of the vertebrate organ system emphasizing the mammal. Lecture and laboratory.

210 Microbiology. Biology of microorganisms with special emphasis on bacteria. Lecture and laboratory.

250 Cell Biology. Fundamentals of cell form and function studied at the molecular and organelle level, including basic cellular biochemistry, microstructure and physiology.

260 Genetics. Nature of genetic material and manner of its expression; its mutability; and its significance with respect to organismal and species variation.


308 Plant Anatomy. Structure of cells, tissues, and tissue systems; comparative anatomy of plant organs, with emphasis on gymnosperms and angiosperms.

309 Plant Physiology. Functional and developmental aspects of plants, especially of vascular autotrophs.
Vertebrate Physiology. Organ system physiology of vertebrates including phylogenetic interrelationship.

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.

Aquatic Biology. Physical, chemical, and biological phenomena in freshwater and marine environments. Experience in field collections; work from research vessels.

Investigations in Developmental Biology. Laboratory.

Invertebrate Biology. Comparative biology of non-chordate animals.

Developmental Biology. Developmental phenomena of animals, including gametogenesis, fertilization, cleavage, organogenesis, metamorphosis and regeneration.

Investigations in Regulatory Biology. Laboratory.

Concepts in Evolution. Study of continuity, change, and diversity in the animal kingdom.

Investigations in Genetics. Laboratory.

Investigations in Environmental Biology. Laboratory.

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 I requirements and departmental approval.)

Investigations in Cell Biology-Biochemistry. Laboratory.

Cell Physiology: Metabolism. Analysis of organelle enzyme systems, unit structures, and physiology relating to cellular metabolism, transport, and energy conversion processes.

Immunobiology. Basic factors governing immune phenomena and antigen-antibody reactions.

General Physiology. Study of the chemical and physical phenomena operative in physiological processes common among living organisms.

Introduction to Endocrinology. Study of hormonal regulation in animals.

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. Cortejou, C.M., Ph.D.; M. A. McWhinnie, Ph.D.; Robert C. Thommes, Ph.D.


Assistant Professor: Danute S. Juras, Ph.D.

Professor Emeritus: Joseph E. Semrad, 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 several programs of study. Those students who wish to pursue a career in any one of the chemistry sub-disciplines of organic, inorganic, physical and analytical 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. 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 growing need for persons with strong scientific backgrounds to pursue careers in environmental chemistry, pollution abatement, science writing or reporting, business, patent law, criminology or library science (all under Program III), and also in science education (Program IV). These programs require a minimum number of chemistry, physics, and mathematics courses. Thus the student can normally take six or more courses in the aforementioned allied fields.

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.

Sample schedules for Programs 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 the Divisions of 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 major in chemistry. (B.S. degree) This program is accredited by the American Chemical Society.

Major Concentration in Chemistry:

Chemistry: 131, 133, 171, 173, 175, 190, 196, 203, 211, 212, 215, 261, 320, 356, one of 265, 267, 325 or 378, and two four-quarter hour chemistry courses numbered above 300.

Allied and Supporting Fields:

Physics: 176, 177, 275, and any two 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 for a major in chemistry who desires a concentration in biochemistry. (B.S. degree)

Major Concentration in Chemistry:

Chemistry: 117 or 131, 119 or 133, 121 or 171, 123 or 173, 125 or 175, 127 or 203, 190, 196, 211, 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 majors in chemistry who are planning careers in fields closely allied to chemistry. (B.S. degree)

Major Concentration in Chemistry:

Chemistry: 117 or 131, 119 or 133, 121 or 171, 123 or 173, 125 or 175, 127 or 203, 190, 196, 211, 215, 261, 320, and one of 265, 267, 325 or 378.

Allied and Supporting Fields:

Physics: 176, 177, and 275. (NSM 113 is strongly recommended.)

Mathematics: 150, 151, and 152.

A) For students desiring emphasis in environmental chemistry:

Chemistry: 265, 267, 325, 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, physics or biology can be developed.

Program IV.

A) Basic requirements for a major in chemistry who desires certification for teaching at the secondary school level. (B.S. degree)

Areas of Concentration:

Chemistry: 48 quarter hours
Physics: 12 quarter hours
Mathematics: 12 quarter hours

Consult chairman of the Department of Chemistry for specific course requirements.

Education Requirements:

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

B) Basic requirements for a major in general science with special emphasis on chemistry. (B.S. degree) 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: 32 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.

GRADUATE STUDY
Students planning to integrate a B.S. and M.S. degree program at De Paul University should inquire of the chairman of the Department of Chemistry how, as an undergraduate junior, they can begin studies in the Graduate School that are applicable toward a master's degree.

SAMPLE PROGRAM — CHEMISTRY, PROGRAM I

Freshman Level
Chemistry: 131 (117), 133 (119), 203 (127)
Mathematics: 150, 151, 152
Physics: 176, 177
De Paul College: 4 courses

Sophomore Level
Chemistry: 190, 196, 211, 171 (121), 173 (123), 175 (125)
Mathematics: 210, 211 or Physics 295
Physics: 275, 276 or 295
De Paul College: 2 courses

Junior Level
Chemistry: 212, 215, 261, 356, 378
De Paul College: 6 courses

Senior Level
Chemistry: 320 and 2 elective courses
German: 101, 102, 103
De Paul College: 6 courses

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 133)
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: 119)
131 General Chemistry I. Rigorous introductory course emphasizing basic physical and inorganic chemistry. (Corequisites: Mathematics 150 and NSM 113)
133 General Chemistry II. Continuation of Chemistry 131. (Prerequisite: 131)
171 Mechanistic Organic I. Introduction to organic chemistry: Stereochemistry, free radical substitution and electrophilic addition. (Prerequisite: 133 or consent)
173 Mechanistic Organic II. Aromaticity and electrophilic and nucleophilic substitution. (Prerequisite: 171)
175 Mechanistic Organic III. Carbamions 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: 133 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 133; Mathematics 152)
203 Analytical Techniques. Lecture and laboratory course involving quantitative chemical analysis. (Prerequisite: 133 or 119)
211 Physical Chemistry II. Thermodynamics; surface phenomena, transport processes, electrical conduction. (Prerequisite: 196)
212 Physical Chemistry III. Quantum chemistry, electronic structure of atoms and molecules; molecular structure by spectroscopic and diffraction methods. (Prerequisite: 211)
215 Physical Chemistry IV. Principles of spectroscopy; kinetics. (Prerequisite: 212 or consent)
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 even-numbered years.
320 Intermediate Inorganic Chemistry. Lecture 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 I. Theories of bonding developed in understanding chemistry and structure of inorganic compounds of primarily non-transition group elements. (Prerequisites: 320 and 212)
324 Advanced Inorganic Chemistry II. Theories of bonding as applied to the chemistry of transition group elements. (Prerequisite: 322)
325 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: 212 or consent)
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)

66
Advanced Physical Chemistry II. Modern theories and experimental techniques in kinetics, applications to reaction mechanisms and physical processes. (Prerequisite: 370)

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) May be repeated for credit if topic is different.

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

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

Advanced Chemical Techniques. This is a laboratory course which may be in the fields of analytical, biochemical, inorganic, organic or physical chemistry. This course may be repeated for credit if topic is different. 2 quarter hours. (Prerequisite: consent of chairman) By arrangement.

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

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

Independent Study. Expanding one’s background in chemistry on an informal basis by individual consultation with departmental faculty. 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.; Sanat K. Dhar, Ph.D.; Edwin F. Meyer, Ph.D.; Robert L. Novak, Ph.D.; Franklin S. Prout, Ph.D.
Assistant Professors: Jurgis A. Anysas, Ph.D.; Thomas J. Murphy, 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 the Divisions of 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 major in economics. (B.A. degree)

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 for a major in economics who wants to become a professional economist. (B.A. degree)

Major Concentration in Economics:

Allied and Supporting Fields:

*Psychology*: 105.
*Finance*: 321 and 324.
*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 for a major in economics who wishes to focus on urban studies. (B.A. degree)

Major Concentration in Economics:

*Economics*: 103, 104, 210, 242, 325, 395 and five economics electives.

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 — 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 Business and Society. Relationships between government, business and society. 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 inference, 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 Economics and the Common Good. Economic theories, systems, and problems studied and analyzed in reference to the economic common good as defined in key modern documents, particularly the social encyclicals. Stress both theory and practice. (Prerequisite: 104)
325 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)

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

359 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)

360 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)

361 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)

375 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)

376 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)

380 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)

381 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)

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

FACULTY

Chairman: R. W. Faulhaber, Ph.D.


Assistant Professors: James E. Ciecka, Ph.D.; Adolph E. Mark, Ph.D.; Anthony C. Petto, Ph.D.; Donald Ramey, M.A.; Suk Tai Suh, Ph.D.; Richard J. Wiltgen, M.A.


Professor Emeritus: Joseph S. Giganti, Ph.D.
English

The Department of English is committed to a belief in the importance of language as man's chief means of expression. Language is necessary for his survival and is a major tool for celebrating his humanity; his needs, aspirations, understanding, sympathies, sense of beauty; his social, moral, economic, political, and spiritual directions. Mankind benefits most when language is manipulated to most accurately reflect thoughts, feelings, and values.

The role of the English Department in the University is twofold: first, to prepare students whose major interest is the area of language and literature; second, to serve the literary interests and communications needs of students with other areas of specialization. The departmental goals and curriculum are developed with these roles in mind.

The goals of the English major are: to probe the human problems and values depicted in literary works in order to expand the experience, insight, and compassion of the student, to learn to write with a competence above that expected of non-English majors; to be able to use research methods intelligently; to understand the basic facts of the English language: history, grammar, rhetoric and usage; to be familiar with the major authors and works of English and American literature, the seminal literary movements, and the prominent genres; to know how to read literature from more than one critical perspective, including comparative and textual; to see the study of English and American literature in relation to other allied fields of learning (modern foreign language, speech, history, philosophy, art, etc.).

To achieve these goals, the English Department organizes series of courses in the study of the English language itself, in the use of this language in various levels of composition, both practical and creative; and in the literature produced throughout twelve centuries of British English and over two centuries of American English.

The English Department recognizes the increasing importance of English as a pragmatic communications tool in many careers and professions, and so provides a special concentration in communications. At the same time it proposes to students with career interests in their language a study of the ways the great literary masters have used their language to express effectively whatever they wished to express. Literary men have written throughout the ages on every subject important to man, and so offer the student plentiful evidence of man's thinking on innumerable topics, as well as plentiful examples of effective ways of expressing this thinking. These interests can be pursued either through a standard English concentration or through the American Studies program.

BASIC PROGRAM FOR THE ENGLISH MAJOR

All students working for a bachelor's degree at De Paul must fulfill the 72 quarter hour general education requirement of courses in the Divisions of 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.

Beyond the 72 quarter hour general education requirement, the English major must complete a minimum of 52 quarter hours in English, plus 24 quarter hours in allied fields. He must have some competency in a foreign language. This competency may be attained by a minimum of 12 quarter hours of credit at the college level, by two years of high school study of any one foreign language, or by any other evidence of competency acceptable to the Modern Languages Department.
Core requirements for all majors in English. (B.A. degree):  
_English_: 200, 202, 328, three of the British period courses (310, 320, 330, 340), 361 and 362.

Within its basic major program the department offers four areas of study concentration: the Standard English Major; Communication Concentration; American Studies Concentration; and English-Education.

A. Standard English Major: The student who wishes to pursue the standard English major will take, in addition to the core requirements, the fourth British period course, plus three other English courses. His allied field courses will consist of Speech and Drama 203; two courses in art; two courses in history; and one course in theology, philosophy, modern language, or an additional course in Speech and Drama. A student with special interest, however, may make other choices with the approval of the English department chairman and his advisor. To complete his program the student will take 20 to 32 quarter hours in general electives. The English major whose foreign language requirement has been fulfilled in high school has 32 hours of general electives. The student who must take a foreign language in college has 20 hours.

B. Communication Concentration: The student selecting a concentration in communication shall:
1) Know the relationships between and explore the natures of written and non-written communication; and the uses of the written word for mass consumption;
2) Have an advanced grasp of rhetorical and linguistic theory;
3) Demonstrate the ability to work independently on a project dealing with language as language.

In addition to the core required courses, the student interested in communications will take the following: two communication courses (to be chosen from English 212, 214, 216); English 300; and two other English courses. His allied field courses will consist of three speech and drama courses (this includes Speech 203); one history course; one art course; and one course in theology, philosophy or modern language. To complete his program the student interested in communication will take 20 to 32 quarter hours in general electives. The student whose foreign language has been fulfilled in high school has 32 quarter hours. The student who must take a foreign language in college has 20 quarter hours.

C. American Studies Concentration: The student with an interest in the area of American studies will take the core required courses and the following: English 222, 367, and three courses selected from American literature or topics in American studies. His allied courses will include Speech and Drama 203, two courses in American art, two courses in American history, and one course in American philosophy or theology. To complete his program the student will take 20 to 32 quarter hours in general electives. The student whose foreign language has been fulfilled in high school has 32 quarter hours. The student who must take a foreign language in college has 20 quarter hours.

D. English-Education: In addition to the core required courses, English majors in the School of Education will take English 300, 391, a third course in American literature or the fourth British survey course, and
additional English courses. If a student wishes certification in the Chicago Public Schools, he must take a third course in American literature and a third composition course. For other certification requirements the student must consult his education advisor. Speech and Drama 203, plus professional education courses, must be taken as allied fields. General elective courses should be used to help fulfill certification requirements.

English majors who have plans for graduate study are advised to follow the Standard English major area of concentration and use their English electives to further broaden their knowledge of English and American literature. Graduate study may be highly specialized, but its undergraduate base must be broad and firm. English majors who are maintaining a "B" average in English and are capable of carrying 20 quarter hours each quarter from sophomore year on, may with careful planning, be able to attain both the B.S. and the M.S. within 4½ years. For details consult the chairman of the English Department.

SAMPLE PROGRAM IN ENGLISH—STANDARD ENGLISH MAJOR

Freshman Level
English: 200, 202, 220
Allied Fields: Speech 203; Art 302; History 213
Electives: one course
De Paul College: 4 courses

Sophomore Level
English: 310, 328, 361
Allied Fields: Art 340, Philosophy 312
Elective: one course
De Paul College: 4 courses

Junior Level
English: 320, 330, 340
Allied Fields: History 329
Electives: 3 courses
De Paul College: 5 courses

Senior Level
English: 351, 362, 369
Allied Fields: French 101, 102, 103
Elective: one course
De Paul College: 5 courses

COURSES—All courses carry four hours credit.

100 Developmental English. Introduction to the basic patterns of usage, syntax, and vocabulary of American English.


200 Expository Writing. Study and practice in rhetorical forms, patterns, and styles as well as an introduction to the research paper. (Prerequisite: English 101 or demonstrated ability to be ascertained by the chairman or the instructor.)

202 American English. Studies in the development of our language with special emphasis upon dialects and divergent usage.

204 Specialized Writing. Technical writing. writing for the Social Sciences, and Business writing will be the alternating areas of emphasis. (Prerequisite: English 101 or demonstrated ability to be ascertained by the chairman or the instructor.)

212 Communications Media I. Major emphasis on newspapers and periodicals.

214 Communications Media II. Major emphasis on radio and television.

216 Communications Media III. Major emphasis on cinema and the arts.

220 Understanding Literature. Analysis and explication of selected works from the major literary genres.

222 Introduction to American Studies. Introduction to the primary methods and materials for the study of American culture.

225 Popular Fiction. Analysis for appreciation of selected modern short stories and novels. (The exact content of this course may vary to allow a specialized study of one or two forms, such as the detective story or science fiction. See quarterly schedules for exact descriptions.)
Advanced Composition. Developing writing skills, whether expository, argumentative, descriptive, or narrative. (Prerequisite: English 200)


English Language Studies For Elementary Teachers. For elementary education majors only.

Creative Writing. Regular writing of original manuscripts. Critical guidance by an instructor in individual and group discussions.

English Literature to 1500. A survey of Anglo-Saxon and Middle English works, including drama.

Chaucer and Langland.

Studies in Medieval Literature. (Check current schedule of classes for specific topics. Not given every year.)

English Renaissance Literature. Major poets and prose writers, 1500-1660.

Shakespeare. Analysis of approximately ten representative plays.

Studies in Renaissance Literature. (Check current schedule of classes for specific topics. Not given every year.)


Studies in the Restoration and Eighteenth Century. (Check current schedule for specific topics. Not given every year.)


Studies in Nineteenth Century English Literature. (Check current schedule of classes for specific topics. Not given every year.)


Studies in Modern British and Irish Literature. (Check current schedule for specific topics. Not given every year.)

American Literature to 1820. The Puritan, Federalist, and pre-Romantic periods.

American Literature, 1820-1870. The Romantic period, including the Transcendentalists.

American Literature, 1870-1920. Representative poets and prose writers of the period, including Realism and Naturalism.

Modern American Novel. Development of the Novel since 1920, with emphasis on the later works.

Modern American Poetry. Major trends and representative poets of the modern period.

Topics in American Studies. Check current schedule for specific topics.) (Prerequisite: English 222)

Afro-American Literature. Representative selections from significant prose and poetry, with emphasis on works by Black authors since 1930.

Studies in American Literature. Genre studies or special author studies. (Check current schedule of classes for specific topics.)

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

Historical Development of a Literary Genre—Short Story, Novel, Poetry, Biography, etc. (Check current schedule of classes for specific topics. Not given every year.)

Masterpieces of World Literature. Representative authors and works from Homer to the present, excluding British and American.

Studies in Comparative Literature. Concentration on an author, a period or a genre. (Check current schedule of classes for specific topics. Not given every year.)

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

Independent Study. Course intended for students who have had sufficient background course work or reading and are ready for some highly specialized study. Written permission of supervising faculty member and of department chairman necessary.
FACULTY

Chairman: Patricia A. Ewers, Ph.D.


Instructor: Zahava Dorinson, M.A.

Lecturers: Irene Hayes, M.A.; Malachy Walsh, 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 and distribution.

Geographic ignorance, unfortunately, has resulted in or intensified many of mankind's pressing problems. We are required to make critical decisions daily affecting earth's expanding population economically, politically, and culturally — but these decisions usually disregard the elements of our natural environment and their spatial relationships. Due to this genuine need, therefore, the goal of the Department of Geography is to train students — not only geographic specialists but majors in other disciplines — to understand and explain these terrestrial spatial relationships.

