ACCREDITATION

DePaul University is accredited by:
The North Central Association of Colleges and Secondary Schools
The National Council for Accreditation of Teacher Education
The National Association of Schools of Music
The National League for Nursing
The American Chemical Society
The Association of American Law Schools
The American Association of Collegiate Schools of Business

DePaul University is on the approved list of:
The American Bar Association
The State Approval Agency for Veterans Training
The Illinois State Department of Education

DePaul University is a member of:
The Council of Graduate Schools in the United States
CALENDAR
OF THE GRADUATE SCHOOL
1975-1976

AUTUMN QUARTER

AUGUST 4-15  Monday-Friday. Mail Registration. Consult schedules for detailed instructions.

SEPTEMBER 2-3  Tuesday-Wednesday. In-Person Registration for Autumn Quarter.

SEPTEMBER 15  Monday. Autumn Quarter begins. Late registration and Program Changes.


OCTOBER 1  Wednesday. Final date for filing for February Convocation.

OCTOBER 6  Monday. St. Vincent DePaul Day Celebration—No Classes.

OCTOBER 11  Saturday. Last day to withdraw with Automatic "W" Grade. (See Refund Policy Regarding Withdrawals)

OCTOBER 15-21  Wednesday-Tuesday. Mid Term Examinations.

OCTOBER 21  Tuesday. Comprehensive Examinations, History and Education.

NOVEMBER 1  Saturday. Last Day to withdraw from class.

NOVEMBER 6  Thursday. Foreign Language Examination.

NOVEMBER 10-21  Monday-Friday. Mail registration for the Winter Quarter.

NOVEMBER 22  Saturday. Final Examinations for Saturday only courses.

NOVEMBER 24-26  Monday-Wednesday. Final Examinations for Autumn Quarter.

NOVEMBER 27-29  Thursday-Saturday. Thanksgiving Holidays.

DECEMBER 1-2  Monday-Tuesday. Final Examinations for Autumn Quarter.

DECEMBER 2  Tuesday. Autumn Quarter Ends.

WINTER QUARTER

DECEMBER 8  Monday. In Person Registration for Winter Quarter.

JANUARY 2  Friday. Late Registration.

JANUARY 5  Monday. Winter Quarter Begins. Late Registration and Program Changes.

JANUARY 10 & 17  Saturday. Comprehensive Examinations, English. June 1976 Convocation. (Applicants should apply to English Department one month in advance.)
**January 31**  
*Saturday.* Last Day to Withdraw with Automatic "W" Grade. (See Refund Policy Regarding Withdrawal.)

**February 1**  
*Sunday.* Mid Year Convocation.

**February 2-7**  
*Monday-Saturday.* Mid Term Examinations.

**February 9-20**  
*Monday-Friday.* Mail Registration For Spring Quarter.

**February 14**  
*Saturday.* Final Date for Filing for June Convocation.

**February 21**  
*Saturday.* Last Day to Withdraw from Class.

**March 8-13**  
*Monday-Saturday.* Final Examinations for Winter Quarter.

**March 13**  
*Saturday.* Winter Quarter Ends.

**Spring Quarter**

**March 15**  
*Monday.* In Person Registration for Spring Quarter.

**March 17**  
*Wednesday.* Comprehensive Examinations, History and Education.

**March 26**  
*Friday.* Late Registration for Day Undergraduate Students.

**March 29**  
*Monday.* Spring Quarter Begins. Late Registration and Program Changes.

**April 8**  
*Thursday.* Foreign Language Examination.

**April 15**  
*Thursday.* Easter Holidays Begin After Last Class.

**April 19**  
*Monday.* Classes Resume.

**April 24**  
*Saturday.* Last Day To Withdraw With Automatic "W" Grade. (See Refund Policy Regarding Withdrawal.)

**April 26-May 1**  
*Monday-Saturday.* Mid Term Examinations.

**May 15**  
*Saturday.* Last Day to Withdraw from Class.

**May 3-22**  
*Monday-Friday.* Mail Registration for Summer Sessions.

**May 27**  
*Thursday.* Feast of the Ascension Holiday—Special Liturgical Services at Both Campuses.

**May 31**  
*Monday.* Memorial Day—No Classes.

**June 1-7**  
*Tuesday-Monday.* Final Examinations for Spring Quarter.

**June 7**  
*Monday.* Spring Quarter Ends.

**June 13**  
*Sunday.* Convocation.
General Information about DePaul University

PURPOSE

DePaul 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.