These objectives can be successfully achieved through the department's far-reaching program of coordinated courses. These introduce the basic concepts involved in recognition and analysis of the physical and cultural patterns of our planet. Staff members introduce students through field trips, lab work and varying classroom procedures to the theories, methods, tools and techniques used by geographers in their analyses of spatial organization.

Any undergraduate majoring in geography is expected to develop an avid interest in and a friendly familiarity with the basic natural and human organization of the earth's surface. Equally significant, such a student should master sufficient basic theory and methodology so as to qualify for a career based upon comparison and contrast of the relationships, changes, and most recent developments within and between the recognized spatial patterns of this planet.

PROGRAMS OF CONCENTRATION

Basic requirements for a major in geography. (B.A. degree)

All programs include the 72 quarter hour general education requirement of courses in the Divisions of 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 Geography:

Geography: 100, 101, 106 or 107 or 110, 341, and 395.
Six additional courses in geography selected in consultation with the departmental advisor.

Allied and Supporting Fields:

Minimum of 36 quarter hours in allied fields such as education, economics, history, sociology, and political science, or from other disciplines selected by consultation with the student's advisor. Every major potentially interested in graduate study is urged to take Mathematics 242 or Economics 242 or Sociology 242.

Students wishing to emphasize urban studies in their program are advised to select as allied fields: Economics 103, 210, 242 and 325; Political Science 103, 104, 302 and 315; and Sociology 201, 300, 303.

Students focusing upon environmental studies should select Biology 201 and 315; Chemistry 117, 119, 127 or 203, 265, 267 and 378; and Economics 103, 210, 242.
Students interested in earth science should select: Chemistry 117, 119, 127 or 203, 265, 267; Mathematics 130 and 242; Physics 110 and 204; and Sociology 368.

SAMPLE PROGRAM — GEOGRAPHY

_Freshman Level_
Geography: 100, plus 106 or 107 or 110
Allied Fields & Electives: 1 course
De Paul College: 6 courses

_Junior Level_
Geography: 340 and 2 courses of choice
Allied Fields & Electives: 4 courses
De Paul College: 4 courses

_Sophomore Level_
Geography: 101 and 2 courses of choice
Allied Fields & Electives: 2 courses
De Paul College: 6 courses

_Senior Level_
Geography: 395 and 2 courses of choice
Allied Fields & Electives: 5 courses
De Paul College: 2 courses

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.
101 _Physical Geography._ Origin and variety of the natural environment over the earth.
106 _Foods, Fibers, Fisheries 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._ Industrial location theory and transportation facilities are used to analyze the development of our major industrial facilities relative to raw materials and markets.
110 _Cultural Geography._ Characteristics of man's distribution and his culture.
124 _The United States and Canada: An Introductory 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 _Urban Geography._ Basic concepts and principles necessary for an understanding of the spatial factors involved in city structure.
201 _Geography of World Affairs._ Develops a basic understanding of the international problems of today based upon analyses of their geographic backgrounds.
225 _Weather, Climate and Man._ Atmospheric elements and weather forecasting plus 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 _Peasants, Problems and Potential in South and Southeast Asia._
315 _The Good Earth: An Analysis of Contemporary China, Japan and Korea._
316 _Physical, Economic and Cultural Contrasts in Western Europe._

78
Physical, Economic and Cultural Contrasts in Eastern Europe and the USSR.

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.)

Eastern United States and Canada.
Western United States and Canada.
Man and Land in the Caribbean.
Man and Land in South America.

City Problems and Planning. Development of cities as geographic forms and the role of City Planning in preventing or solving urban problems.

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

Maps and Man. Preparation and interpretation of maps, charts, and globes and their vital importance in the modern world.

Cartography and Computer Graphics. Practical instruction in use of computers and traditional hand techniques in the construction of maps.

Contemporary Methods in the Teaching of Geography. What, when and how to teach geographic concepts, with emphasis on the neighborhood as spatial setting for simulation, role playing and cooperative methods. (May be taken for education credit as Education 354.)

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

Environmental Quality: Geography. The material resources of earth's environment—especially water and soil—are examined with respect to their impact upon resource consumption and population problems.

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

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, Ph.D.; Jane E. Ratcliffe, Ph.D.; Gerald W. Ropka, Ph.D.
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

History is a humane study necessary for man's survival as a civilized being. It can be a motivating instrument of social change because the present is to some degree determined by the past and because to understand the relationships between people in the past is to see the possibilities for man in the future. This does not mean that the study of history makes it possible to predict the future, but only that it enables the student to understand what forces influence and change society, how such influences change society, and what is the significance of change that has occurred in the past. It is the purpose of the Department of History to encourage the student to realize that he is both a maker and a user of history, and that he can be profoundly affected in his personal life by understanding it.

To achieve this purpose the department has accepted the idea that the validity of history is not only in its subject matter or organization, but also in the truthfulness with which it is handled, and in the method of its presentation. The department attempts, therefore, to be flexible in its organization and in its methods. While the study of history cannot be separated from its content, there can be wide latitude in the kind of content as long as it is based on verifiable knowledge. The method of presentation in the classroom varies according to the immediate object of the instructor and the kind of content he is emphasizing. Thus the student may find a wide variety of methods ranging from the traditional lecture, through reading and discussion to audio-visual materials. He will find also a growing trend toward the topical and away from the simple chronological arrangement of subject matter.

The student has a choice of three programs of concentration.

PROGRAMS OF CONCENTRATION

All programs include the 72 quarter hour general education requirement of courses in the Divisions of 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 majors in history who are planning to earn advanced degrees in history, or who want history for personal development. (B.A. degree)

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:
Political Science: Four courses.
Geography: Two courses.
Two additional courses from: economics, sociology, literature (English, French, German, or Spanish) or history of Art.

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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 a major in history who also wants certification for teaching in secondary schools. (B.A. degree) 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 two courses 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.

Program III. Basic requirements for a major in history who wants an interdisciplinary major concentration. (B.A. degree)

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 Art, 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, 335, and 337.
(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 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.
222 African History, to 1650.
223 African History, 1650-1870.
224 African History, since 1870.
230 The Far East, since 1900.
231 The Middle East, since 1900.
240 History of Physical Science. (Cross-listed with Physics 240.)
304 Topics in African History.
310 Teaching History and the Social Sciences.
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.
337 The Expansion of Europe.
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.
361 Colonial Institutions in Latin America.
362 Revolutionary Period in Latin America.
363 Republics of Latin America.
364 Dictators and Caudillos 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.
379 United States Social and Intellectual History in the 20th Century.
380 United States Constitutional History to 1815. (Cross-listed with Political Science 380.)
381 United States Constitutional History, 1815-1920. (Cross-listed with Political Science 381.)
382 United States Constitutional History since 1920. (Cross-listed with Political Science 382.)
383 United States Foreign Relations, 1783-1860. (Cross-listed with Political Science 383.)
384 United States Foreign Relations, 1860-1914. (Cross-listed with Political Science 384.)
385 United States Foreign Relations since 1914. (Cross-listed with Political Science 385.)
387 Intellectual Thought of the Black Man.
388 The Black Religionists.
389 Topics in Afro-American History.
390 History of Immigration and Minorities in the United States.
393 The Harlem Renaissance.
397 Coordinating Seminar. Open only to seniors majoring in history.
399 Independent Study. (Prerequisites: Junior standing; approval of instructor and chairman.)

FACULTY
Chairman: Robert F. Fries, Ph.D.
Professors: Robert F. Fries, Ph.D.; Joseph H. Lehmann, Ph.D.; Martin J. Lowery, Ph.D.
Associate Professors: Donald J. Abramoske, Ph.D.; Albert Erlebacher, Ph.D.; Bernardine S. Pietraszek, Ph.D.; Sholom S. Singer, Ph.D.; Cornelius Sippel, Ph.D.; Arthur W. Thurner, Ph.D.
Assistant Professors: Robert Garfield, Ph.D.; Ben Richardson, B.A., S.T.B.
Professor Emeritus: Ralph J. Mailliard, Ph.D.
Mathematics

The Department of Mathematics seeks 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 managerial 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 case 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 the Divisions of 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.

A detailed guide to undergraduate programs in mathematics is available upon request from the Department of Mathematics.

Program I. Basic requirements for either a B.A. or B.S. 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.

Students who wish to concentrate in computational mathematics are advised to take for their major concentration in mathematics: 149, 150, 151, 152, 220, 330, 331, 340, 341, 342, 343, 344, 345, and 346.

Students who intend to continue into Graduate School are advised to take for their major concentration in mathematics: 150, 151, 152, 220, 310, 311, 312, 330, 340, 351, 365, and 366.

Allied and Supporting Fields:

No specific allied field requirements for a B.A. degree in mathematics. Students choose electives in the direction of their greatest interest or capacity, in consultation with their faculty advisors.

Students must earn a total of at least 24 quarter hours in biology, chemistry, or physics for a B.S. degree in mathematics.

Students planning to pursue the Ph.D. degree in mathematics are advised to take a three-course sequence in French, German or Russian.

Program II. Basic requirements for a B.A. or B.S. degree for students who intend 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:

There are no specific allied field requirements for the B.A. degree. Students must earn a total of at least 24 quarter hours in biology, chemistry or physics for the B.S. degree.

Education Requirements:

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

SAMPLE PROGRAM — MATHEMATICS, PROGRAM I

**Freshman Level**
- Mathematics: 150, 151, 152
- Electives: 3 courses
- De Paul College: 5 courses

**Sophomore Level**
- Mathematics: 220, 330, 331
- Electives: 4 courses
- De Paul College: 4 courses

**Junior Level**
- Mathematics: 310, 311, 312
- Electives: 4 courses
- De Paul College: 4 courses

**Senior Level**
- Mathematics: 365, 351, 352
- Electives: 4 courses
- De Paul College: 5 courses

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

101 *Introduction to College Algebra.* Elementary algebra; formal properties of the real number system.

110 *Elementary Mathematics For Teachers I.* Properties of natural numbers; mathematical induction; place systems of numeration.

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 plane. (Prerequisite: 130 or consent of Department)

149 *Introduction to Computer Programming.* (2 qtr. hrs. credit). Computer language; program writing; input/output procedures. (Prerequisite: three years of high school mathematics, 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, series solutions. (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.* BASIC programming; descriptive statistics; finite probability; binomial and large sample hypothesis testing; linear regression; correlation coefficient; prediction theory. Cross-listed with Sociology 242. (Prerequisite: two years of high school mathematics)

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. Axiomatic method; axiom systems; independence; completeness; sets; Russell’s paradox; results of Gödel and Cohen; mathematical truth. (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; ruler 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. (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 (Fortran and Basic); concept of algorithm; relation between programming and formulation of problems; emphasis on problem solving (Prerequisite: 152) Computer Laboratory fee: $15.00.

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) Computer laboratory fee: $15.00.

Combinatorial Computing. Computations within discrete mathematical structures; enumeration and counting; searching; graph algorithms; sorting. (Prerequisite: 152 and 149 or consent.)

Assembly Language. Symbolic coding and introduction to assembly language; subroutines and coroutines; simulation of one assembly language in another; input and output; linked lists. (Prerequisite: 340) Computer laboratory fee: $15.00.

Data Structures. Study of strings and arrays; deques; queues; linear and orthogonal lists; stacks; representation of trees and graphs; ordering and searching techniques. (Prerequisite: 344) Computer laboratory fee: $15.00.


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)

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

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

Statistics in the Computer Age. Descriptive statistics; statistical inference; statistics of the computer; Monte Carlo methods; time series—theory and numerical treatment. (Prerequisites: 340 and 351) Computer laboratory fee: $15.00.

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

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

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

Advanced Differential Equations. (Prerequisite: 331)

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)

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

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)

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

Lebesgue Measure Theory. Historical development and applications. The origin of Lebesgue's theory of measure on the real line; discussion of classical counterexamples; applications of the subject to Fourier series and probability theory. (Prerequisite: 365, with 366 and 351 recommended.)

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

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

FACULTY

Chairman: Jerry Goldman, Ph.D.
Professor: Walter Pranger, Ph.D.; Jacob Trowber, Ph.D.; Stephen Vagi, Ph.D.
Associate Professors: J. Marshall Ash, Ph.D.; Susanna Epp, Ph.D.; Constantine Georgakis, Ph.D.; Sigrun Goes, Ph.D.; Jerry Goldman, Ph.D.; Robert Ogden, Ph.D.; Michael Wichman, Ph.D.; Yuen-Fat Wong, Ph.D.
Assistant Professors: Lawrence Gluck, Ph.D.; Glenn Lancaster, Ph.D.
Professor Emeritus: Everett McClane, M.S.; Arthur Sloboda, M.S.
Military Science

The goals of the Department of Military Science are fourfold:

A. Attract, motivate and prepare selected students with potential to serve with pride as commissioned officers in the Regular Army or the U.S. Army Reserve.

B. Develop an appreciation of the requirement for national defense and provide an understanding of the fundamental concepts of military science.

C. Develop leadership and managerial potential and the ability to know and understand people, and how to lead, not drive them.

D. Develop the fundamentals of self-discipline; a set of standards for appearance and performance as well as ability to recognize these standards in others; and above all, a strong sense of personal integrity, honor and individual responsibility.

The Department's program of instruction is designed to complement the student's civilian goal of acquiring a baccalaureate degree in a course of study of his choosing by enabling him to develop those attitudes and understandings that will facilitate transition to military service. Course work within such disciplines as natural sciences, social sciences and the humanities is consistent with the goals of an officer's education.

The curriculum does not provide technical training in a job specialty nor does it emphasize vocational training; rather it complements and provides a base for normal progression in the commissioned officer educational program.

The curriculum is unified by the subject matter areas of leadership and management. It cuts across conventional subject boundaries and involves elements of various disciplines designed to encourage the student to interrelate his learning and to apply it in reflective thinking, goal seeking, and problem solving. Where appropriate, team teaching is conducted with instructors from the other departments providing requisite expertise.

Continuous contact is maintained between the cadet and the military faculty throughout the program, with a minimum of one contact hour per week during the freshman and two hours per week during the sophomore, junior and senior years.

The Department of Military Science wants its majors to possess at the completion of their educational program:

A. A broad educational base including, in addition to those subjects integral to the degree field, certain academic subjects of particular value in both civilian and military pursuits.

B. A general knowledge of the historical development of the U.S. Army and of the Army's role in support of national objectives.

C. A working knowledge of the general organizational structure of the Army, and how the various components thereof operate as a team in fulfillment of overall objectives.

D. A strong sense of personal integrity, honor, and individual responsibility; knowledge of the human relationships involved and an understanding of the responsibilities inherent in assignments within the military service.

E. An ability to communicate effectively both orally and in writing.

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F. Sufficient knowledge of military life to insure a smooth transition from the normal civilian environment.

PROGRAM OF CONCENTRATION

In his program the student's allied and supporting fields include offerings in psychology, geography, English, history and management. For electives the student can select from BSS 125, BSS 111, English 101, Geography 340, Geography 201 and Management 200.

SAMPLE PROGRAM — MILITARY SCIENCE

**Freshman Level (M.S. I)**
- BSS 125, Eng. 101 or BSS 111 and M.S. 112

**Sophomore Level (M.S. II)**
- Geog. 340, M.S. 221 and M.S. 111

**Junior Level (M.S. III)**
- M.S. 212, Mgt. 200 or Geog. 201 and M.S. 312

**Senior Level (M.S. IV)**

M.S. 310, M.S. 315 and M.S. 311

In addition, each cadet is required to take Military Science 116 during each quarter while enrolled in the ROTC Program.

COURSES

**MS 111** Organization of U.S. Defense. Organization and function of the Department of Defense and its component elements 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 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. Evolution of the Principles of War and the effect of the captains and theorists on military thought. 4 hours.

**MS 310** Military Management. Principles and techniques of military management. 4 hours.

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

**MS 312** Theory and Dynamics of Military Operations. Concept of Military Operations, current doctrine and techniques for the commander and his staff. 2 hours.

**MS 315** Advanced Military Management. Application of the principles of management in solving selected problems of command. 4 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. 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 John P. Ceglowski
Professor: Lieutenant Colonel John P. Ceglowski
Assistant Professors: Major Robert K. Bernard; Captain Erik A. Hong; Captain Forest D. Lanning; Captain John H. Ward.
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 the Divisions of 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 major in French or German or Spanish. (B.A. degree)

A) Major Concentration in French:

Six or more courses in French at the 300-level or French 220 and five 300 level courses.

B) Major Concentration in German:

German: 104, 105, 106, 201, 202, 203, and 346.
Six or more courses in German at the 300-level or German 220 and five 300 level courses.

C) Major Concentration in Spanish:

Six or more courses in Spanish at the 300-level or Spanish 220 and five 300 level courses.

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 a strongly recommended elective for students in this program.
Spanish 240 and Spanish 241 are strongly recommended for all students in Education whether elementary or secondary, and they may be included in the requirement of the 48 hours.

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 and Electives: 2 courses</td>
<td>Allied Fields and Electives: 3 courses</td>
</tr>
<tr>
<td>De Paul College: 6 courses</td>
<td>De Paul College: 5 courses</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Junior Level</th>
<th>Senior Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language: 436 and 3 courses of choice</td>
<td>Language: 3 courses of choice</td>
</tr>
<tr>
<td>Allied Fields and Electives: 3 courses</td>
<td>Allied Fields and Electives: 6 courses</td>
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<tr>
<td>De Paul College: 4 courses</td>
<td>De Paul College: 3 courses</td>
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### COURSES

**FRENCH**

101  **Basic French.** Listening, understanding and speaking French for the beginning student.

102  **Basic French.** Emphasis on oral as well as written French.

103  **Basic French.** Completion of the elements of the French language, spoken as well as written.

104  **Progressive French.** Further practice in the use of French through hearing, speaking, reading and writing.

105  **Progressive French.** Continuing practice of spoken French and development of reading ability.

106  **Progressive French.** Developing fluency in speaking, understanding and writing French as well as reading practice.

140  **Conversational French.**

201  **Advanced Grammar.**

202  **Advanced Composition.**

203  **Advanced Conversation.**

220  **Major French Writers.** Molière, Voltaire, Hugo, Baudelaire, Maupassant, Anatole France.

301  **Introduction to French Literature I.** Middle Ages to 1700.

302  **Introduction to French Literature II.** 1700-1850.

303  **Introduction to French Literature III.** 1850 into 20th Century.

304  **French Civilization.** Intellectual, political, social backgrounds.

305  **Renaissance.** LaPètrole, Rabelais, Montaigne, Marguerite de Navarre.

306  **The Age of Louis XIV.** Classical period 1660-1700.

307  **The Age of Enlightenment.** Contributions of 18th Century French thinkers to the history of ideas.

308  **Romanticism.** Lamartine, Hugo, Vigny, Musset.

309  **Realism and Naturalism.** Fiction of Maupassant, Daudet, Zola; theater of Beauce, Curel, Brieux.

310  **Development of French Fiction.** From the 16th Century to today.

311  **French Novel of the 17th and 18th Centuries.** Mme. de La Fayette, Prevost, Marivaux, Diderot.

312  **Novelists of the 19th Century.** Balzac, Stendahl, Flaubert.

313  **Contemporary Novel.** Queneau, Robbe-Grillet, Sarraute, Butor, Vian.

314  **Classical Drama.** Corneille, Racine, Molière.

315  **Romantic Drama.** Dumas, Hugo, Musset, Vigny.

316  **Twentieth Century Drama.** Claudel, Cocteau, Lenormand, Romain, Sarment.

317  **Contemporary Drama.** Anouilh, Arrabal, Genet, Ionesco, Vian.

318  **Introduction to French Poetry.** Forms and content.

319  **Baudelaire, Rimbaud, Verlaine.**

320  **Twentieth Century Writers.** Colette, Gide, Malraux.

321  **The World of Marcel Proust.**

322  **Introduction to French Theater.** Forms and content.

323  **The Surrealist Revolution.** Nerval, Lautréamont, Breton, Desnos, Aragon, Villier, films of Man Ray and Bunuel.

324  **The World of Balzac.**

325  **Contemporary French Writers.** Aymé, Vian, Le Clezio, Damas, Cocteau.

326  **Molière.**

329  **French Cinema.** Films of Clair, Renoir, Carne, Godard, Maile. Scenarios in French, techniques and theories of film making. (Formerly French 206)

330  **French Films of the Thirties.**

340  **French Civilization II.** Contemporary France.
GERMAN

101 Basic German. Listening, understanding and speaking German for the beginning student.
102 Basic German. Emphasis on oral as well as written German.
103 Basic German. Completion of the elements of the German language, spoken as well as written.
104 Progressive German. Further practice in the use of German through hearing, speaking, reading and writing.
105 Progressive German. Continuing practice of spoken German and development of reading ability.
106 Progressive German. Developing fluency in speaking, understanding and writing German as well as reading practice. (One section of this course is devoted completely to readings in scientific German.)

201 Advanced Grammar.
202 Advanced Composition.
220 Advanced Conversation.
220 Major German Writers. Goethe, Schiller, Kleist, Meyer, Rilke, Hesse.
301 Introduction to German Literature I. From origins to 1600.
302 Introduction to German Literature II. From 1600-1850.
303 Introduction to German Literature III. From 1850 to present.
304 Drama of the Classical Period. Lessing, Goethe, Schiller.
307 German Prose I. From 1600 to Goethe.
308 German Prose II. From the Romantic to the Realistic Periods.
309 German Prose of the 20th Century. Kafka, Hesse, T. Mann, Böll, Grass.
310 The Novel. From Goethe to Grass.
311 German Poetry. From the Baroque to Hölderin.
312 German Poetry. From Romanticism to the present.
313 Goethe's Faust. Part I and selected passages from Part II.

SPANISH

101 Communication: Oral and Written. Level I.
102 Communication: Oral and Written. Level II.
103 Communication: Oral and Written. Level III.
104 Latin American Readings.
105 Spanish Readings and Conversation.
106 Popular Spanish Classics.
140 Conversational Spanish.
201 Advanced Grammar.
202 Composition: Expository Prose.
203 Advanced Conversation.
240 Bilingual and Bicultural Teaching. Latin America I. (No prerequisite) (Cross-listed with Education 240)
241 Bilingual and Bicultural Teaching. Latin America II. (No prerequisite) (Cross-listed with Education 241)
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. Garcíañce, Fray Luis de Leon, Juan de la Cruz, Lope de Vega, Quevedo.
312 Cervantes. Don Quixote, Novelas Ejemplares.
313 Romanticism. Martinez de la Rosa, Duque de Rivas, Hartzenbusch, Espronceda, Zorrilla.

94


Contemporary Spanish Literature. Jorge Guillén, Rafael Alberti, Camilo José Cela.

Introduction to Mexican Literature. From Sor Juana Inés de la Cruz to present-day writers.


The Hispanic Short Story. From Horacio Quiroga to Rafaél Arévalo Martínez.

Twentieth Century Theater. Valle Inclán, Benavente, García Lorca, Villaurrutia, Usigli.

Integrating Seminar.

La Novela Picareña. Lazarillo de Tormes, Guzman de Alfarache, El "Buscon."

INTEGRATED COURSES

Courses in Comparative Literature. (Works taught in translation.)

308 Modern Languages. Contemporary European Literature: Poetry, drama and fiction since World War II.

309 Modern Languages. The Novelist's World: Balzac and Dostoievski.

346 Modern Languages. Descriptive Linguistics.

348 Modern Languages. Teaching Modern Languages.

FACULTY

Chairman: William V. Hoffman, Ph.D.

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.

Instructor: Mirza Gonzalez, 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.

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 B.S. degree with a major in nursing will be given the opportunity to take proficiency examinations in selected lower division nursing courses. This is normally given in January.

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. Graduates are eligible to take the state licensing examination for professional nurses.

COOPERATING AGENCIES
Chicago Read Mental Health Center
Columbus Hospital
Cook County Health Department
Grant Hospital
Misericordia Home for Retarded Children
Ravenswood Hospital
St. Elizabeth's Hospital
St. Vincent De Paul Center
University of Chicago Hospitals and Clinics
Veteran's Administration Research Hospital
Visiting Nurse Association of Chicago
Weiss Memorial Hospital

FEES

Students are expected to purchase the student uniform and cap, name badge, and malpractice insurance. In addition, there are fees for selected courses and for the National League for Nursing achievement tests. Selected cultures are required for some courses and may be obtained from the Chicago Board of Health for a small fee.

PROGRAM OF CONCENTRATION

The program includes the 72 quarter hour general education requirement of courses in the Divisions of 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: 333.

SAMPLE PROGRAM — NURSING

Freshman Level
Chemistry: 117
Biology: 201, 202, 210
De Paul College: 7 courses

Junior Level
Nursing: 300 and 301, 302 and 303, 304 and 305
Mathematics: 242
De Paul College: 4 courses

Sophomore Level
Nursing: 205 and 206, 207 and 208, 209
Psychology: 333
Sociology: 302
De Paul College: 5 courses

Senior Level
Nursing: 350, 351 and 352, 360 and 361, 370 and 371, 390
Electives: 1
De Paul College: 2 courses

COURSES All courses carry 4 hours credit, with the exception of 206 and 371.

Nursing courses that are prerequisites must carry a grade of at least a C or higher to be considered as satisfying the prerequisite.

205 Basic Fundamentals of Nursing. Introduction to the nursing process as the professional approach to planning and implementing nursing activities. Emphasis is on the common problems of persons who are ill. (Prerequisites: Chemistry 117; Biology 201, 202, 210.)

206 Field Instruction in Basic Fundamentals of Nursing. Beginning experiences in patient care structured around specific clinical objective in fundamental and common heart problems, 2 hours. (Concurrent with N. 205)

207 Medical-Surgical Nursing. Homeostatic mechanisms of Transportation, Regulation, and Proliferation/Maturation of Cells. Effects of these changes on man's physical and psychological well-being; his life style and of those around him; the steps necessary to regain homeostasis. (Prerequisites: N. 205, 206)

208 Field Instruction in Medical-Surgical Nursing. Nursing principles applied in caring for persons whose altered homeostatic mechanisms are centered in the medical-surgical area. (Concurrent with N. 207)

209 Nutrition. Principles of nutrition and their application to individuals of all ages.

300 Maternity Nursing. The role of nursing in the childbearing process. Explores concepts and theories as they relate to the physiological and the psycho-social aspects of childbearing and its effect on women and their families. (Prerequisites: N. 207, 208, and 209.)

301 Field Instruction in Maternity Nursing. Implements the nursing process by caring for selected mothers and infants in antepartal clinic, birthrooms, post partum floor, newborn, and intensive care nursery. (Concurrent with N. 300)

302 Child Nursing. Investigates the meaning of illness on the child as a member of his family and community. Focus is on growth and development, diseases that commonly affect children, and the effects of short and long term hospitalization. (Prerequisites: N. 207, 208, 209, Psychology 333.)

303 Field Instruction in Child Nursing. Guided observations and experiences with the application of nursing principles and techniques that are essential to child nursing. (Concurrent with N. 302)

304 Psychiatric Nursing. Introduction to the psycho-social dynamics of behavior and psychiatric treatment modalities, with emphasis on principles and skills of nursing intervention related to the behavioral disorders. (Prerequisites: N. 207, 208, Psychology 333)
Field Instruction in Psychiatric Nursing. Supervised psychiatric nursing experience in community mental health agency. (Concurrent with N. 304)

Community Health. Man's relationship to his community and environment. Considers organization and delivery of health services, epidemiological methods, environmental sanitation, health education, and community organization.

Community Health Nursing. Focuses on positive aspects of health, role and responsibility of the family in health maintenance, and relationship of community to health needs and rights of individuals and families. (Prerequisites: N. 304, 305, 350, or concurrent; N. 300, 301, 302, 303)

Field Instruction in Community Health Nursing. Provides opportunity for implementing the nursing process and knowledge of health, illness, and the community while working with families in the home, school, and/or community health setting. (Concurrent with N. 351) Community Health nurse bag Fee: $5.00.

Advanced Nursing. Investigation of principles of pathophysiology and therapy involved in therapeutic nursing care of persons with severe alteration of homeostasis. (Prerequisites: N. 207, 208)

Field Instruction in Advanced Nursing. Development of increased competency in assessing, planning, administering, and evaluating nursing problems of greater complexity. (Concurrent with N. 360)

Leadership in Nursing. Leadership concepts explored. Emphasis on the scientific principles involved in the planning, guiding and evaluating of nursing care. The dynamics of attitude formation, motivation, and communication are re-assessed in terms of their effect on health care delivery. (Prerequisites: N. 300, 301, 302, 303, 304, 305)

Field Instruction in Leadership in Nursing. Assessing, planning, guiding, and evaluation of the nursing care for groups of people with medical-surgical problems in the hospital setting, interacting with other members of the health team, both as member and nursing team leader. 2 hours. (Concurrent with N. 370)

Faculty Instruction in Leadership. Focuses on areas of concern for the professional nurse practitioner, such as: changing status of nursing in regard to organizational image; legislative activity; problems inherent in new techniques and method of treatment; and credentialing of health professionals. History of Nursing and fundamentals of research. (Prerequisites: N. 300, 301, 302, 303, 304, 305, Math. 242)

Faculty

Chairman: Grace Peterson, M.N.A.

Associate Professors: Virginia Ford, Ph.D.; Grace Peterson, M.N.A.

Assistant Professors: Sally Ballenger, M.S.N.; Ann Clark, M.S.N.; Elaine Fila, M.A.; Virginia Landman, M.S.N.; Patricia Wagner, M.S.N.

Instructors: Rita Diggs Bartlett, M.A.; Inge Bleier, M.S.; Kathleen Bloomquist, M.S.; Janet Dahm, M.S.N.; Susanne DeFabis, M.S.N.; Jeanine M. Gausselin, M.S.N.; Grete Malhiot, M.S.N.; Mary Sue Marz, M.S.N.; Peregrino Sucaiddio, M.A.

Lecturer: Pauline Brown, M.S.

Professor Emeritus: Florence Finette, M.S.
Philosophy

The Department of Philosophy seeks to acquaint each student with various philosophical systems and with basic problems as posed by diverse thinkers. To accomplish this, course offerings are available which highlight in breadth and depth the humanistic and technical features of philosophy.

In order to appreciate more deeply the continuity of the problems philosophy poses, emphasis is placed on courses in the history of philosophy. Even more importantly, addressing itself to the needs of the contemporary person, and in keeping with the intercontinental interests of its faculty, the department focuses especial attention on phenomenology, life philosophy, philosophies of existence, and the historical sources of these movements.

With the completion of the program by the major, the department expects the student to possess 1) a grounding in the classical problems proper to the discipline; 2) a general knowledge of the several directions philosophy is moving in the world today; and 3) a well-rounded grasp of the meaning and applications of phenomenology, life philosophy, and existential thinking.

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 the Divisions of 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 — PHILOSOPHY

Freshman Level
Approved allied academic area: Philosophy: 301 and 302, and
3 courses
Electives: 3 courses
De Paul College: 5 courses

Sophomore Level
Approved allied academic area:
2 courses chosen from Listing I
Junior Level
Philosophy: 307, 325, 380 and
1 course from Listing III
Electives: 4 courses
De Paul College: 3 courses

Senior Level
De Paul College: 5 courses
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 339)
350 Dante. Principal ideas of this “last of the mediaevals” 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.
363 Hegel. An introduction to fundamentals of his thought.
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.
385 Political Philosophy. Discussion of philosophical problems connected with government.
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.

383 Phenomenology of Art and Beauty. Phenomenological inquiry into the meaning and structure of beauty, nature and art and artistic creativity and related categories.

*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.


Associate Professors: L. Edward Allemand, Ph.D.; John Battle, C.M., Ph.D.; Joseph Della Penta, O.P., Ph.D.; Parvis Emad, Ph.D.; Merlin Feltz, C.M., M.A., Ph.L.; Martin Kalin, Ph.D.

Assistant Professor: John C. Lohr, C.M., M.A.
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 ranges 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 students oriented toward the liberal arts. 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 include the 72 quarter hour general education requirement of courses in the Divisions of 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 to prepare the student for a career in physics or a related field such as engineering. Minimum requirements for a B.S. degree with a major in physics.*

Major Concentration in Physics Courses:

Physics: 176, 177, 275, 276, 317, 320, 354, 363, 364, 370, 371, plus four additional quarter hours.

Allied and Supporting Fields:

Chemistry: 117 and 119 (or 130 and 131).
Mathematics: 149, 150, 151, 152, 210, 211, 295 and 296.
Biology or Chemistry: One additional course.

*Students interested in a double major in mathematics and physics will want to take Mathematics 220 and 330 in place of Mathematics 210 and 211, and to elect five additional advanced mathematics courses.

Pre-engineering students need not complete a major in physics but must select those portions most suitable for their program. Early consultation with a pre-engineering advisor is essential.

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.

"Departmental Honors." Capable students, such as those planning to enter a graduate program in physics, are urged to undertake departmental honors. This option provides more extensive concentration in advanced courses, research, and independent study. Such students should consult with their departmental advisor for further details.

Program II. The program, designed for students with career interests outside of physics, is individually structured in consultation with an advisor to meet each student's goal. (B.S. degree.)
Courses in this program 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.

**Major Concentration in Physics Courses:**

*Physics:* Ten courses (forty quarter hours) may be taken entirely from Program 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.

**Note:**

Students wishing certification either to teach physics and general science on the secondary level or to major in general science with special emphasis on physics, should consult with the director of programs in secondary education and the chairman of the Department of Physics, for complete details.

**Note:**

Students preparing for careers in the area of the environmental or earth sciences should consult with the chairman of the Department of Physics in selecting from the many offerings available in this area.

**Program III:** This program is planned for students desiring careers in X-ray technology. The four-year program leads to a B.S. degree with a major in radiologic 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. Admission to the program is subject to the approval of the radiologic technology supervisor.

Each student's program, depending on his goal, may vary with the specific permission of the supervisor, from these requirements:

**Areas of Concentration:**

*Physics:* 110, 111, 160, 223, 372 or another approved selection.

*Biology:* 201, 202 and another approved selection.

*Mathematics:* 130 or a higher level course; and 242 or another approved selection.

**Electives:**

Six to eight courses, preferably concentrated in basic education, management, or the sciences.

**Note:**

It is recommended that students in Program III should include in their De Paul College General Education requirements, Natural Sciences and Mathematics courses: 101, 103, 110 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 PROGRAM I—All courses carry four hours credit unless otherwise specified.

The four courses in General Physics (176, 177, 275 and 276) 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. (Corequisite: 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 Corequisite: Math. 210 or 220) Laboratory.
276 General Physics IV. Statistical Physics. (Prerequisite: 275 and Corequisite: Mathematics 211 or 330) Laboratory.
295 Methods of Theoretical Physics I. Topics such as infinite series, complex functions, matrices, vector algebra, probability. (Prerequisite: 276) (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. Conservation laws; systems of particles; linear and non-linear oscillations; dynamics of fluids. (Prerequisite: 296)
318 Mechanics II. Non-inertial frames of reference; celestial mechanics; mechanics of continuous media; applications to geophysics. (Prerequisite: 317)
320 Electricity and Magnetism I. Electrostatics; magnetostatics; Maxwell’s equations; unbounded waves; dispersion; properties of media; reflections; guided waves; radiation. (Prerequisite: 296)
321 Electricity and Magnetism II. Nature of plasmas; plasma resonance; wave propagation in plasmas; magnetic effects; plasma confinement; magnetohydrodynamics. (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: 275 or consent)
345 Thermal Physics. Statistical interpretation of the laws of thermodynamics and physical applications. (Prerequisite: 317, 296)
354 Optics. Matrix methods for image formation; diffraction; interferometry; coherence; scattering; polarization; Fourier transform spectroscopy. (Prerequisite: 296)
363 Modern Physics I. Relativity; transport theory; quantum physics; matter waves; atomic physics; probability distributions; electron spin; spectra. (Prerequisite: 296)
364 Modern Physics II. Molecular physics, solid-state physics, nuclear physics; particle physics. (Prerequisite: 363)
368 Quantum Mechanics. Schroedinger equation; operators; eigen-values; series of eigenfunctions; physical interpretations; one and three-dimensional applications. (Prerequisite: 395)
370 Experimental Physics I. Electric circuits, electronics, electrical measurements. (Prerequisite: 276 or consent) Laboratory.
371 Experimental Physics II. Data analysis with examples from nuclear physics. (Prerequisites: 370 or consent) Laboratory.
372 Experimental Physics III. Radiation physics, x-rays, nuclear radiation, detectors and accelerators. (Prerequisite: 111 and 223 or equivalents) Laboratory.
373 Experimental Physics IV. Atomic and molecular physics. (Prerequisite: 363 and 371 or consent) 2 hours. Laboratory.
374 Experimental Physics V. Solid-state and nuclear physics. (Prerequisite: 364 and 371 or consent) 2 hours. Laboratory.
375 Experimental Physics VI. Elective topics with emphasis on laser physics and holography. (Prerequisite: 354 and 371 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 PROGRAM 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.
203 Stars and Interstellar Matter. Stellar evolution, pulsation, explosion, collapse, cosmic rays, interstellar conditions. 2 hours. Offered at Adler Planetarium.
204 Solar and Space Physics. Equivalent to 202 and 203, offered at De Paul.
213 Laboratory Astronomy. Techniques of measurements of astronomical properties. 2 hours. Offered at Adler Planetarium. Laboratory.
223 Light, Color, and Photography. Principles of image formation with lenses and mirrors. Discussion of color, interference, polarization, and diffraction. Introduction to cameras and film, lasers and holography. Optional laboratory. (Cross-listed with Art 223)

240 History of Physical Science. Consequences to society of discoveries in physics. Study of key experiments. Optional Laboratory. (Cross-listed with History 240.)