AIMS

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

2. To pursue and direct 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.

3. 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.
Administrative Officers and Staff

BOARD OF TRUSTEES

The Board of Trustees is the corporate head of DePaul University charged under its Charter to control and manage educational, fiscal, and all other affairs of the corporation. The President heads the General Administration of the University.

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Buildings and Facilities

THE LINCOLN PARK CAMPUS

The Lincoln Park Campus of DePaul University is located in a residential area on the Near North Side of Chicago, approximately four miles from the Chicago Loop. Located here are the College of Liberal Arts and Sciences, the School of Education, the DePaul College, and some divisions of the Graduate School. The principal buildings on the campus:

ALUMNI HALL (1956), a tri-level structure seating 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 (1967), a five-story structure housing a library, classrooms, lecture halls, and faculty and administrative offices.

LIBERAL ARTS BUILDING (1923), a four-story building accommodating administrative offices, classrooms, a speech room, and a language laboratory.
THE GRADUATE SCHOOL

EDUCATION AND PSYCHOLOGY BUILDING, a four-story building housing activities of the School of Education and the Department of Psychology.

SCIENCE HALL EAST (1938), a three-story structure occupied by classrooms, laboratories, and offices of the Department of Biological Sciences and the Department of Chemistry.

SCIENCE HALL WEST, occupied by the Department of Physics and the experimental laboratories of the Department of Psychology.

MAIN RESIDENCE HALL (1970), a six-story structure accommodating single and double dormitory rooms, lounges, and study rooms. The residence hall houses male and female graduate and undergraduate students.

UNIVERSITY CENTER (1971), a three-story structure housing a cafeteria, rathskeller, faculty dining room, recreation facilities, bookstore, student organization offices, religious service area, lounges, conference rooms, art and crafts areas, and a president's dining room.

Other buildings on this campus include the University Church of St. Vincent de Paul, a faculty residence, the student publications and student activities building, the Lyceum Building, and the College Theatre.

THE DOWNTOWN CENTER

The Frank J. Lewis Center is a 17-story building conveniently located in Chicago's Loop on the southwest corner of Jackson Boulevard and Wabash Avenue. It houses the general administrative offices of the University, classrooms, libraries, a chapel, a 500-seat theatre, a cafeteria, and lounges. The College of Law, the College of Commerce, the School of Music, School for New Learning, and the Graduate School are located in the Lewis Center.

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 DePaul University include over 550,000 volumes, over 2,000 periodical subscriptions, and extensive microcard and microfilm collections. Among the outstanding holdings are the Napoleonic and Irish collections, the Folger Collection of Illinois Sessions and Statutes, the antiquarian treasury of St. Thomas More's works, and the Vincent Williams Derr—African-American Collection.

The 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 programs using the Lewis Center campus. The Lower Arcade houses the current and bound periodical collections. Also in 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 Schmitt Academic Center. The third floor houses the humanities and social sciences collections, and the fourth floor the natural sciences and periodical materials.

Supplementing the University collections are such scholarly and special libraries as the Newberry, John Crerar, Chicago Historical Society, International Relations, Municipal Reference, Art Institute, and many others. Information concerning their use may be obtained from the University library staff.
Student Services

FINANCIAL AID FOR GRADUATE STUDENTS

GENERAL PROCEDURES

Applicants for loan programs or for employment other than teaching should contact the Office of Financial Aids and Placement, DePaul University, 25 East Jackson Blvd., Chicago, Illinois 60604. Students seeking any other form of financial aid (e.g. fellowships, assistantships, traineeships) should make preliminary application by letter to the chairman of their proposed major department, who will advise them on what further procedures must be followed.