Former Program 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 except for 360, 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)
360 Professional Study, Radiologic Technology. Internship in clinical training and practicum. No credit. During the internship year students register for 360 each quarter. (Prerequisite: Consent of Instructor.)
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 Saffar, Ph.D.; Donald O. Van Ostenburg, Ph.D.; James J. Vasa, M.S.; Pon-Nyong, Yi, Ph.D.
Assistant Professors: Anthony F. Behof, Ph.D.; Gerard P. Lietz, Ph.D.; Margaret Stautberg-Greenwood, Ph.D.
Radiologic Technology Training Supervisor: Kenneth J. Robak, R.T.
Lecturers: Adler Planetarium: Eric D. Carlson, Ph.D.; George Corso, M.S.; Lee W. Simon, M.S.

106
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.

PROGRAM OF CONCENTRATION

The program includes the 72 quarter hour general education requirement of courses in the Divisions of 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 — 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
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 economics 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.
310 National Security Policies. A study of national security in the U.S. in the 20th century, including monetary costs, weapons, manpower, strategy, and government organization.
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 World Politics. Seminar.
371 Russo-American Relations. Seminar.
373 Constitutional Law. Seminar.
374 Comparative Government. Seminar.

108
Contemporary Political Thought. Seminar.
Contemporary American Politics. Seminar.
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.; Greta W. Salem, M.A.
Lecturers: David S. Crider, M.A.; Barbara Currie, M.A.; Thomas J. Grippando, J.D.; Thaddeus Kowalski, J.D.; Arnold S. Levy, B.A.; Marvin Mindes, J.D.; Gerald L. Sbarbaro, J.D.; Elizabeth Hart Succari, Ph.D.
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.

The primary means directed toward the attainment of the department's goals is classroom instruction. Some of the courses offered by the department include laboratory — both experimental and statistical work — while others afford the opportunity for the development of original research studies involving only library work, or involving both library work and data collection. Further experiences are made available through the program of Field Work and Study, in which students have the opportunity to integrate their campus learning experiences with their experiences in off-campus settings involving the application of psychology to specific problems.

The student completing any of the programs described below should be able to read and understand statistical interpretations of behavioral science data, should be able to design and conduct rudimentary psychological research studies, and should be able to apply some techniques of inferential and descriptive statistics to the results of such studies. Further, he is expected to have a broad grasp of the discipline of psychology in both its research and its applied aspects.

PROGRAMS AND CONCENTRATION

All programs include the 72 quarter hour general education requirement of courses in the Divisions of 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 240, 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. Students majoring in psychology are encouraged to use their elective courses as means of broadening their educational experience. While no student will be prohibited from extending his work in psychology, the student is urged to devote most, if not all, of his elective hours to courses in disciplines other than his major.

Program 1. Basic requirements for a major in psychology. (B.A. degree) Students in this program may choose either of two sequences:
A. This sequence is designed for those students who want 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, 240, 275, 276 or 277, 347, 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.

B. This sequence is designed for those students who want a major in psy-
chology which emphasizes human development, or who plan on a career in services to children, such as in special education, social work, mental retardation, day care, and other areas, or who are interested in psychology as a general background.

**Psychology:** 105, 106, 242, 275, 305, 333, and 334.
Five additional psychology courses.

**Program II.** Basic requirements for a major in psychology. (B.S. degree) The program is designed for students planning on a career in psychology, including the pursuit of graduate studies in the science of psychology.

**Major Concentration in Psychology:**

**Psychology:** 105, 106, 242, 275, 276, 277, 356, 360, 361, and 377.
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.

**GRADUATE STUDY**
Superior students in either program, who desire a combined undergraduate and graduate program leading to the M.A. degree in psychology, 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 — PSYCHOLOGY**

**Freshman Level**
Psychology: 105, 106, 242
Mathematics: 130
Allied Fields or Elective: 1 course
De Paul College: 6 courses

**Junior Level**
Psychology 305 and two courses of choice
Allied Fields & Electives: 3 courses (For B.S. majors, biology or mathematics)
De Paul College: 5 courses

**Sophomore Level**
Psychology: 275, 276 or 277, and one required course
Allied Fields & Electives:
3 courses (For B.S. majors, biology or mathematics)
De Paul College: 5 courses

**Senior Level**
Psychology: 3 courses of choice
Allied Fields & Electives:
7 courses (For B.S. majors, necessary biology or mathematics course)
De Paul College: 2 courses

**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

111
240 Introductory Statistics For The Behavioral Sciences. Descriptive and inferential statistics in the behavioral sciences. (Prerequisite: Mathematics 130 or three years of high school mathematics). Laboratory. (Cross-listed with Sociology 240) Laboratory fee: $5.00.

275 Experimental Psychology I. Design, execution, analysis, and interpretation of psychology research. (Prerequisites: 106 and 240) 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 356 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.

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)
Developmental Psychology II. Adolescence through Maturity. Continuation of 333 covering development, personality organization, and adjustment. (Prerequisite: 333)

Social Psychology. Influence of group life on behavior and personality development. (Prerequisite: 106)

Theories of Personality. Emphasis on distinction between clinical and scientific theories of personality. (Prerequisite: 106)

Psychology of Prejudice. (Prerequisite: 106)

Abnormal Psychology. Description of the nature, symptoms, and etiology of psychological disorders. (Prerequisite: 106)

Ecosystems and Behavior. Environmental psychology dealing with environmental pollution, systems theory, crowding, deprivation, institutionalization and architecture, and their effect upon man. (Prerequisite: 305)

Small Groups and Leadership. (Prerequisite: 347)

Introduction to Psychological Measurement. Measurement in psychology; emphasis on standardization, reliability, validity; test and scale development. (Prerequisites: 106 and 240) Materials fee: $5.00.

Psychology of Deviance. (Prerequisite: 347)

Theories of Learning. Classical and modern theories of learning. (Prerequisite: 276 or consent)

History and Systems of Psychology. Historical analysis of basic concepts in psychology. (Prerequisite: 275 or consent)

Cognitive Processes. Processes by which stimulus input is transformed, stored, recovered and used; abstraction processes. (Prerequisite: 106)

Behavior Problems of Children. (Prerequisite: 333)

Psychology of Exceptional Children. (Prerequisite: 333)

Computer Programming. Development of FORTRAN programs for computing statistics. (Prerequisite: 240 or consent) (Cross-listed with Sociology 368) Laboratory fee: $15.00.

Research Methods in Developmental Psychology. (Prerequisite: 334)

Research Methods in Social Psychology. (Prerequisite: 275) Laboratory fee: $5.00.

Perception. Environmental and stimulus control of behavior; chemical control of perception. (Prerequisite: 277)

Physiological Psychology. Nervous system and endocrine functions as related to behavior. (Prerequisite: 275)

Comparative Psychology. Patterns of behavior shown by various animal species. (Prerequisite: 106)

Statistics for the Behavioral Sciences. Applied inferential statistics. (Prerequisite: 240)

Psychology of Alienation. Causes of individual and group alienation, and the resultant behavior. (Prerequisites: 347 and 351)

Psychology of Language. Development of language in children; effects of language in thinking. (Prerequisite: 360)

Advanced Topics in Psychology. (Prerequisites: Senior standing and consent of chairman)

Field Work and Study. Supervised experience in selected off-campus settings and associated readings. (Prerequisites: Junior standing and consent of chairman)

Reading and Research. (Prerequisites: Senior standing and consent of chairman)

FACULTY

Chairman: Edwin S. Zolik, Ph.D.

Professors: Thomas S. Brown, Ph.D.; Edwin S. Zolik, Ph.D.

Associate Professors: Robert E. Brewer, Ph.D.; Conrad Chyatte, Ph.D.; Sheldon Cotler, Ph.D.; Frank A. Dinello, Ph.D.; Ernest J. Doleys, Ph.D.; Frederick H. Heilizer, Ph.D.; Albert S. Rodwan, Ph.D.; William Terris, Ph.D.

Assistant Professors: Mari J. K. Brown, Ph.D.; Philip F. Caracena, Ph.D.; Louise Ferone, M.S.W.; Richard J. Hamersma, Ph.D.; Wesley A. Lamb, Ph.D.; Robert T. Tracy, Ph.D.
Sociology

The sociology program provides basic information, methodology, and theory to help students understand the nature and processes of social life. The curriculum aims to educate students to function constructively in their own communities and/or to pursue careers in professions directly related to sociological knowledge and training. Such professions include sociological research, personnel positions in business, government, and philanthropic organizations; administrators for public and private welfare, rehabilitation, civic, recreational, police and correctional agencies, teachers and administrators in public and private elementary and high schools; sociological academicians at the college and junior college levels.

The Department offers courses in three categories. Note that some courses appear in more than one category.

Category I:
Introduces the student to a subject area. Courses in this category have no prerequisites though 201 is recommended, especially if the student has had no introduction to sociology. These are concerned with groups in society, with social problems and social change, and with the relationship between the individual and his society.
- *Deviant Behavior*: Sociology 304, 320, 321, 322, and 323.
- *The Study of Culture*: Sociology 302, 304, and 343.
- *Special Topics*: Sociology 290.

Category II:
Courses in this category are designed to familiarize the sociology major with the discipline and its methods.
- Courses required for majors: 201, 240 or 242, 331, 380, 381 and 390.
- Courses open to non-majors who should be attentive to prerequisites wherever they apply: 120, 240 or 242, 330, 331, 368, 380, and 381.

Category III:
Provides the student with an opportunity for advanced work — independently or in seminars.
- 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.
- *Courses*: 390 and 399.

PROGRAM OF CONCENTRATION
The program includes the 72 quarter hour general education requirement of courses in the Divisions of 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 B.A. degree with a major in sociology.

Major Concentration in Sociology:
Sociology: 201; 240 or 242; 331; 380; 381; and 390. (Seminars usually taken in the senior year.)
Six additional sociology courses.

Allied and Supporting Fields:
Students will make selections for the 60 quarter hours of required courses from these fields in consultation with their departmental advisor. It is recommended that the fields include economics, education, English, geography, history, management, marketing, mathematics, modern foreign languages, political science or psychology.

Electives:
Twelve quarter hours of elective courses are included in the De Paul College general education requirements. These courses should be selected in consultation with the departmental advisor to meet the individualized needs of each student’s program.

SAMPLE PROGRAM — SOCIOLOGY

Freshman Level
Sociology: 201, 240 or 242, 302
Allied Fields and/or
Electives: 4 courses
De Paul College: 4 courses

Junior Level
Sociology: 303, 306, 380, 381
Allied Fields and/or
Electives: 4 courses
De Paul College: 4 courses

Sophomore Level
Sociology: 304, 320, 309
Allied Fields and/or
Electives: 3 courses
De Paul College: 5 courses

Senior Level
Sociology: 331, 345, 390
Allied Fields and/or
Electives: 4 courses
De Paul College: 5 courses

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

120 Data Processing. Introduction to the use of computers for statistical analysis in the behavioral sciences. Input and output problems. Choice of statistical routines. (Crosslisted with Psychology 120.) 1 hour.

201 Introductory Sociology. Student learns the language, tools, findings, and theories of the sociologist at work.

240 Introductory Statistics For The Behavioral Sciences. Descriptive and inferential statistics in the behavioral sciences. (Prerequisite: Mathematics 130 or three years of high school mathematics). Laboratory. (Cross-listed with Psychology 240.) Laboratory fee: $5.00.

242 Elements of Statistics. Basic programming; descriptive statistics; finite probability; binomial and large sample hypothesis testing; linear regression; correlation coefficient; prediction theory. (Cross-listed with Mathematics 242.)

290 Special Topics in Sociology I. In-depth examination of selected and timely social issues. Topics vary from quarter to quarter and have included the following: blue collar workers; protest, violence/non-violence; sociology of sport; death, dying and grief.

300 Sociology of Metropolitan Areas. Traces the emergence of the contemporary urban region as a social phenomenon by focusing on the development and present status of major urban problems. Using the Chicago area as a point of focus, there is an intensive description and analysis of problems relating to poverty, racial and ethnic relations, housing, education, and transportation.

302 Cultural Anthropology. Examination and comparison of patterns of life in a variety of societies, including tribal, peasant and non-Western ones; consideration of the impact of social change, colonialism and economic development.

303 Minority Relations. Interpretation and understanding of relationships between religious, ethnic and racial groups. Depending on the instructor the course may emphasize racial conflict and its resolution and/or the exploration of the heritage of Chicago ethnics.
304 Social Deviation. Comparison of theories of types and causes of deviance. Analysis of deviant life styles and careers. Examination of societal efforts to control deviance.

305 Social Psychology: Sociological Perspectives. Influence of group life on behavior and personality. Symbolic interactionism and selected other approaches to communication, child rearing and the development of the self.

306 Family. Deals with ideas, theories and research on American couples as they date, marry and raise children with some cross-cultural and historical perspectives. Also considers in an objective way sexual behavior, fertility and contraception, and the problems inherent in lifetime commitments. (Sociology 201 recommended as prerequisite.)

307 Black Studies I. African and Afro-American family and kinship systems.

308 Black Studies II. Influence of third world politics on Black institutions in the United States.

309 Sociology of Women. Cross-cultural analysis of the development of sex role identification. How various social institutions (the media, education, the family, work, religion) treat these distinctions and how the women's movement is attempting to confront them.

310 Black Studies III. A sociological analysis of Black music and musicians.

320 Criminology. Analysis of theories of causes and control of crime and delinquency; criminal law and social values; direct observation of correctional institutions and/or community centers of prevention rehabilitation.


322 Treatment of Delinquency II: Private Agencies. Field trips required.

323 Practicum in Delinquency Prevention. Field trips required.

325 Socialization. The effects of social institutions on individual's attitudinal-behavioral development will be analyzed. Biographical, literary and theoretical materials will be used concentrating both on institutions that resocialize adults (e.g., concentration camps, mental hospitals) and socialize children (e.g., schools, kibbutz).

330 Themes in Social Thought. Consideration of the thoughts of social philosophers regarding the nature, origins and meanings of human beings in society.

331 Sociological Theory. Exploration of the nature of theory and an analysis of contemporary social theorists.

340 Career and Social Class. An examination of occupations and professions; power and conflict within industrial and service organizations; relationships between socio-economic groups.

343 Social Dimensions of Religion. Analysis of the interplay of society and religion, the clergy as an occupational group, and the relationship of religious ideology and social change.

345 Urban Sociology. An in-depth study of urban growth and its impact on individuals. Implications for urban policy and planning.

367 Sociology and Philosophy. Philosophical implications of sociological theory and the societal background of philosophical development. (Cross-listed with Philosophy 367)

368 Computer Programming. Development of Fortran programs for computing statistics. (Prerequisite: 242 or consent) (Cross-listed with Psychology 368.) Laboratory fee: $15.00.

380 Research Methods in Sociology I. The first of a two sequence course in which the student is introduced to the logic of procedures of social science methodology and initiates his own research project and pursues its investigation, analysis and interpretation. (Prerequisites: 201 and 242)

381 Research Methods in Sociology II. Continuation of the work begun in Research Methods I: synthesis of the research experience. (Prerequisite 380)

390 Seminar: Special Topics in Sociology II. Topics will vary from quarter to quarter. Students will carry out research relevant to the particular topic and present their research design and their findings to the class.

399 Independent Study. (Prerequisites: Senior Standing and permission of Chairman) Two to four hours credit.
FACULTY

Chairman: John P. Koval, Ph.D.
Professor: Rosemary S. Bannan, Ph.D.
Assistant Professors: Theresa Baker, Ph.D.; Nancy H. Klein, M.A.; Charles S. Suchar, Ph.D.
Speech and Drama

The curriculum of the Department of Speech and Drama aims to meet the need 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

Both programs include the 72 quarter hour general education requirement of courses in the Divisions of 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 major in speech and drama. (B.A. degree)

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 major who intends to teach speech and drama on the secondary level and need certification.

Major Concentration in Speech and Drama:

Speech: 203, 204, 206, 212, and 230.
Strongly recommended to complete concentration: 202, 214, 221, 312, 314, and 315.

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 — SPEECH AND DRAMA

**Freshman 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

*Substitute Allied Fields & Electives when the language requirement is completed.
COURSES—All courses carry four hours credit, unless otherwise specified.


203 Interpretative 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.

206 Communication for the Classroom Teacher. Principles for gaining attention and communicating direction, motivation and information.

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.


310 Advanced Interpretative Reading. (Prerequisite: 203) Analysis and performance of selected literature with emphasis on achieving techniques for maximum communication of the text.

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.

322 Group Interpretative Reading. Rehearsal and performance of dramatic or prose selections by several readers with creative experimentation in utilizing stage elements.

343 Playwriting. Plot, character, dramatic structure, and dialogue among elements studied. Student writes at least one complete play.

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 Lukansch, Ph.D.;

Virginia Rutherford, Ph.D.

Assistant Professor: John O'Malley, Ph.D.
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.

Theology Department courses are open as electives to the selection of the general student body. Many are free of prerequisites and adapted to an ecumenical approach. These courses invite the inquiring mind.

PROGRAMS OF CONCENTRATION

Both programs include the 72 quarter hour general education requirement of courses in the Divisions of 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 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 only)

Program I. Basic requirements for a major in theology. (B.A. degree)

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.

SAMPLE PROGRAM — THEOLOGY

Freshman Level
Theology: 3 courses chosen from 201-206
Allied Fields & Electives: 4 courses
De Paul College: 4 courses

Junior Level
Theology: 212, 272, 301 (or 218, 274, 302, etc.)
Allied Fields & Electives: 4 courses
De Paul College: 4 courses

Sophomore Level
Theology: 3 remaining courses from 201-206
Allied Fields & Electives: 3 courses
De Paul College: 5 courses

Senior Level
Theology: 304, 340, 351 (or 313, 320, 330, etc.)
Allied Fields & Electives: 4 courses
De Paul College: 5 courses

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.
202 Introduction to the Old Testament. Present-day critical study of the Old
Testament.
203 Introduction to the New Testament. Present-day critical study of the New
Testament.
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 imple-
mented 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.
development in Catholicism and Protestantism.
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
230 New 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.

123
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 Human Values and 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 seeks to make available to interested students knowledge of African and Black American peoples as they relate to and interact with other peoples and with the conditions of their immediate surroundings and the world. The program, designed to prepare students for positions of leadership in both the black and white communities, is especially suitable for developing in them the ability to deal with some of the pressing inter-ethnic problems that confront our society. A major in Afro-American Studies, acquainted with a broad range of academic disciplines, will have a firm foundation for a career in elementary and secondary teaching, for further graduate study in the African and Afro-American fields, or for employment at the municipal, state and federal levels in such areas as urbanology and human relations.

The program is offered to all students without concern for race or creed. The participating faculty embrace an ethnic and religious diversity worthy of such a program.

PROGRAM OF CONCENTRATION
The program includes the 72 quarter-hour general education requirement of courses in the Divisions of 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.

Major Concentration in Afro-American:

 Majors in Afro-American Studies should select an advisor as soon as possible. The program is designed to be flexible and to accommodate the individual needs and desires of each student. A minimum program in Afro-American Studies requires that a major complete at least 48 quarter hours of approved courses, listed below. Students may take as many courses beyond 48 hours as they can fit into their overall program of study.

 Majors are required to select at least two courses from at least three departments offering approved courses. The remaining courses needed to complete the major may be selected in any manner that the major and the advisor agree upon.

 Approved courses: The following departmental courses have been approved for inclusion in the Afro-American Studies major area of concentration:

 History: 216, 217, 218, 222, 223, 224, 304, 387, 388, 389, 390, 393.

 NOTE: Students are strongly advised to take Sociology 201 (Introductory Sociology) before attempting any 300-level course in Sociology.

 Political Science: 307, 320, 321, 322.
 Geography: 312, 313.
 English: 202, 368, 369, 389.

 NOTE: English 369 and 389 will be accepted only if the topic in that term deals substantially with Black literature. Students may receive credit for English 399 (Independent Study)
in a field dealing with Black literature. Such a course must be arranged through the English Department and must also have the approval of the major advisor.

Art: 320, 327.
Economics: 325, 360.

NOTE: Students must take Economics 103 and 104 before they may take any 300-level course in Economics.

Allied and Supporting Fields:
The Afro-American Studies Program has no requirement concerning allied and supporting fields. Students, however, who are considering graduate work in African studies are strongly urged to take at least one year of college-level French. Students who are considering graduate work in Afro-American or minority studies are urged to take at least one year of college-level Spanish.

Electives:
There are several courses in DePaul College which may be of particular interest to the Afro-American major. Students are reminded, however, that DePaul College courses may not be used to satisfy major requirements. The following courses in the College are relevant to an Afro-American Studies major:

Humanities: 301, 305, 318, 319, 357.
Behavioral and Social Sciences: 115, 302, 312, 317.

SAMPLE PROGRAM — AFRO-AMERICAN STUDIES

Freshman Level
History: 216, 217, 218
Sociology: 201, 302
Allied Fields and/or Electives: 2 courses
De Paul College: 4 courses

Junior Level
Sociology: 308
English: 369
Art: 320
Allied Fields and/or Electives: 4 courses
De Paul College: 4 courses

Sophomore Level
Sociology: 307
English: 368
Allied Fields and/or Electives: 4 courses
De Paul College: 5 courses

Senior Level
English: 389
Political Science: 322
Allied Fields and/or Electives: 5 courses
De Paul College: 5 courses

PROGRAM COMMITTEE
Co-Chairmen: Robert Garfield, Ph.D., History; and Ben Richardson, B.A., S.T.B., History/Theology
Professor: Richard Houk, Ph.D., Geography
Associate Professors: Lavinia Raymond, Ph.D., Sociology; Joyce Sween, Ph.D., Sociology; Arthur Thurner, Ph.D., History; Michael Wichman, Ph.D., Mathematics
Assistant Professor: Nancy Klein, M.A., Sociology
Lecturers: Leo Boughton, M.A., History; Elizabeth Succari, Ph.D., Political Science
Honors Program

The Honors Program offers a course of study interdisciplinary in design, whereby the superior student can achieve an understanding of an interrelationship of knowledge greater than that available in the specialized competencies in the major field. The Honors student has the opportunity to investigate the greatest books, ideas and problems of man in extension of the regular programs offered in the colleges. The flexibility of the individual program, which enables the student to take not only regular Honors courses but advanced courses for Honors credit in the major field, provides experience with a variety of teaching methods — lecture, colloquium, independent study. This flexibility will enable the student to develop individuality and creativeness at the highest level. Students completing the honors program will be exceptionally well-prepared for graduate study.

The primary object of the program is to develop in the student a heightened awareness of the responsibility of, and appreciation for, the interrelationship of knowledge. As the critical habits of analysis, synthesis, and evaluation are acquired, the student will be better equipped to understand man individually and in society, and to deal accurately with theoretical and practical problems resulting from such an understanding. Through exploration of the interrelationship of man’s personal and societal heritage, the student will desire responsibility in the University, and perceive ways to use his knowledge for the benefit of others. The student will thus acquire a better understanding of man’s future goals and possibilities. This is possible only because students enrolled in the Honors Program have available the opportunity to work at greater depth or breadth than is usual in the ordinary programs available in the major fields of study.

Participation in the Honors Program is open upon invitation or application to freshmen and sophomore candidates for the B.A. or B.S. 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 apply for entrance to the chairman of the committee.

Completion of the Honors Program, along with successful completion of requirements of a major field of study, leads the student to the degree of B.A. or B.S., “Honors Program.” As a minimum, the student completes at least four courses in the sequence of Honors courses, the Junior Honors colloquium, and the senior thesis. In addition, the student may, by arrangement with the Director and individual instructors, enroll in advanced courses in the major subject for Honors credit, until thirty-six quarter hours of honors credit have been completed. Attainment of a 3.2 grade point average by the last quarter of the senior year is prerequisite to graduation in the Honors Program.

All currently scheduled courses in the Honors Program are honored by simultaneous credit in DePaul College. The student should see the Director of the Honors Program for details. Students not enrolled in the Honors Program but with sufficient motivation and intellectual ability can enroll in an Honors course on a selective basis.

HONORS COURSES—All courses carry four hours credit.

204H Processes and Methods: Language.
205H Processes and Methods: Creativity.
206H Processes and Methods: Education.
313H Heritages: Heroes and Anti-heroes.
320H Heritages: American Consciousness—Conflict and Dream I.
321H Heritages: American Consciousness—Conflict and Dream II.
322H Heritages: Kinship in the Arts.
323H Heritages: Revolutions I—Scientific Theories, Inventions and Discoveries.
324H Heritages: Revolutions II—Communication of Protest, Dissent and Reform.
330H Problems: The City I.
331H Problems: The City II.
332H Problems: The City III.
342H Problems: Vision and Analysis of Peace III: The Spiritual Dimension; Mysticism.
345H Problems: Science and Ethics.
390H Junior Colloquium: Integrated Independent Study.
399H Senior Thesis.

PROGRAM COMMITTEE

Chairman: Cornelius Sippel, Ph.D.
Director: Lavon Rasco, Ph.D.
Professor: LTC John Ceglowski, Military Science
Associate Professors: Hugo Amico, J.C.D., S.T.D., Theology; Paulis Anstrats, Ph.D., Modern Languages; Martin Kalin, Ph.D., Philosophy; Edwin Meyer, Ph.D., Chemistry; Virginia Rutherford, Ph.D., Speech and Drama; Frederick I. Tietze, Ph.D., English; James Woods, Ph.D., Biology.
Assistant Professors: Donald Dewey, Ph.D., Geography; Gerald Lietz, Ph.D., Physics; Anthony Petto, Ph.D., Economics; Robert Tracy, Ph.D., Psychology.
Instructor: Greta Salem, M.A., Political Science.
Student Representatives: Marian Adamczyk, Robert Connor, Nancy Lange and William Van Ornum.
Administrative Assistant to Dean: Jack Fister, M.Ed.
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.

The program is designed to provide new insights into the historical, sociopolitical, 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 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. Through lectures, discussions, extensive reading, mass media techniques and involvement with the Spanish speaking community, the Ibero-American major will realize the goals of the program.
PROGRAM 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 the Divisions of 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.

Areas of Major Concentration:

History: Six courses to be chosen from 357, 361, 362, 363, 364, 365, 366 and 367.

Geography: 326, and 327.

Sociology: 302.

Spanish: Four courses to be chosen from 301 through 314.

Allied and Supporting Fields:

Courses are to be chosen with the advice of the committee chairman.

SAMPLE PROGRAM — IBERO-AMERICAN STUDIES

Freshman Level
History: 361, 362
Geography: 326
Spanish: 301
Allied Fields and/or
Electives: 2 courses
De Paul College: 5 courses

Sophomore Level
History: 363, 364
Geography: 327
Spanish: 302, 303
Allied Fields and/or
Electives: 2 courses
De Paul College: 4 courses

Junior Level
History: 365
Sociology: 302
Spanish: 304
Allied Fields and/or
Electives: 4 courses
De Paul College: 4 courses

Senior Level
History: 366
Economics: 360
Allied Fields and/or
Electives: 5 courses
De Paul College: 5 courses
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 and Portugal.
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.

SOCIOLOGY
302 Cultural Anthropology.

PROGRAM COMMITTEE
Chairman: Bernadine S. Pietraszek, Ph.D., History
Professors: Richard J. Houk, Ph.D., Geography; Martin J. Lowery, Ph.D., History
Associate Professor: Lavinia Raymond, Ph.D., Sociology
Assistant Professor: Jane Ratcliffe, Ph.D., Geography
Instructor: Mirza Gonzalez, M.A., Spanish
Student: Ellin Beltz
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 the Divisions of 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 B.A. 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

Junior Level
Music Theory & Composition: 326
Allied Fields & Electives: 3 courses
Modern Language: 1 course
De Paul College: 5 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

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 the Divisions of 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 B.A. 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 and Psychology 242 or Sociology 242 or Mathematics 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 B.A. 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. Business Mathematics 142 and Psychology 242 or Sociology 242 or Mathematics 242 is required of all majors. 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.
SAMPLE PROGRAM — SOCIAL STUDIES

_Freshman Level_
Business Mathematics 142
Sociology 240 or 242 or Psychology 240 or Mathematics 242
Economics, Geography, History, Political Science, Psychology or Sociology: 4 Introductory courses
De Paul College: 5 courses

_Junior Level_
Primary field: 2 courses
Secondary field: 1 course
Allied Fields & Electives: 4 courses
De Paul College: 4 courses

_Sophomore Level_
Primary field: 3 courses
Secondary field: 2 courses
Tertiary field: 2 courses
De Paul College: 4 courses

_Senior Level_
Primary field: 1 course
Secondary field: 2 courses
Tertiary field: 2 courses
Allied Fields & Electives: 2 courses
De Paul College: 5 courses

FACULTY COMMITTEE
Chairman: Cornelius Sippel, Ph.D.
Associate Professors: Virginia Ford, Ph.D., Nursing; Harry C. Thomson, Ph.D., Political Science
Assistant Professors: Mari Brown, Ph.D., Psychology; Anthony C. Petto, Ph.D., Economics; Gerald W. Ropka, Ph.D., Geography
PRE-PROFESSIONAL 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 with which De Paul has no cooperative agreement.

Further information may be obtained from the chairman of the Physics Department.
Medical and Para-Medical Sciences

The College offers programs for students in pre-medical, pre-dental, pre-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

Rev. David L. Mazelis, M.Ed.
Coordinator of Field Experiences

Rev. Michael F. Pfeifer, C.M., M.A.
Counselor to DePaul College

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 through the Chicago Board of Education after the student has passed the Board’s 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 and, Physics.
   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 School of Education.
   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.

II. Field Experiences
   Every student must complete 100 hours of work with children in pre-approved programs. Students should both plan their work and submit evidence that they have successfully completed it to the Coordinator of Field Experiences. Students must register in Education 095 (Laboratory Experiences with Children and Youth), the official University designation of this program. Students who plan to enter Program A in Secondary Education should not expect to have completed their 095 requirements outside of the Program.

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 them 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 all other majors.
   Speech 206. (English Majors substitute English 203.)
   Political Science 103 or American History.
   Two Mathematics courses for Elementary Majors (unless completed in De Paul College).
   One Mathematics course for Secondary, Physical Education and Music Majors (unless completed in DePaul College). BMS 125 is required of Business Majors.

III. The School of Education
   Physical Education 205 or 206 and one Activity course.
   *Physical Education majors substitute Physical Education 360 for Ed 360.

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: 48 quarter hours in Art: Ed. 357, 383, 392. See Art section in this Bulletin. (Art Education students may integrate this program with Program A for secondary teachers.)

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
Management 200, 231
Economics 103
Business Mathematics and Statistics 125
Business Education 346 or Accounting 103

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 354, Sociology 300.
Special Professional Education courses: 317, 319, 326, 331 (or 353 and 358), 342, 381 or 382 (or 343 for current full-time teachers only), 385

IV. PROGRAM IN PHYSICAL EDUCATION

Liberal Arts courses: Biology 305 and 307

Teaching Major:
Physical Education 302, 303, 304, 341, 373 or 345, 351, 352, 372, 378, 379
Electives: One course from P.E. 205, 206, 278, 340, 374, 395
For Women Majors:
Movement Analysis I—Rhythmic and Choreographic Foundations. 6 hours
choosen from P.E. 111, 113, 211, 212, 213, 215
Movement Analysis II—Aquatics Foundations. Physical Education 121, 122,
233
Movement Analysis III—Gymnastics Foundations. Physical Education 151,
253 or 254
Movement Analysis IV—Team and Individual Sports Foundations. 8 courses
chosen from P.E. 171, 172, 173, 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, 233
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 Edu-
cation.

Program A—Elementary Education
  Physical Education 302, 303, 317, 341, 373 or 345
  Foundations: Physical Education 122, 172 or 182, 173 or 183, 176 or
  186, 180, 213

Program B—Secondary Education
  Physical Education 302, 303, 317, 341, 373 or 345
  Foundations: 8 hours chosen from Physical Education 122, 151, 171 or
  181, 172 or 182, 173 or 183, 175 or 185, 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 Ele-
mentary and Secondary School. The degree, Bachelor of Music, with a teaching
major in Music is awarded upon completion of the program. Complete informa-
tion 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 Sec-
ondary Education leading to the Bachelor of Arts degree include English, Geog-
raphy, History, Mathematics, Language, Social Science and Speech.
Programs in Secondary Education leading to a Bachelor of Science degree
include Biology, Chemistry, Physics and Mathematics.
For details concerning the completion of your major field, consult the De-
partment offerings in this Bulletin. (English majors should complete two courses
in the teaching of reading to qualify for certification by the Chicago Board of
Education.)

Program A.
An integrated four-quarter sequence of courses designed to meet all of the
professional education requirements. Students who elect this program will start either in the Autumn quarter or Spring quarter of their junior year and will register for sections specifically designated as Program A sections.

During the first quarter in this sequence students will register only for courses in the School of Education (Education 095, 207, 333, 357, Physical Education 205 and one Physical Education activity course).

During the second and third quarters in the sequence students will register for Program A sections of Education 332, 360 and 380. (Art Education students will also register for Education 342.)

During the fourth quarter in the sequence students will register for Education 390 (383 and 392 for Art Education students).

Students who plan to enter Program A should consult with the School of Education Program Counselor before they register for any courses in the School of Education.

Program B.

In addition to the general academic requirements of the School of Education (page 140), students in Program B should complete Education 357 and 390 (Art majors must complete Ed. 342, 357, 383 and 392.)

English majors who desire to teach in the City of Chicago must complete two courses in the teaching of reading in the secondary school.

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 Program Counselor must approve each student's program prior to Registration.

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:

DIVISION OF EDUCATIONAL LEADERSHIP

Elementary School Administration and Supervision
Secondary School Administration and Supervision
Curriculum Development

143
DIVISION OF PUPIL PERSONNEL SERVICES
Program in Elementary School Guidance
Program in Secondary School Guidance
Program in Reading Disabilities and Other Learning Disabilities

DIVISION OF TEACHER EDUCATION
Program in Elementary Education
Program in Secondary Education
Program in Business Education
Program in Music Education

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

297 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


344 Workshop In Art Education. (Material Fee: $10.00). 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. Feedback and discussion of problems encountered in student teaching as well as new materials and techniques of student teaching. (Prerequisite: Permission of Program Counselor) Open only to DePaul students. (6 quarter hours)

392 Secondary Student Teaching In Art Education and Seminar. Five school days a week in supervised teaching in a cooperating school for half an academic quarter. Feedback and discussion of problems encountered in student teaching as well as new materials and techniques of student teaching. (Prerequisite: Permission of Program Counselor) Open only to DePaul students. (6 quarter hours)

ELEMENTARY EDUCATION

240 Bi-Lingual and Bi-Cultural Teaching: Latin America I. Elementary Spanish and studies of Latin American Culture.
241 Bi-Lingual and Bi-Cultural Teaching: Latin America II. Continuation of Ed. 240, Intermediate Phase. This two course offering is designed for those interested in teaching Latin American students.