Students applying for financial aid are advised that all credentials for admission to the Graduate School must be submitted to the Dean's office by February 15 prior to Autumn Quarter admission. Announcement of fellowship and scholarship awards will be made by April 1; the awards must be accepted or declined by April 15. Appointment to graduate assistantships may be made at any time, but applicants must again accept or decline by April 15.

Recipients of fellowships and scholarships are required to meet the conditions of full-time study as described elsewhere in this Bulletin. There are no duties of teaching or assisting expected in return for a fellowship, except in those departments where such requirements are established for all graduate students.

It is the policy of DePaul University to make financial aid award decisions without regard to race, creed, color, national origin, or sex.

FELLOWSHIPS

DePaul University Tutorial Fellowships. A limited number of these appointments are available to doctoral students and provide a cash stipend as well as a tuition scholarship. Tutorial Fellows are given the opportunity to assist in teaching at the collegiate level in areas which will most benefit them as they prepare for a career in college or university teaching.

Arthur J. Schmitt Fellowships are of two types. The first is a one-year fellowship available to students who have graduated from DePaul University, awarded to full-time graduate students working for the doctorate in any academic field. A stipend of up to $3500 is granted. There is no service requirement under the fellowship. Recipients of this type of fellowship pay their own tuition and fees.
THE GRADUATE SCHOOL

The second type is awarded to exceptionally promising new graduate assistants, in lieu of their assistantship. The fellow’s stipend and duties are substantially the same as under a graduate assistantship. This type of fellowship includes a tuition waiver.

Howard V. Phalin Fellowship. This fellowship is a gift of $1,500 made by the Howard V. Phalin Foundation for Graduate Study for support of a graduate assistant. The University matches this gift by providing the fellow with a tuition scholarship and a stipend for the year. Total value of the fellowship approximates $3,000 for the year.

SCHOLARSHIPS

University Scholarships. DePaul University annually awards a number of scholarships through a special fund granted to the Dean of the Graduate School. These scholarships cover the full or partial cost of tuition. Students under scholarships are expected to pay registration, laboratory, dissertation, and other fees. University Scholarships are granted to qualified students and are administered by the Student Assistance Committee of the Graduate Council. Scholarships are awarded each year and may be renewed annually by students showing satisfactory progress in graduate work. These scholarships are for citizens of the United States and for qualified foreign students.

Sidney R. Hepburn Scholarship in Biology. This scholarship has been established by the Blue M Electric Company and is available to assist students in extra-University Academic endeavors.

Price-Waterhouse Foundation Award. This award is a tax-exempt gift of $1000 to a student or students interested in the teaching of Accountancy at the collegiate level. The faculty of the Department of Accountancy selects the recipient.

ASSISTANTSHIPS, TRAINEESHIPS, AND OTHER AID FOR GRADUATE STUDY

Graduate Teaching Assistantships. The University provides a number of graduate teaching assistantships offering a cash stipend and a tuition waiver. Application for an assistantship should be made directly to the chairman of the department in which the student plans graduate study.

School Psychology. Students interested in school psychology may apply to the Department of Psychology for a Fellowship in School Psychology. A limited number of such fellowships are provided by the Illinois State Department of Special Education. These fellowships provide a stipend of approximately $2000 for the academic year plus cost of tuition and fees.

Students in clinical psychology are eligible to apply to the Department of Psychology for a Mental Health Traineeship. These traineeships are awarded to students who have completed at least two quarters of graduate work and pay a stipend of approximately $2700 for the academic year plus the cost of tuition. Trainees are assigned to the University Mental Health Clinic on a half-time basis.

The Department of Nursing offers a number of Public Health Service Traineeships. These provide monthly stipends and a tuition allowance for each quarter registered. Applicants should apply to the Chairman of the Department of Nursing. Special federal scholarships, which do not require any specific academic standing, are available to full-time students who can show exceptional financial need. Maximum awards are $1500. Applicants for traineeships should apply to the Department of Nursing and for the federal scholarships to the Office of Financial Aids & Placement.

Research Assistantships. Research assistantships are available in the natural sciences and psychology. Remuneration for these appointments ranges from about $1600 to about $3000 and the work undertaken is usually in the student’s research area. Inquiries concerning such assistantships should be made directly to the individual department in which the student is studying. These awards include a tuition scholarship.
GRANTS

Law Enforcement Educational Grants. These grants are awarded to full-time officers of local and State law enforcement agencies to encourage them to upgrade their educational levels and to enhance their skills and capabilities for effective law enforcement service. Payments are not to exceed $250 per academic quarter for tuition, books and fees only. No proof of financial need is required. Part-time and full-time students are both eligible.

The grants are not be repaid unless the recipient fails to abide by an agreement to remain in the service of his employing law enforcement agency for two years after completing any course funded by the program. If the agreement is not fulfilled, any and all grants are automatically converted to a loan repaid at the rate of 7% simple interest per annum on the unpaid balance in regular quarterly payments at a minimum of $150.00.

If the grant plus any other financial aid received by the student does not pay the full cost of tuition, fees and books, a loan may be awarded under the Law Enforcement Education Program.

STUDENT LOANS

National Direct Student Loans. This program is co-sponsored by the Federal Government and DePaul University. A graduate student, either full-time or half-time, may borrow up to a total not exceeding $10,000 for both the undergraduate and graduate years. The exact amount depends upon an evaluation of financial need and the availability of funds. The repayment period (up to 10 years) and the interest (3%) do not begin until nine months after the student is enrolled at least half-time. The minimum amount repayable is at a rate of $30 monthly and is payable quarterly.

A borrower may receive partial cancellations for each completed year of service described below:
(a) as a full-time teacher in a public or other non-profit elementary school located in an area officially designated as a poverty area.
(b) as a full-time staff member in a preschool program popularly know as “Head Start.”
(c) as a full-time teacher of handicapped children in a public or other non-profit elementary school or secondary school.
(d) as a member of the Armed Forces of the United States providing the person qualified for special pay because of service in an officially designated combat area.

The percent of the loan plus interest which shall be cancelled varies according to the type of service rendered and ranges from 12 1/2% per year to 30% per year.

Illinois State Guaranteed Loans. Students may be considered for a loan under this program through a commercial lender. While out of state students are eligible, it is preferable for them to locate a lender for a guaranteed loan under their own State program.

Maximum loans are $2500 per year for full-time graduate students and $1250 for half-time students. The rate of simple interest is 7%. Payments of interest by the federal government while the student is in school are automatically available to students if the adjusted family income is less than $13,000 and the loan request would not cause the total amount borrowed for the academic year to exceed $2900. If the loan exceeds $2900 the interest benefit is also available if the student demonstrates financial need through a needs analysis system.

Repayment of the loan at the rate of $30 per month minimum begins nine months after cessation of half-time study. The borrower has up to a maximum of 10 years to repay the loan depending upon the amount borrowed and approval of the lender. The typical period of repayment is five years.
Law Enforcement Educational Loans. Loans not to exceed $2,200 per academic year are available for full-time study in courses related to criminal justice or suitable for persons employed in criminal justice. The annual rate of simple interest is seven (7) percent on the unpaid balance. The repayment period begins six months after the last day of the month in which the borrower completes the course of study as a full-time student. The total amount of the loan, plus accrued interest, shall be cancelled at the rate of 25 percent for each complete year of certified service as a full-time employee of a public law enforcement agency.

Nursing Student Loans. Students, either full-time or half-time, who are pursuing a course of study in Nursing are required to borrow under this program rather than requesting a National Direct Student Loan. Loans up to a maximum of $2,500 per year, depending on need and funds available, may be granted for any academic year. The maximum amount for all years of study is $10,000. Repayment of loans begins 9 months after the borrower ceases to be a half-time student and are payable over a 10 year period. The rate of interest is 3%.

Deferral of payments may be obtained for up to three years for active duty in the armed forces or as a volunteer in the Peace Corps. Deferral may also be granted for a period of up to 5 years for further study of at least a half-time basis.