317 Methods: 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.


326 Methods: 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) (Materials Fee: $5.00)

331 Methods: Mathematics and Science in the Elementary School. (Material Fee: $10.00). 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 Methods: 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)

347 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.

348 Methods: Teaching the Young Child. Pre-School and Kindergarten. The teaching-learning process in programs for the young child, pre-schooler and kindergartner. Laboratory experiences include observation, participation and directed teaching of small pupil groups. (Prerequisites: Education 207, 332, 333, 360, 326, 331 and permission of advisor) (6 quarter hours)

353 Methods: Teaching Science in the Elementary School. (Material Fee: $5.00). The role of science education in childhood education, program planning and methods and materials of instruction.

354 Methods: Contemporary Teaching of Geography. Materials for program development and methods of teaching geography. (May also be taken for credit in Geography)

358 Methods: Teaching Modern Mathematics in the Elementary School. (Material Fee: $5.00). Instructional methods, materials and program planning. (Prerequisite: College Mathematics)

381 Methods: Curriculum and Instruction in the Elementary School, K-3. The teaching-learning process in programs for young children. Laboratory experiences include observation, participation, and directed teaching of small pupil groups. (Prerequisites: Education 207, 326, 331, 332, 333, 360, and permission of advisor) (6 quarter hours) (Materials Fee: $5.00) (2 clock hours per week required in addition to course work)

382 Methods: Curriculum and Instruction in the Elementary School, 4-8. The teaching-learning process in programs for older children. Laboratory experiences include observation, participation, and directed teaching of small pupil groups. (Prerequisites: Education 207, 326, 331, 332, 333, 360, and permission of advisor) (6 quarter hours) (Materials Fee: $5.00) (2 clock hours per week required in addition to course work)

385 Elementary Student Teaching and Seminar. Five school days a week in supervised teaching in a cooperating school for a full academic quarter. Feedback and discussion of problems encountered in student teaching as well as new materials and techniques of student teaching. (Prerequisite: Permission of Program Counselor) Open only to DePaul students. (12 quarter hours)

397 Astronomy For Teachers. Methods of observation and measurement in Astronomy on an elementary conceptual level. (May also be taken for credit in Astronomy)

399 Independent Study. (Prerequisite: Permission of advisor) (1 to 2 quarter hours)

SECONDARY EDUCATION

310 Teaching, History and the Social Sciences. Concepts and theories in relation to the study of all fields having a direct influence upon the understanding of history and associated fields.
Methods: 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 additional laboratory periods. (Prerequisites: Education 207, 332, 333, and 360.)

Methods: 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.


Secondary Student Teaching and Seminar. Five school days a week in supervised teaching in a cooperating school for a full academic quarter. Feedback and discussion of problems encountered in student teaching as well as new materials and techniques of student teaching. (Prerequisite: Permission of Program Counselor) Open only to DePaul students. (12 quarter hours)

Independent Study. (Prerequisite: Permission of advisor) (1 to 2 quarter hours)

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 readable letters. (Prerequisite: Business Education 112)

118 Advanced Shorthand, Gregg. A continuation of Gregg Shorthand. 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 qualifies 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)
Data Processing in the Secondary School. A study of those processes of data
processing that reflect the level of maturity of secondary business education pupils.

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)

Methods, Materials, and Evaluation in Teaching Typing. Objectives and
methods in the teaching of typewriting. Evaluation of instructional materials, use
of visual aids, teaching procedures, testing and grading practices and problems.
(Prerequisite: 8 quarter hours of typewriting)

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 teaching problems. (Prerequisite: 8 quarter hours of accounting)

Methods, Materials, and Evaluation in Teaching Basic Business Subjects.
Methods of teaching general business, office practice, and allied subjects. Evalua-
tion of instructional materials, use of audio-visual aids, teaching procedures,
testing, and grading practices, and special problems.

Business Education Student Teaching and Seminar. Five school days each week
of supervised teaching for a full academic quarter in a cooperating school (Prere-
quisite: Permission of Program Counselor) Open only to DePaul students. (12
quarter hours)

Independent Study. (Prerequisite: Permission of advisor) (1 to 2 quarter hours)

PHYSICAL EDUCATION

Rhythms. (Men and Women) Functional rhythms. Development of movement
and skills basic to all forms of dance. (2 quarter hours)

Folk and Social Dance. (Men and Women) Dances of different cultures. (2
quarter hours)

Swimming. (Men and Women) Instruction for beginners, intermediates, and
advanced swimmers; fundamental diving and water safety. (2 quarter hours)

Skating. (Men and Women) Instruction for beginners, intermediates, and advanced
skaters; fundamental movements, and skiing safety. (2 quarter hours)

Tennis. (Men and Women) Stroke and analysis, individual and group instruc-
tion, techniques, class organization procedures, demonstration, practice and knowl-
dge of the rules and game etiquette. (2 quarter hours)

Golf. (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)

Badminton-Volleyball. (Men and Women) Analysis, instruction and practice
skills, group drills, styles of offensive and defensive play, and strategy. (2 quarter
hours)

Beginning Judo. (Men and Women) The essential holds and falls of the begin-
ning wrestler. (2 quarter hours)

Archery. (Beginners—Men and Women) Instruction and practice in care and use
of missile weapons—bow and arrows. (2 quarter hours)

Ballet. (Men and Women) Beginning fundamentals, techniques, terms, and teach-
ing principles. (2 quarter hours)

Tap Dance. (Men and Women) Beginning tap dancing. Fundamentals, techniques,
and methods of teaching. (2 quarter hours)

Swimming. (Beginners—Men and Women) Beginner and intermediate swimming
skills; elementary springboard diving and surface diving. (1 quarter hour)

Life Saving. (Men and Women) Life saving and conditioning for swimming.
Practice skills of American Red Cross Life Saving. (Prerequisite: Physical Educa-
tion 121 or swimming competency and instructor's approval) (1 quarter hour)

Field Hockey. (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)

Volleyball. (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)
173 **Soccer-Speedball.** (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)

174 **Archery and Badminton.** Fundamentals and basic skills. (1 quarter hour)

175 **Softball.** (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)

176 **Track and Field.** (Women) Offered alternate years. Track and field skills, rules, warm-up drills; management of track and field meets. (1 quarter hour)

177 **Basketball.** (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)

180 **Elementary School Games.** (Men and Women) Lead up games of low organization for elementary teaching programs. Teaching principles and practical application. (2 quarter hours)

181 **Football.** (Men) Offered alternate years. Fundamental skills, group drills, strategy, styles of offensive and defensive team play. (2 quarter hours)

182 **Volleyball.** (Men) Offered alternate years. Fundamental skills, drills, strategy, team play, rules interpretation, officiating, and student teaching. (1 quarter hour)

183 **Soccer-Speedball.** (Men) Offered alternate years. Fundamental skills, group drills, strategy, styles of offensive and defensive team play. (2 quarter hours)

184 **Wrestling.** (Men) Offered alternate years. Take-downs, counters, breakdowns, escapes, rides and pinning combinations. (1 quarter hour)

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)

203 **Seminar in Selected Health Problems.** (Men and Women) Current health issues—drug education, education for sexuality and environmental education. (3 quarter hours)

206 **Personal and Community Health.** (Men and Women) Health problems of college students—mental hygiene, nutrition, fitness, drugs, sexuality, ecology, and consumer education (3 quarter hours)

211 **Modern Dance.** (Men and Women) Fundamentals: 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.** (Men and Women) Fundamentals of modern jazz, development of basic jazz style, and an introduction to basic choreography (2 quarter hours)

213 **Basic Rhythms.** (Men and Women) Development of movement and rhythm skills basic 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 Square 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 instructors; 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) Uneven parallel bars, balance beam, floor exercise, trampoline, tumbling and vaulting. "Spoting" procedures, beginning skill development, and use of apparatus and routines for demonstration 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 and intermediate stunts on parallel bars, rings, horizontal bar, side horse, trampoline, mats, vaulting horse, "spotting", scoring and teaching experience is provided. (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)
Tennis. (Men and Women) Fundamental skills, rules, care of equipment; self-testing activities, ability grouping and participation in the class tournament. (1 quarter hour)

Golf. (Men and Women) Fundamental skills, rules, care of equipment; self-testing activities, ability grouping and participation in the class tournament. (1 quarter hour)

Fundamentals of Officiating. (Men and Women) Application of official rules and effective techniques for officiating. (2 quarter hours)

First Aid. The subjects covered under the basic and advanced (Red Cross) certification in first aid. (2 quarter hours)

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.

School Health Programs. Discussion of health services, school environments and curriculum planning. Field experience will be provided.

Community Recreation. Community recreation programs; resources and principles of program planning; leisure and recreational activities for young adults. (2 quarter hours)

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.

Intramural and Interscholastic Sports for 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 Seminar. Five school days a week in supervised teaching in a cooperating elementary school for half an academic quarter. Feedback and discussion of problems encountered in student teaching as well as new materials and techniques of student teaching. (Prerequisite: Permission of Program Counselor) Open only to DePaul students. (6 quarter hours)

Secondary Student Teaching in Physical Education and Seminar. Five school days a week in supervised teaching in a cooperating secondary school for half an academic quarter. Feedback and discussion of problems encountered in student teaching as well as new materials and techniques of student teaching. (Prerequisite: Permission of Program Counselor) Open only to DePaul students. (6 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)

Independent Study. (Prerequisite: Permission of advisor) (1 to 2 quarter hours)
FACULTY

Division of Teacher Education—Program Directors:
Art Education—William Conger, M.F.A.
Business Education—Don Jester, Ph.D.
Elementary Education—Austin M. Flynn, Ph.D.
Music Education—Diane G. Dressler, Ed.D.
Physical Education—Kenneth Sarubbi, D.P.E.
Secondary Education—Peter Pereira, A.M.T.

Division of Educational Leadership—Program Directors:
Curriculum Development—Alfred L. Papillon, Ph.D.
Elementary and Secondary School Administration and Supervision—John C. Lynch, Ph.D.

Division of Pupil Personnel Services—Program Directors:
Elementary and Secondary Guidance—Edward Ignas, Ed.D.
Reading Disabilities and Other Learning Disabilities—Paul W. Cates, Ph.D.

Division of Educational Foundations—Program Director:
Andrew T. Kopan, M.A.


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; 7) music therapists.

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, Music Education, and Music Therapy. 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 violin, viola, or double bass; the David and Muriel Tannenbaum $1,000 award for a student majoring in violoncello; the Arthur C. Becker $1,000 award for a student majoring in organ or voice; the Chicago Award of one year's full tuition for an undergraduate in Wind or Brass; the Herman and Edna Schell $1,000 award for pianists or composers; the Zizzo Percussion Award of $1,000 for a student majoring in percussion;
- The Mus-Arts Award of $400 for a student majoring in strings; the Ambrosio Award of $200 for a student majoring in piano; 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; $1,000 award by the Polish Arts Club of Chicago; Marcus and Theresa Levy 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 School of Music programs.

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, 5 hours; United States History or United States Government, 4 hours.

Professional Education
Education 207, 332, 333, 360, 380, 095.

Music Courses

Applied Music
APM 152, 153, 154 one quarter each.
APM 196, 197, 198 one quarter each.
APM 150 each quarter until a total of seven quarters have been taken.
APM 101, 102, 103, 104, 195.

Music Education
MED 201, 203, 341, 352, 376, 392, 393.

Music Ensemble
MEN 121 each quarter except when enrolled in MED 392, 393.

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

<table>
<thead>
<tr>
<th>FRESHMAN YEAR</th>
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<tbody>
<tr>
<td>Autumn</td>
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<td>Spring</td>
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<tr>
<td>2 APM 152—Class Piano</td>
<td>2 APM 153—Class Piano</td>
<td>2 APM 154—Class Piano</td>
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<tr>
<td>4 MTC 111-2-3—Theory</td>
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<td>4 MTC 131-2-3—Theory</td>
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<td>2 APM 197—Class Voice</td>
<td>2 APM 198—Class Voice</td>
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<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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<tr>
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<td>4 English Elective</td>
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<td>1 MEN 121—Choir</td>
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<tr>
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<td>4 Philosophy-Religion</td>
<td>4 Speech</td>
<td>Education 207</td>
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### Junior Year

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<tr>
<td>2 APM 150—Piano</td>
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<tr>
<td>2 MTC 373—Analysis</td>
</tr>
<tr>
<td>1 APM 104—Percussion Class</td>
</tr>
<tr>
<td>2 MTC 307—Counterpoint</td>
</tr>
<tr>
<td>2 MTC 330—Orchestration</td>
</tr>
<tr>
<td>2 MED 201—Vocal Methods</td>
</tr>
<tr>
<td>1 MEN 121—Choir</td>
</tr>
<tr>
<td>4 Behavioral Social Sci.</td>
</tr>
<tr>
<td>3 Education 332</td>
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19 hours

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<tr>
<td>2 APM 150—Piano</td>
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<tr>
<td>2 MTC 374—Analysis</td>
</tr>
<tr>
<td>2 MED 341—Choral Conducting</td>
</tr>
<tr>
<td>2 MED 203—Vocal Methods</td>
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<td>4 Behavioral Social Sci.</td>
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<tr>
<td>1 MEN 121—Choir</td>
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<tr>
<td>3 Education 333</td>
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16 hours

### Senior Year

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<tbody>
<tr>
<td>2 APM 150—Piano</td>
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<tr>
<td>2 MED 392—Student Teaching (Elementary)</td>
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<td>6 MED 393—Student Teaching (Secondary)</td>
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14 hours

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<tr>
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<tr>
<td>2 MTC 298—Music Interg.</td>
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<tr>
<td>2 MTC 313—Acoustics</td>
</tr>
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<td>1 MEN 121—Choir</td>
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<tr>
<td>4 Mathematics</td>
</tr>
<tr>
<td>4 Behavioral Social Sci.</td>
</tr>
</tbody>
</table>

15 hours

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**Music Education—Instrumental Supervision**

**General Education**
- De Paul College Courses.

**Liberal Arts**
- English, 8 hours; Mathematics, 4 hours; Speech, 4 hours; Physical Education, 5 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 152, 153, 154 one quarter each.
  - Secondary Band-Orchestra Instrument each quarter of the Junior Year.
  - APM 101, 102, 103, 104, 196.

- **Music Education**
  - MED 204, 341, 352, 392, 393.

- **Music Ensemble**
  - MEN 101 or 131 each quarter except when enrolled in MED 392, 393.

- **Music History and Literature**
  - MHL 344, 345.

- **Music Theory and Composition**
  - MTC 298, 307, 313, 330, 373, 374, 375.

155
### SAMPLE PROGRAM FOR MUSIC EDUCATION

#### INSTRUMENTAL SUPERVISION

<table>
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<tr>
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<th>Autumn</th>
<th>Winter</th>
<th>Spring</th>
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<tr>
<td></td>
<td>2 Primary Instrument</td>
<td>2 Primary Instrument</td>
<td>2 Primary Instrument</td>
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<td>2 APM 153—Class Piano</td>
<td>2 APM 154—Class Piano</td>
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<td>4 MTC 121-2-3—Theory</td>
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<td>1 MEN 101 Band or 131 Orch.</td>
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<td><strong>TOTAL</strong></td>
<td>18 hours</td>
<td>20 hours</td>
<td>20 hours</td>
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</table>

#### SOPHOMORE YEAR

|                | 2 Primary Instrument                                                   | 2 Primary Instrument                                                   | 2 Primary Instrument                                                   |
|                | 4 MTC 241-2-3—Theory                                                  | 4 MTC 251-2-3—Theory                                                  | 4 MTC 261—Theory                                                      |
|                | 4 MHL 344—Music History I                                            | 4 MHL 345—Music History II                                           | 4 MTL 103—String Class                                               |
|                | 1 APM 101—Brass Class                                                | 1 APM 102 Woodwind Class                                             | 1 APM 103—String Class                                               |
|                | 1 MEN 101 Band or 131 Orch.                                          | 1 MEN 101 Band or 131 Orch.                                          | 4 Education 207                                                      |
|                | 2 APM 196—Class Voice                                                | 4 Natural Sciences and Math.                                         | 1 MEN 101 Band or 131 Orch.                                          |
|                | 4 Philosophy-Religion                                                 | 4 Speech                                                               | 4 Natural Sciences and Math.                                         |
|                | 18 hours                                                               | 20 hours                                                               | 20 hours                                                               |

#### JUNIOR YEAR

|                | 2 Primary Instrument                                                   | 2 Primary Instrument                                                   | 2 Primary Instrument                                                   |
|                | 2 Secondary Instrument                                                 | 2 Secondary Instrument                                                 | 2 Secondary Instrument                                                 |
|                | 2 MTC 373—Analysis                                                    | 2 MTC 374—Analysis                                                    | 1 APM 104—Percussion Class                                            |
|                | 2 MTC 307—Counterpoint                                                | 2 MED 341—Choral Conducting                                           | 2 MTC 375—Analysis                                                    |
|                | 2 MTC 330—Orchestration                                              | 1 MEN 101 Band or 131 Orch.                                          | 2 MED 352—Inst. Conducting                                           |
|                | 2 MED 204—Instru. Method                                              | 4 Behavioral Social Sci.                                              | 1 MEN 101 Band or 131 Orch.                                          |
|                | 1 MEN 101 Band or 131 Orch.                                          | 3 Education 333                                                      | 4 Education 360                                                      |
|                | 4 Behavioral Social Sci.                                              | 2 Physical Education                                                  | 4 Education 380                                                      |
|                | 3 Education 332                                                       | 18 hours                                                               | 17 hours                                                               |

#### SENIOR YEAR

|                | 2 Primary Instrument                                                   | 2 Primary Instrument                                                   | 2 Primary Instrument                                                   |
|                | 6 MED 392—Student Teaching (Elementary)                               | 4 Natural Sciences and Math.                                          | 2 MTC 298—Music Integ.                                               |
|                | 6 MED 393—Student Teaching (Secondary)                                | 1 MEN 101 Band or 131 Orch.                                          | 1 MEN 101 Band or 131 Orch.                                          |
|                | 14 hours                                                               | 4 Behavioral Soc. Sci.                                                | 4 U.S. History or Government                                         |
|                |                                                                      | 3 Physical Education                                                  | 4 Math.                                                              |
|                |                                                                      | 18 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 152, 153, 154 one quarter each.
- 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

#### FRESHMAN YEAR

**Autumn**
- 4 Major Instrument
- 4 MTC 241-2-3—Theory
- 2 APM 152—Class Piano
- 1 MEN 131 Orch. or 101 Band
- 4 Humanities
- 4 Philosophy-R eligion
- **19 hours**

**Winter**
- 4 Major Instrument
- 4 MTC 121-2-3—Theory
- 2 APM 153—Class Piano
- 1 MEN 131 Orch. or 101 Band
- 4 Humanities
- 4 Philosophy-R eligion
- **19 hours**

#### SOPHOMORE YEAR

- 4 Major Instrument
- 4 MTC 251-2-3—Theory
- 4 MHL 345—Music History II
- 1 MEN 131 Orch. or 101 Band
- 4 Natural Sciences and Math.
- **17 hours**

#### JUNIOR YEAR

- 4 Major Instrument
- 2 MTC 373—Analysis
- 2 MTC 307—Counterpoint
- 2 MTC 313—Acoustics
- 4 Major Instrument
- 2 MTC 374—Analysis
- 1 MEN 131 Orch. or 101 Band
- **157**
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.