Cancellation of parts of the loan plus interest may be obtained for each year of completed employment as a professional nurse in any public or non-profit private agency, institution, or organization (including neighborhood health centers) at the rate of 15 percent a year for the first three years and 20 percent for the next two years up to a maximum of 85% of the loan plus interest.

Nurses who enter practice in an officially approved area where there is a shortage of nurses may receive cancellations of all educational loans plus interest at the rate of 30 percent a year for the first two years and 25 percent for the third year. This allows a cancellation maximum of 85%.

Federally Insured Loans. Students who are legal residents of States other than Illinois may borrow under the terms of a federally insured loan program in their own State. Inquiry should be made of their own State government or of their family bank or savings and loan association to ascertain if the latter participate in the program as lenders. Provisions and terms are essentially the same as for the Illinois State Guaranteed Loan Program. However, each State has the authority to make some modification. If a student for some reason cannot obtain a loan under any State program, application may be made directly to the federal government in exceptional cases.


EMPLOYMENT OPPORTUNITIES

College Work Study Program. Full-time and half-time graduate students who can demonstrate financial need may apply for part-time and/or summer employment under this program, which is co-sponsored by the Federal Government and DePaul University. Students may work (mostly on campus) up to 15 hours weekly while attending classes and up to 40 hours weekly when no classes are scheduled. The basic pay range is from $2.00 to $3.50 per hour for Graduate School students depending upon the job classification. The student's earnings cannot exceed his need. Application should be made to the Office of Financial Aids and Placement.

Other Part-Time Employment. Part-time and summer jobs both on and off campus are available for students through the services of the Office of Financial Aids and Placement. The location of the University in a metropolitan area contributes greatly to the number and variety of opportunities for employment. In addition, the University itself can offer posi-
tions to students. After students have registered for their classes, the Office of Financial Aids and Placement will assist them in finding jobs. No proof of need is necessary to qualify for this service.

**PLACEMENT SERVICES**

The University has two offices offering placement services to students and graduates of the Graduate School. Those seeking either part-time or full-time employment in business or government should apply to the Office of Financial Aids and Placement in Room 1780 of the Lewis Center. Those who wish employment in teaching and other positions in education should apply to the Teacher Placement Office in Rooms 575-576 of the Schmitt Academic Center. Both offices sponsor on-campus interview programs and also provide service for alumni.

**HEALTH INSURANCE**

Accident and health group insurance is offered on a voluntary basis to full-time graduate students under 30 years of age. The application forms may be secured from the offices of the Student Health Service on the Lincoln Park Campus or in the Lewis Center.

**HOUSING**

The University offers on-campus housing for graduate and undergraduate men and women. A multi-story residence hall offers single and double occupancy rooms attractively furnished. The residence hall is conveniently located near the Schmitt Academic Center classroom and library building. Food service is available in the nearby University Center. Housing applications should be directed to the Director of Housing, DePaul University, 2312 North Clifton, Chicago, Illinois 60614.
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GUS ECONOMOS, M.B.A. .......................................... Associate Professor, Director, Graduate Programs in Business;
Chairman, Department Of Marketing
PARVIS ERAD, Ph.D. .............................................. Associate Professor of Philosophy
HELMUT EPP, Ph.D. ............................................... Assistant Professor of Mathematical Sciences
SUSANNA EPP, Ph.D. ................................................. Associate Professor of Mathematical Sciences
ALBERT ERLBACHER, Ph.D. .................................... Associate Professor of History
REY. FRANCIS ETVIZEVICH, O.P., Ph.L., S.T.D. ........ Chairman, Associate Professor of Philosophy
PATRICIA EWERS, Ph.D. ........................................... Chairwoman, Associate Professor of English
ROBERT C. FANAN, Ph.D. .......................................... Assistant Professor of Economics
RICHARD P. FARKASH, Ph.D. .................................. Chairman, Associate Professor of Political Science
ROBERT W. FAULHABER, Ph.D. ................................ Chairman, Professor of Economics
WILLIAM J. FEENY, Ph.D. ......................................... Professor of English
LUISE FERON, M.S.W. ........................................... Adjunct Assistant Professor of Social Work,
Mental Health Center
KENNETH FIDDLE, Ph.D. .......................................... Associate Professor of Sociology
THE GRADUATE SCHOOL