Music History and Literature
MHL 344, 345.

Music Theory and Composition
MTC 298, 301, 307, 313, 330, 373, 374, 375.

SAMPLE PROGRAM FOR A PIANO MAJOR

<table>
<thead>
<tr>
<th>Autumn</th>
<th>Winter</th>
<th>Spring</th>
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<tbody>
<tr>
<td>4 APM 150—Piano</td>
<td>4 APM 150—Piano</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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<tr>
<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>
<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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<td>17 hours</td>
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<th>Sophomore Year</th>
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<tr>
<td>4 APM 150—Piano</td>
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</tr>
<tr>
<td>4 MHL 344—Music History I</td>
<td>4 MTC 251-2-3—Theory</td>
<td>4 Natural Sciences and Math.</td>
</tr>
<tr>
<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 Natural Sciences and Math.</td>
<td>4 Natural Sciences and Math.</td>
<td>4 Philosophy-Religion</td>
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JUNIOR YEAR

4 APM 150—Piano
2 MTC 375—Analysis
2 MTC 307—Counterpoint
1 MEN 223—Accompaniment
1 MEN 121—Choir
4 Behavioral Social Sci.
2 MTC 350—Orchestra-
tion

14 hours

SENIOR YEAR

4 APM 150—Piano
2 MEN 341—Choral Cond.
1 MEN 241—Ensemble
1 MEN 121—Choir
1 MEN 223—Accom-
pinment
2 MTC 298—Mus. Integ.
4 English

15 hours

14 hours

Performance Major in Voice

General Education
De Paul College Courses.

Music Courses

Applied Music
APM 195 each quarter.
APM 152, 153, 154 one quarter each.
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

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<th>Autumn</th>
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<td>4 APM 195—Voice</td>
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<td>2 APM 152—Class Piano</td>
<td>2 APM 153—Class Piano</td>
<td>2 APM 154—Class Piano</td>
</tr>
<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>
</tr>
<tr>
<td>1 MEN 121—Choir</td>
<td>1 MEN 121—Choir</td>
<td>1 MEN 121—Choir</td>
</tr>
<tr>
<td>4 Humanities</td>
<td>4 Humanities</td>
<td>4 Humanities</td>
</tr>
<tr>
<td>4 Philosophy-Religion</td>
<td>4 Philosophy-Religion</td>
<td>4 Philosophy-Religion</td>
</tr>
<tr>
<td>19 hours</td>
<td>19 hours</td>
<td>19 hours</td>
</tr>
</tbody>
</table>
SOPHOMORE YEAR

4 APM 195—Voice
4 MTC 251-2-3—Theory
4 MHL 345—Music History I
1 MEN 121—Choir
4 Natural Science and Math.
17 hours

JUNIOR YEAR

4 APM 195—Voice
1 MED 373—Opera Workshop
2 MTC 373—Analysis
2 MTC 307—Counterpoint
2 APM 385—Vocal Coaching
1 MEN 121—Choir
4 Behavioral Social Sci.
16 hours

SENIOR YEAR

4 APM 195—Voice
2 MTC 301—Composition
2 MTC 330—Orchestration
1 MEN 121—Choir
4 Behavioral Social Sci.
13 hours

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.

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

### Freshman Year

<table>
<thead>
<tr>
<th>Autumn</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 APM 140—Organ</td>
<td>4 APM 140—Organ</td>
<td>4 APM 140—Organ</td>
</tr>
<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>
</tr>
<tr>
<td>1 MEN 121—Choir</td>
<td>1 MEN 121—Choir</td>
<td>1 MEN 121—Choir</td>
</tr>
<tr>
<td>4 Humanities</td>
<td>4 Humanities</td>
<td>4 Humanities</td>
</tr>
<tr>
<td>4 Philosophy-Religion</td>
<td>4 Philosophy-Religion</td>
<td>4 Philosophy-Religion</td>
</tr>
<tr>
<td>17 hours</td>
<td>17 hours</td>
<td>17 hours</td>
</tr>
</tbody>
</table>

### Sophomore Year

| 4 APM 140—Organ            | 4 APM 140—Organ            | 4 APM 140—Organ            |
| 4 MTC 241-2-3—Theory       | 4 MTC 251-2-3—Theory       | 4 MTC 261—Theory           |
| 4 MHL 344—Music History I  | 4 MHL 345—Music History II | 1 MEN 121—Choir            |
| 1 MEN 121—Choir            | 1 MEN 121—Choir            | 4 Philosophy-Religion       |
| 4 Natural Science and Math. | 4 Natural Science and Math. | 4 Natural Science and Math. |
| 17 hours                   | 17 hours                   | 17 hours                   |

### Junior Year

| 4 APM 140—Organ            | 4 APM 140—Organ            | 4 APM 140—Organ            |
| 2 MTC 373—Analysis         | 2 MTC 374—Analysis         | 2 MTC 283—Organ Method     |
| 2 APM 205—Improvisation    | 2 APM 206—Improvisation    | 2 MED 283—Organ Method     |
| 2 MTC 307—Counterpoint     | 1 MEN 121—Choir            | 1 MEN 121—Choir            |
| 1 MEN 121—Choir            | 4 Behavioral Social Sci.   | 4 Behavioral Social Sci.   |
| 13 hours                   | 13 hours                   | 13 hours                   |

### Senior Year

| 4 APM 140—Organ            | 4 APM 140—Organ            | 4 APM 140—Organ            |
| 2 CHM 218—Service Playing  | 2 Elective                 | 2 MED 352—Inst. Conducting |
| 1 MEN 121—Choir            | 1 MEN 121—Choir            | 1 MEN 121—Choir            |
| 2 MTC 301—Composition      | 2 MED 341—Choral Conducting| 2 MTC 298—Music Integ.     |
| 2 MTC 330—Orchestration    |                           | 1 MEN 121—Choir            |
| 4 English                  |                           | 2 AP 299—Recital           |
| 13 hours                   |                           | 2 MTC 313—Acoustics        |

## Composition

**General Education**

- De Paul College Courses.

**Music Courses**

- **Applied Music**
  - APM 152, 153, 154 one quarter each.
  - APM 150 each quarter until a total of six 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**

<table>
<thead>
<tr>
<th>Freshman Year</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Autumn</strong></td>
<td></td>
<td></td>
</tr>
<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>
</tr>
<tr>
<td>2 APM 152—Class Piano</td>
<td>2 APM 153—Class Piano</td>
<td>2 APM 154—Class Piano</td>
</tr>
<tr>
<td>2 Orchestral Instrument</td>
<td>2 Orchestral Instrument</td>
<td>2 Orchestral Instrument</td>
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<tr>
<td>1 MEN 101 Band, 121 Choir or 131 Orchestra</td>
<td>1 MEN 101 Band, 121 Choir or 131 Orchestra</td>
<td>1 MEN 101 Band, 121 Choir or 131 Orchestra</td>
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<tr>
<td>4 Humanities</td>
<td>4 Humanities</td>
<td>4 Humanities</td>
</tr>
<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>
<td>17 hours</td>
<td>17 hours</td>
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<table>
<thead>
<tr>
<th>Sophomore Year</th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4 MTC 141-2-3—Theory</td>
<td>2 MTC 251-2-3—Theory</td>
<td>4 MTC 261—Theory</td>
</tr>
<tr>
<td>2 APM 150—Piano</td>
<td>2 APM 150—Piano</td>
<td>2 APM 150—Piano</td>
</tr>
<tr>
<td>4 MHL 344—Music History I</td>
<td>4 MHL 345—Music History II</td>
<td>2 Music Elective</td>
</tr>
<tr>
<td>1 APM 104—Percussion Class</td>
<td>1 MEN 101 Band, 121 Choir or 131 Orchestra</td>
<td>1 MEN 101 Band, 121 Choir or 131 Orchestra</td>
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<tr>
<td>1 MEN 101 Band, 121 Choir or 131 Orchestra</td>
<td>4 Natural Sciences and Math.</td>
<td>4 Natural Sciences and Math.</td>
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<tr>
<td>4 Natural Sciences and Math.</td>
<td>15 hours</td>
<td>17 hours</td>
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<table>
<thead>
<tr>
<th>Junior Year</th>
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<tbody>
<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>2 MTC 373—Analysis</td>
<td>2 MTC 374—Analysis</td>
<td>2 MTC 375—Analysis</td>
</tr>
<tr>
<td>2 MTC 301—Composition</td>
<td>2 MTC 302—Composition</td>
<td>2 MTC 303—Composition</td>
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<tr>
<td>2 MTC 307—Counterpoint</td>
<td>2 MTC 308—Counterpoint</td>
<td>2 MTC 309—Counterpoint</td>
</tr>
<tr>
<td>1 MEN 101 Band, 121 Choir or 131 Orchestra</td>
<td>1 MEN 101 Band, 121 Choir or 131 Orchestra</td>
<td>1 MEN 101 Band, 121 Choir or 131 Orchestra</td>
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<tr>
<td>4 Behavioral Social Sci.</td>
<td>4 Behavioral Social Sci.</td>
<td>4 Behavioral Social Sci.</td>
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<tr>
<td>4 English</td>
<td>13 hours</td>
<td>15 hours</td>
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<table>
<thead>
<tr>
<th>Senior Year</th>
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<tbody>
<tr>
<td>2 MTC 330—Orchestration</td>
<td>2 MTC 331—Orchestration</td>
<td>2 MTC 332—Orchestration</td>
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<tr>
<td>2 MTC 304—Composition</td>
<td>2 MTC 305—Composition</td>
<td>2 MTC 306—Composition</td>
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<tr>
<td>2 MTC 363—Electronic Literature</td>
<td>2 MED 341—Choral Conducting</td>
<td>2 MED 352—Inst. Conducting</td>
</tr>
<tr>
<td>2 Music Elective</td>
<td>1 MEN 101 Band, 121 Choir or 131 Orchestra</td>
<td>1 MEN 101 Band, 121 Choir or 131 Orchestra</td>
</tr>
<tr>
<td>4 Behavioral Social Sci.</td>
<td>2 MTC 364—Electronic Equipment</td>
<td>2 MTC 365—Electronic Workshop</td>
</tr>
<tr>
<td>1 MEN 101 Band, 121 Choir or 131 Orchestra</td>
<td>2 Music Elective</td>
<td>2 MTC 313—Acoustics</td>
</tr>
<tr>
<td>T3 hours</td>
<td>2 MHL 377—Music History</td>
<td>2 MTC 298—Music Integ.</td>
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<tr>
<td>T3 hours</td>
<td>T3 hours</td>
<td>T3 hours</td>
</tr>
</tbody>
</table>

162
# Church Music

**General Education**

De Paul College Courses.

**Music Courses**

**Applied Music**
APM 140 each quarter.
APM 152, 153, 154 one quarter each.
APM 205, 299.

**Church Music**
CHM 218, 219, 311.

**Music Education**
MED 283, 335, 341, 352.
APM 196, 197, 198 one quarter each.

**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

### FRESHMAN YEAR

<table>
<thead>
<tr>
<th>Autumn</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 APM 140—Organ</td>
<td>2 APM 140—Organ</td>
<td>2 APM 140—Organ</td>
</tr>
<tr>
<td>2 APM 152—Class Piano</td>
<td>2 APM 153—Class Piano</td>
<td>2 APM 154—Class Piano</td>
</tr>
<tr>
<td>4 MTC 111-2-3—Theory</td>
<td>4 MTC 121-2-3—Theory</td>
<td>4 MTC 121-2-3—Theory</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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<tr>
<td>4 Humanities</td>
<td>4 Humanities</td>
<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>
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</table>

### SOPHOMORE YEAR

<table>
<thead>
<tr>
<th>Autumn</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 APM 140—Organ</td>
<td>2 APM 140—Organ</td>
<td>2 APM 140—Organ</td>
</tr>
<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>4 MTC 198—Class Voice</td>
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<tr>
<td>2 AMP 196—Class Voice</td>
<td>2 AMP 197—Class Voice</td>
<td>1 MEN 121—Choir</td>
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<tr>
<td>1 MEN 121—Choir</td>
<td>1 MEN 121—Choir</td>
<td>4 Natural Science and Math.</td>
</tr>
<tr>
<td>4 Natural Science and Math.</td>
<td>4 Natural Science and Math.</td>
<td>4 Philosophy-R eligion</td>
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<tr>
<td>17 hours</td>
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</table>

### JUNIOR YEAR

<table>
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<th>Winter</th>
<th>Spring</th>
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<tr>
<td>4 APM 140—Organ</td>
<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 MTC 307—Counterpoint</td>
<td>2 CHM 311—Gregorian</td>
<td>2 CHM 200—Hymnody of Psalmody</td>
</tr>
<tr>
<td>2 MTC 350—Orchestration</td>
<td>2 CHM 311—Gregorian</td>
<td>2 CHM 200—Hymnody of Psalmody</td>
</tr>
<tr>
<td>1 MEN 121—Choir</td>
<td>1 MEN 121—Choir</td>
<td>1 MEN 121—Choir</td>
</tr>
<tr>
<td>4 Behavioral Social Sci.</td>
<td>4 Behavioral Social Sci.</td>
<td>4 Behavioral Social Sci.</td>
</tr>
<tr>
<td>17 hours</td>
<td>17 hours</td>
<td>17 hours</td>
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</tbody>
</table>

163
Music Therapy

General Education
DePaul College Courses.

Liberal Arts
Biology, 8 hours; Psychology, 12 hours; Speech or Drama, 4 hours.

Professional Education
Physical Education, 2 hours.

Music Courses
Applied Music
APM 152, 153, 154 one quarter each.
APM 150 until a total of three quarters have been completed.
APM 104, 210, 196.
Electives, three quarters.

Music Education
MED 341, 352.

Music Ensemble
Ensemble each quarter in residence.

Music History and Literature
MHL 344, 345.

Music Theory and Composition
MTC 111-112-113, 121-122-123, 131-132-133, 241-242-243, 251-252-253,
261, 298, 330, 373.

Music Therapy
MTH 100, 344, 345, 346, 347, 348, 349, 350.

SAMPLE PROGRAM FOR A MUSIC THERAPY MAJOR

FRESHMAN YEAR

<table>
<thead>
<tr>
<th>Autumn</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<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>
</tr>
<tr>
<td>2 APM 152—Class Piano</td>
<td>2 APM 153—Class Piano</td>
<td>2 APM 154—Class Piano</td>
</tr>
<tr>
<td>1 MEN—Ensemble</td>
<td>1 MEN—Ensemble</td>
<td>1 MEN—Ensemble</td>
</tr>
<tr>
<td>4 Philosophy-Religion</td>
<td>4 Philosophy-Religion</td>
<td>4 Philosophy-Religion</td>
</tr>
<tr>
<td>4 Humanities</td>
<td>4 Humanities</td>
<td>4 Humanities</td>
</tr>
<tr>
<td>15 hours</td>
<td>15 hours</td>
<td>15 hours</td>
</tr>
</tbody>
</table>
SOPHOMORE YEAR

**Autumn**
4 MTC 241-2.3—Theory
2 APM 150—Piano
1 MEN—Ensemble
4 Philosophy—Religion
4 MHL 344—Music History 15 hours

**Winter**
4 MTC 251-2.3—Theory
2 APM 150—Piano
1 MEN—Ensemble
4 PSY 105—General Psychology I
4 MHL 345—Music History 15 hours

**Spring**
4 MTC 261—Theory
2 APM 150—Piano
1 MEN—Ensemble
4 PSY 106—General Psychology II

JUNIOR YEAR

**Autumn**
2 MTC 373—Analysis
2 APM 196—Class Voice
1 APM 104—Percussion Class
1 MEN—Ensemble
4 PSY 353—Abnormal Psychology
4 BIO 305—Mammalian Anatomy 14 hours

**Winter**
2 MED 341—Choral Conducting
1 MEN—Ensemble
2 MTH 344—Psychology of Music I
4 BIO 307—Mammalian Physiology
4 Behavioral Social Sci. 17 hours

**Spring**
2 APM 210—Recreational Music
1 MEN—Ensemble
4 MTH 345—Psychology of Music II
4 Natural Sciences and Math.
4 Humanities (300) 17 hours

2 Physical Education

SENIOR YEAR

**Autumn**
2 MTC 330—Orchestration
2 APM—Elective
1 MEN—Ensemble
2 MTH 346—Influence of Music on Behavior I
4 Natural Sciences and Math.
4 Behavioral Social Sci. 15 hours

**Winter**
2 APM—Elective
1 MEN—Ensemble
2 MED 352—Instrumental Conducting
2 MTC 298—Integration
2 MTH 347—Influence of Music on Behavior II
2 MTH 348—Music in Therapy I
4 Behavioral Social Sci. 17 hours

**Spring**
2 APM—Elective
1 MEN—Ensemble
2 MTH 349—Music in Therapy II
3 MTH 350—Orientation to Clinical Training
4 Behavioral Social Sci. 12 hours