Lester E. Fisher, D.V.M. .................... Adjunct Associate Professor of Biological Sciences
Rev. Edmund J. Fitzpatrick, S.T.D. .................... Associate Professor of Religious Studies
Urban H. Flecke, Ph.D. .................... Professor of Education
Austin M. Flynn, Ph.D. .................... Dean, Professor, School of Education
Virginia Ford, Ph.D. .................... Associate Professor of Nursing and Sociology
Harold W. Fox, Ph.D. .................... Professor of Marketing
Robert F. Friis, Ph.D. .................... Chairman, Professor of History
Manfred S. Frings, Ph.D. .................... Professor of Philosophy
Robert Garfield, Ph.D. .................... Assistant Professor of History
Constantine Giorekas, Ph.D., Ph.D. .................... Associate Professor of Mathematical Sciences
Lawrence Gluck, Ph.D. .................... Associate Professor of Mathematical Sciences
Sigurj Goets, Ph.D. .................... Associate Professor of Education, Reading & Other Learning Disabilities
Dorothea Goldberg, M.A. .................... Assistant Professor of Education, Program Director, Reading & Other Learning Disabilities

Jerry Goldman, Ph.D. .................... Associate Professor of Mathematical Sciences
Errol G. Goulb, LL.M., C.P.A. .................... Lecturer in Accountancy
William E. Gorman, Ed.D. .................... Associate Professor of Education
George Graham, Mus.M. .................... Adjunct Associate Professor of Voice
Margaret Stautberg Greenwood, Ph.D. .................... Assistant Professor of Physics
Robert A. Greibach, Ph.D. .................... Chairman, Associate Professor of Biological Sciences
Jack H. Grossman, Ph.D. .................... Associate Professor of Management
Richard J. Hamersma, Ph.D. .................... Associate Professor of Psychology
James A. Hart, J.D., Ph.D. .................... Professor of Finance
Donald I. Hausman, J.D. .................... Lecturer in Accountancy
John T. Hayes, J.D., C.P.A. .................... Lecturer in Accountancy
William A. Hayes, Ph.D. .................... Professor of Economics
B. Lynn Heferty, Mus.M. .................... Assistant Professor of Choral Music
Frederick H. Heilizer, Ph.D. .................... Associate Professor of Psychology
Roy E. Horton, Ph.D. .................... Lecturer in Management
Donald P. Horowitz, LL.B. .................... Lecturer in Accountancy
Richard J. Hour, Ph.D. .................... Chairman, Professor of Geography
Julius J. M. Hubert, Dipl. Inc. .................... Professor of Physics
Edward Ignas, Ed.D. .................... Program Director, Division of Human Services & Counseling
Associate Professor of Education
Hugh J. Ingrasci, Ph.D. .................... Assistant Professor of English
George Iwanaka, Ph.D. .................... Associate Professor of Finance
Stanley S. Jacobs, Ph.D. .................... Professor of Political Science
Rita M. Jenkins, Ed.D. .................... Associate Professor of Education
Don D. Jestet, Ph.D. .................... Program Director, Business Education; Associate Professor of Education
Roger Jones, Ph.D. .................... Assistant Professor of Mathematical Sciences
Danute Juras, Ph.D. .................... Assistant Professor of Biological Sciences
Martin Kalin, Ph.D. .................... Associate Professor of Philosophy
James W. Keating, Ph.D. .................... Professor of Philosophy
Ellen M. Kelly, Ph.D. .................... Associate Professor of English
Thomas J. Kewley, Ph.D. .................... Chairman, Professor of Finance
Andrew T. Kopan, Ph.D. .................... Program Director, Division of Educational Foundations
Associate Professor of Education