Science (300)

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:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>APM 051-052</td>
<td>Piano Class I, II. Non-credit piano class for beginning students to prepare for enrollment as a freshman.</td>
<td>Piano minor.</td>
</tr>
<tr>
<td>APM 101</td>
<td>Brass Class. 1 hr. All brass instruments with emphasis on the trumpet as the primary brass instrument.</td>
<td>The class covers a beginner's book on each of the principal brass instruments.</td>
</tr>
<tr>
<td>APM 102</td>
<td>Woodwind Class. 1 hr. All woodwind instruments, with emphasis on the clarinet as the primary instrument.</td>
<td>The class covers a beginner's book on each of the principal instruments.</td>
</tr>
<tr>
<td>APM 103</td>
<td>String Class. 1 hr. String playing utilizing violin, viola, cello and bass.</td>
<td>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.</td>
</tr>
<tr>
<td>APM 104</td>
<td>Percussion Class. 1 hr. Fundamentals of snare drum, bass drum, cymbals, castanets, tambourine, and triangle.</td>
<td>Lecture and class participation utilizing classical, modern, and military percussion excerpts.</td>
</tr>
<tr>
<td>APM 105</td>
<td>Piano Repertoire Seminar. 2 hrs. Repertoire for piano performance majors.</td>
<td>Discussion of technic, style, tone-production and tempi in reference to specific works performed by students and instructor.</td>
</tr>
<tr>
<td>APM 152, 153, 154</td>
<td>Class Piano. 2 hrs. each. Class instruction in piano. Technical studies, etudes and repertoire appropriate to specific levels.</td>
<td></td>
</tr>
<tr>
<td>APM 196, 197, 198</td>
<td>Class Voice. 2 hrs. each. Class Instruction in voice. Technical studies, etudes and repertoire appropriate to specific levels.</td>
<td></td>
</tr>
<tr>
<td>APM 205-206-207</td>
<td>Improvisation on the Organ. 2 hrs. each.</td>
<td>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. Creative melodic and harmonic variations in specific forms. Extended structures including the Organ Symphony (homophonic), Fugue (polyphonic) and Variation Forms.</td>
</tr>
<tr>
<td>APM 210</td>
<td>Recreational Music. 2 hrs. Techniques for using guitar, autoharp and recorders in recreational and therapeutic settings.</td>
<td></td>
</tr>
<tr>
<td>APM 219</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>APM 385-396</td>
<td>Vocal Coaching. 2 hrs. International phonetic alphabet and language rules for Italian, German, and French.</td>
<td>Performance of repertoire including examples from 16th century music to contemporary works.</td>
</tr>
</tbody>
</table>

### CHURCH MUSIC—CHM

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHM 218</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>CHM 219</td>
<td>Service Playing. 2 hrs. Study of freer Hymn accompaniments. Problems in accompaniment of solo and choral material. Performing from reduced score. Transposition.</td>
<td>Integration of organ repertory in the Liturgy. (Prerequisite: CHM 218)</td>
</tr>
<tr>
<td>CHM 220</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>CHM 299</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>CHM 311-312</td>
<td>Gregorian Chant and Chironomy. 2 hrs. each. Gregorian Modes and Chant notation; Gregorian Chant rhythm according to the method of the monks of Sistine. Study of various types and structures drawn from the Ordinary and Proper Chants. Chironomic aspects of the conducting of Gregorian Chant.</td>
<td></td>
</tr>
</tbody>
</table>
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 282 Piano Methods and Materials. 2 hrs. Continuation of MED 281 with emphasis on more advanced materials.

MED 283 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 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 376 Opera Workshop. 1 hr. A one-quarter class for Music Education majors in which production styles, acting and stage movement as well as history of operatic writing and the physical theatre is presented. Syllabus and texts are used.

MED 392 Music Education Student Teaching (Permission of Program Counselor) 6 hrs. Five school days each week of supervised teaching for a full academic quarter in a cooperating elementary school. Open only to DePaul students. (Corequisite: 393).

MED 393 Music Education Student Teaching (Permission of Program Counselor) 6 hrs. Five school days each week of supervised teaching for a full academic quarter in a cooperating secondary school. Open only to DePaul students. (Corequisite: 392)
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 225, 224, 225, 226, 227, 228 Accompanying. 1 hr. each. 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 1700 to the twentieth century.

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 119 Solfege. 1 hr. Practical sight-singing including major and minor scales, intervals, rhythm patterns, using movable C and F clefs. (Prerequisite: MTC 033)
MTC 120 Solfege. 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 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 113 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—choral 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 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 Lygot 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, Krenek, and serial determinists.
MTC 310 16th Century Counterpoint. 2 hrs. Modal Counterpoint—vocal contrapuntal idiom of the XVith 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.

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 experiential 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 chorale 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 1600 and after 1900. The function and metamorphosis of forms.

MUSIC THERAPY—MTH

MTH 100 Observation. 0 hrs. One hundred clock hours non-credit observation in approved settings.

MTH 344 Psychology of Music I. 2 hrs. Dimensions of tone, consonance and dissonance; rhythm as stimulus and response; the affective and aesthetic responses to music; the nature of musical ability; and the measurement of musical behavior.

MTH 345 Psychology of Music II. 4 hrs. Introduction to practical research in psychology of music. Each student will plan and conduct a research project in the field of Music Therapy which will be presented to the class for discussion and evaluation.

MTH 346, 347 Influence of Music on Behavior. 2 hrs. each. Traces the history of music as treatment for various physical and emotional conditions, from the early Greek application of music for moral development to the emergence of Music Therapy as a behavioral science in the 1950s. Various components of music and musical experiences will be isolated and their effects studied as preparation for using music therapeutically to influence behavior.

MTH 348, 349 Music in Therapy. 2 hrs. each. Integrates the body of knowledge from Psychology of Music and Influence of Music on Behavior and establishes working applications of music as therapy in the treatment of various emotional and physical disorders. First Quarter: Applications of Music Therapy in the areas of mental retardation, physical disabilities, and special education. Second Quarter: Music Therapy in the treatment of behavior disorders (neuroses, psychoses, character disorders) and Music Therapy in community mental health centers.

MTH 350 Orientation to Clinical Training. 3 hrs. Provides pre-clinical training experience in preparing treatment plans, writing progress notes, and analyzing individual and group interactions. Also included will be visits to clinical training settings and observation of Music Therapists working with patients.
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 Kozich, Mus. M., Associate Professor, Piano Department; Helen Leefelt, Solfege, Italian Diction, Piano, Song Coaching, Preparatory Department; Francis E. Little, D.M.A., Assistant Professor, Voice Department; David Moll, Mus.M., Violin, Acting Head String Department; Herman Pedtke, Mus. M., A.A.G.O., Assistant Professor, Organ, Theory, Organ 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; Robert Tilles, Diploma in Performance, Percussion Instruments

Assistant Professors: Thomas Fabish, LL.D., Music Education, Band Instruments, Director of Band; Annemarie Gerts, Mus.B., Voice; Viola Haas, Mus.M., Piano; B. Lynn Hebert, Organ, Harpsichord, Humanities, Director of Choirs; Wesley M. Vos, Ph.D., Humanities; Raymond Wilding-White, D.M.A., Humanities

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Full-Time Student
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Withdrawal from Course
Course Examinations
Evaluation of Achievement
College Credit
Quality Points
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Grade Reports
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Probation-Dismissal
Pass-Fail Option
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Graduation Requirements
Graduation with Honors
Transcripts
Discipline
Graduate Study
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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.

CLASSIFICATION

College credit is accumulated on the basis of quarter hours earned. Students are classified for administrative purposes as follows:

- Freshmen—43 quarter hours or less
- Sophomores—at least 44 but less than 88 quarter hours
- Juniors—at least 88 but less than 132 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. Information concerning Veterans Administration and Social Security Certification is available through the Registrar's Office.

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. Replacement I.D. cards may be obtained upon request to the Registrar's Office.

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 excused 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.

**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.
WF—Recorded when the student files his withdrawal through his home college or school after the mid-term and is failing at time of withdrawal. (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.

**COLLEGE CREDIT**

One of the University’s requirements for graduation with a bachelor’s degree is that a student successfully complete a minimum of 180 quarter hours of college 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. An undergraduate course carries four quarter hours of credit unless otherwise specified. College credit is earned if a student receives an A, B, C, D, or PA grade. College credit can also be earned through transfer, advanced standing, and credit-by-examination credits.
QUALITY POINTS

Quality points are awarded to a student in relation to the grade given and the number of quarter hours of credit attempted in the course. Quality points are awarded according to the following schedule:

A—four times as many quality points as the credit hours assigned to the course.
B—three times the number of credit hours.
C—twice the number of credit hours.
D—one quality point for each credit hour in the course.
F, FX, WF—no quality points.
W, INC, PA—not calculated.

ILLUSTRATION

<table>
<thead>
<tr>
<th>GRADE</th>
<th>COURSE CREDITED HOURS ATTEMPTED</th>
<th>QUALITY POINTS MERITED</th>
</tr>
</thead>
<tbody>
<tr>
<td>A (4 times)</td>
<td>4 quarter hours</td>
<td>= 16</td>
</tr>
<tr>
<td>B (3 times)</td>
<td>4 quarter hours</td>
<td>= 12</td>
</tr>
<tr>
<td>C (2 times)</td>
<td>4 quarter hours</td>
<td>= 8</td>
</tr>
<tr>
<td>D (1 time)</td>
<td>4 quarter hours</td>
<td>= 4</td>
</tr>
<tr>
<td>F, WF, FX</td>
<td>4 quarter hours</td>
<td>= 0</td>
</tr>
<tr>
<td>W, IN, PA</td>
<td>not calculated</td>
<td></td>
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</table>

NOTE: Transfer, advanced standing, and credit-by-examination credits do not carry quality points.

A University requirement for graduation with a bachelor's degree is that a student's total quality points must equal twice the number of quarter hours attempted. (E.g., a student who completes 180 quarter hours of credit attempted, must have merited a minimum of 360 quality points.)

GRADE POINT AVERAGE

A student's 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.)

ILLUSTRATION

<table>
<thead>
<tr>
<th>GRADE</th>
<th>CREDIT HOURS ATTEMPTED</th>
<th>QUALITY POINTS MERITED</th>
<th>GRADE POINT AVERAGE</th>
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<tr>
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<tr>
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</tr>
<tr>
<td>W, IN, PA</td>
<td>not calculated</td>
<td></td>
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</tbody>
</table>

NOTE: Transfer, advanced standing, and credit-by-examination credits are not included in the grade point average.

A University requirement for graduation with a bachelor's degree is that a student maintain a 2.0 (C) cumulative grade point average.
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 term. This report also includes the student's credit hours attempted, credit hours earned, and quality points. Report of grades will not be released to students who have unresolved financial or library obligations.

<table>
<thead>
<tr>
<th>OFFICE OF THE REGISTRAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRADE REPORT</td>
</tr>
<tr>
<td>DE PAUL UNIVERSITY</td>
</tr>
<tr>
<td>CHICAGO, ILLINOIS 60664</td>
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<table>
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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>ENG 200</td>
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</tr>
<tr>
<td>US FEDERAL GOVERNMENT 103</td>
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<td>C</td>
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<tr>
<td>MAN IN SOCIETY 155</td>
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<td>C</td>
</tr>
<tr>
<td>MAN + NEW INTR IN SOCIETY 101</td>
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</tbody>
</table>

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 required minimum 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 to 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 Admissions at least one month prior to the first day of class in the quarter in which the student expects to register. Decision on the application is made by the Office of Admissions. A student dismissed with serious deficiency will be required to demonstrate acceptable academic achievement at another institution of higher learning before readmission will be approved.

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.

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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 by the end of the third week of the quarter.

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 computing the student's grade point average. If the course is failed, the "F" grade is recorded on the student's record and the credit hours attempted are included in computing 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. The grade achieved on a pass-fail option, whether pass or fail, is entered on the student's record, and the original grade is bracketed and not included in the grade point average. The grades option became effective as of the Autumn Quarter, 1972, and is not retroactive.

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:

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 Director of Admissions, 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. University Tests. Based on syllabi prepared by the divisions and departments of the University, 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:

- Accounting
- Biological Sciences
- Chemistry
- Computers & Data Processing
- Economics
- Education
- English
- Finance
- French
- Geography
- German
- History
- Latin
- Management
- Marketing
- Mathematics
Nursing  Theology
Physics  Philosophy & Religion (De Paul College)
Political Science  Behavioral-Social Sciences
Psychology  (De Paul College)
Sociology  Humanities (De Paul College)
Spanish  Natural Sciences-Mathematics
Statistics  (De Paul College)

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 ninety hours 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.

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.

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.

PROFESSIONAL STUDY IN LAW

A program leading to the degree Juris Doctor (J.D.) is offered through The College of Law.

Most students entering The College of Law have already earned the Baccalaureate degree. In exceptional circumstances students may be admitted upon the completion of three-fourths of the credit toward the Baccalaureate degree. Students admitted in these exceptional circumstances from De Paul University undergraduate colleges who have completed 144 quarter hours approved by the pre-law advisor, may receive approval from their undergraduate dean to receive the Bachelor's degree after the successful completion of their first year in The College of Law of De Paul University.

Admission to The College of Law is based on collegiate performance, scores achieved on the Law School Admissions Test, extra-curricular activities, work experience and letters of recommendation. Graduates of De Paul University undergraduate schools are given special consideration within the constraints of these admissions criteria.

SCHOOL FOR NEW LEARNING

The School for New Learning opened to students in September, 1973. A postsecondary college for adult learners, it offers short and long term non-traditional programs to meet the individual needs of students. Special unique competencies of students in diverse areas are evaluated for their worth in developing specific and personal programs of learning.

Information may be obtained from the Office of the Dean, 25 E. Jackson Blvd., Room 1603.
TUITION AND FEES

A general cost estimate of tuition, fees and books for a full-time undergraduate at DePaul University is approximately $2,200 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 .................................... $665.00
Hours in excess of 20 quarter hours—per hour ....................... 39.00
Less than 12 quarter hours—per hour .................................. 56.00

Evening Students
Undergraduate courses (1-399)—per hour ............................. 39.00

ROOM AND BOARD CHARGES

Residence Hall
Single Occupancy—Academic Year ................................. $1,425.00
Double Occupancy—Academic Year ................................. 1,290.00

The Residence Hall is open throughout the Academic Year except during the Christmas Vacation. The contract provides 15 meals per week, Monday through Friday, except during the Thanksgiving break, Christmas Vacation, and Winter-Spring Quarter break.

GENERAL FEES

Application Fee ......................................................... $20.00
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
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 ................................. 5.00
For Evening Students ............................................... 1.00
Fee for each transcript of credits ................................. 1.00

The charge of registration fee is charged each time a student adds a class, or drops a class and adds another class. No fee is charged for simply withdrawing from a class.

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 enrollment change 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 lesson remaining in the quarter. Fees are not refundable. All refunds are made by the Student Finance Office only upon receipt of an approved enrollment change 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 in their Instrument or Voice 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 in their Instrument or Voice within their required curriculum. All other private lessons must be paid for at the prevailing rates.

3. Payment of the Evening Student Service Fee entitles the student to University Publications and the services of the offices of Financial Aids and Placement.

4. Registration cannot be accepted from a student with an unpaid balance from a prior term. Registrations attempted under these circumstances will be cancelled.

5. 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.

6. 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.

7. 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 .................. 20.00
Breakage Deposit—each laboratory course .................. 10.00

C.P.A. Review: (Not included as part of Day tuition charge)
Tuition—per course .......................... 300.00
Application Fee ............................. 5.00

After January, 1973, anyone who completes the Review Course (submits at least 75 per cent of the assignments) and is unsuccessful in passing the Examination, may repeat the course once with the payment of $100.00 tuition.

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 .................. 10.00

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 .................. 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 .................. 10.00
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 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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  RAYMOND J. MEYER, Director

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  Lewis Center, 4th Floor

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  Lewis Center, 9th Floor

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  Lewis Center, Registrar Office
  Selective Service, Veterans Administration, Social Security

INTERNATIONAL STUDENT ADVISOR—Lewis Center, 1st Floor
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  Lincoln Park, Schmitt Center
  Miss MARY R. STRITCH, Associate Director of Libraries
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  Lincoln Park, Schmitt Center
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  Lewis Center, 16th Floor
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  Lewis Center, 16th Floor
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  J. BERNARD FITZGERALD, C.M., Priest Counselor-Chaplain
TEACHER PLACEMENT BUREAU—Lincoln Park, Schmitt Center
THEATER—De Paul Center Theatre, Lewis Center
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:

_Education and Psychology Building_, 2244 N. Kenmore, a four-story building housing activities of the School of Education and the Department of Psychology.

_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 offices of the Department of Nursing, classrooms, 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_, 2234 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 DOWNTOWN 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.

23 East Jackson Boulevard is a 15 story Gothic structure connected to the Frank J. Lewis Center. Recently acquired, this building houses classrooms, faculty and administrative offices, and the Legal Clinic.

THE UNIVERSITY LIBRARIES

The combined library facilities of De Paul University include over three hundred thousand volumes, over two thousand periodical subscriptions, and exten-
sive micro-card and micro-film collections. Among its outstanding holdings are the Napoleon and Irish Collections, the rare volumes of the Farthing Collection of Illinois Session Laws and Statutes, and the antiquarian treasury of Saint Thomas More's Works.

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.

**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 Assembly of Collegiate Schools of Business

*De Paul University is on the approved list of:*
The American Bar Association
The National Association for Music Therapy
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
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9. Liberal Arts Building
10. Arthur J. Schmitt Center
11. University Center
12. Student Residence Hall
13. Science Hall West
14. Fine Arts Center (Planned)
15. Science Research Center (Planned)
16. Rapid Transit Station
17. Chicago Public Library
P. Parking

Downtown Center

The Downtown Center houses classrooms and administrative and faculty offices for the College of Commerce, College of Law, DePaul College, the Graduate School, the College of Liberal Arts and Sciences, the School of Music, and the School for New Learning.

Executive offices: President, Vice President, Chancellor, Development, Public Relations, Admissions, Registrar, Financial Aids and Placement, Data Processing Center.

General and law libraries, chapel, bookstore, lounges and cafeteria.