John Koyal, Ph.D. .................... Chairman, Associate Professor of Sociology
Thaddeus Kozuch, Mus.M. .................... Associate Professor of Piano
Gerald F. Keyser, Ph.D. .................... Chairman, Professor of Philosophy
Glenn Lancaster, Ph.D. .................... Assistant Professor of Mathematical Sciences
Fred F. Lang, M.B.A., C.P.A. .................... Associate Professor of Accountancy
Rev. James F. Larkin, C.S.V., Ph.D. .................... Professor of English
DE PAUL UNIVERSITY

ALBERT J. LARSON, PH.D. ............................................... Lecturer in Geography
NICHOLAS A. LASH, PH.D. ................................................ Assistant Professor of Finance
JOHN M. LEARY, S.T.D. .................................................. Assistant Professor of Religious Studies
REV. ROBERT LECHNER, C.P.R.S., PH.D. ....................... Professor of Philosophy
REV. JEREMIAH LEHANE, C.M., PH.D. ......................... Associate Professor of English
JOSEPH J. LEHMANN, PH.D. ........................................... Professor of History
GERARD P. LIEZ, PH.D. .................................................. Associate Professor of Physics
FRANCIS E. LITTLE, MUS.M. ........................................... Assistant Professor of Voice
MARTIN J. LOWRY, PH.D. ............................................... Dean, DePaul College; Professor of History
CENE LUBERA, ED.D. ...................................................... Assistant Professor of Education
JOHN C. LYNCH, PH.D. .................................................... Program Director, School Administration;
                        Professor of Education
ADOLPH E. MAER, PH.D. ................................................. Assistant Professor of Economics
MICHAEL Z. MASSEL, PH.D. ........................................... Associate Professor of Management
JOHN P. MASTERS, PH.D. ................................................ Dean, College of Liberal Arts and Sciences;
                        Professor of English
REV. JOHN L. MCKENZIE, S.T.D. ................................... Professor of Religious Studies
DOLORES J. MCWHINNIE, PH.D. ....................................... Associate Professor of Biological Sciences
M. A. MCWHINNIE, PH.D. ............................................... Professor of Biological Sciences
SARA STECK SELFORD, PH.D. ........................................ Assistant Professor of Chemistry
EDWIN F. MEYER, PH.D. ................................................ Associate Professor of Chemistry
FREDERICK W. MUELLER, L.I.B., PH.D. ......................... Professor of Finance
REV. THOMAS MUNSON, S.T.L., PH.D. ............................ Professor of Philosophy
THOMAS MURPHY, PH.D. ................................................ Assistant Professor of Chemistry
MARY ASHLEEN MURRAY, PH.D. ..................................... Associate Professor of Biological Sciences
MARGARET N. NEVILLE, PH.D. ........................................ Professor of English
ROBERT NOVAR, PH.D. ................................................... Associate Professor of Chemistry and Biological Sciences
REV. PATRICK V. O'BRIEN, C.M., S.T.D. ......................... Associate Professor of Religious Studies
ROBERT OGDEN, PH.D. ................................................... Associate Professor of Mathematical Sciences
DANIEL G. OLDENDORF, PH.D. ....................................... Associate Professor of Biological Sciences
DAVID OLSHAN, ED.D. .................................................... Assistant Professor in Education
ALFRED L. PAPILION, PH.D. ......................................... Program Director, Curriculum Development;
                        Professor of Education
DOMINIC G. PARIS, PH.D. ............................................. Chairman, Professor of Management
WILLIAM R. PASTERCZYK, PH.D. .................................. Professor of Chemistry
PETER PEREIRA, A.M.T. ............................................... Program Director, Secondary Education;
                        Assistant Professor of Education
J. IRWIN PETERS, PH.D. ............................................... Associate Professor of Marketing
GRACE G. PETERSON, M.N. ............................................. Chairman, Associate Professor of Nursing
ANTHONY C. PETTO, PH.D. ............................................ Associate Professor of Economics
BERNADINE PETRASZEK, PH.D. ....................................... Associate Professor of History
WALTER PRANGER, PH.D. ............................................... Professor of Mathematics
JOHN PRICE, PH.D. ..................................................... Associate Professor of English
VERNON R. PRINZING, ED.D. .......................................... Assistant Professor of Geography
FRANKLIN S. PROCT, PH.D. ............................................ Associate Professor of Chemistry
ELMER R. PRY, PH.D. ................................................... Assistant Professor of English
HELENE H. RAMANAUSKAS, PH.D., C.P.A. ...................... Professor of Accountancy
DONALD W. RAMY, PH.D. ............................................... Assistant Professor of Economics
LAYON RASCO, PH.D. ..................................................... Associate Professor of English
JANE E. RAYCLIFFE, PH.D. ............................................ Assistant Professor of Geography
LAVINIA C. RAYMOND, PH.D. ....................................... Associate Professor of Sociology
ALBERT S. ROBIN, PH.D. ............................................... Associate Professor of Psychology
GERALD W. ROSE, PH.D. ................................................ Assistant Professor of Geography
LAWRENCE W. RYAN, J.D. .............................................. Professor of Business Law
THE GRADUATE SCHOOL

Zuhaier M. El Saffar, Ph.D.  Associate Professor of Physics
Greta W. Salem, Ph.D.  Assistant Professor of Political Science
Joseph H. Saunders  Chairman, Assistant Professor, Stringed Instruments
Hans A. Schieser, Ph.D.  Associate Professor of Education
Edwin J. Schellinger, Ph.D.  Professor of Physics
Herman Shapiro, Mus.M.  Associate Professor of Piano
Frank E. Stetson, Ph.D.  Associate Professor of English
Milton D. Shulman, Ph.D.  Associate Professor of Accountancy and Management
Solomon A. Singer, Ph.D.  Associate Professor of History
Cornelius Sippel, Ph.D.  Associate Professor of History
Gloria P. Soiva, M.S.  Assistant Professor of Education
Anthony T. Sola, Ed.D.  Assistant Professor of Education
Ralph A. Sorenson, Ph.D.  Assistant Professor of Biological Sciences
Leon Stein, Ph.D.  Dean, School of Music; Professor of Theory and Composition
Thomas G. Synchcombe, Ph.D.  Chairman, Professor of Physics
Eldred C. Strobel, M.Ph., C.P.A.  Chairman, Associate Professor of Accountancy
Elizabeth H. Sugg, Ph.D.  Assistant Professor of Political Science
Charles S. Suchar, Ph.D.  Assistant Professor of Sociology
Howard A. Sulkin, Ph.D.  Dean, School for New Learning; Professor of Education & Management

Joyce Sween, Ph.D.  Associate Professor of Sociology
Rev. Bruno Switalski, S.T.D., L.M.S., Ph.D.  Professor of Philosophy
John R. Taccarino, Ph.D.  Associate Professor of Education
William Terris, Ph.D.  Associate Professor of Psychology
Robert C. Thommes, Ph.D.  Professor of Biological Sciences
Harry C. Thompson, Ph.D.  Associate Professor of Political Science
Richard M. Thornton, M.A.  Assistant Professor of Economics
Arthur W. Thurber, Ph.D.  Associate Professor of History
Frederick L. Tutt, Ph.D.  Associate Professor of English
Jacob Towber, Ph.D.  Professor of Mathematical Sciences
Robert J. Tracy, Ph.D.  Assistant Professor of Philosophy
Ergin Uzun, Ph.D.  Lecturer in Management
Stephen Vagi, Ph.D.  Professor of Mathematics
William H. VanderMark, Ph.D.  Associate Professor of Religious Studies
Donald O. van Ostenburg, Ph.D.  Associate Professor of Physics
James J. Vasa, M.S.  Associate Professor of Physics
Rev. F. Bruce Vawter, C.M., S.T.L., S.S.D.  Chairman, Professor of Religious Studies
Philip Vitale, Ph.D.  Professor of English
Patricia Wagner, M.S.N.  Assistant Professor of Nursing
Hilda C. Wasun, D.B.A.  Professor of Marketing
William R. Waters, Ph.D.  Professor of Economics
Deena Weinstein, Ph.D.  Associate Professor of Sociology
Ernest H. Weinwurm, M.B.A., LL.D.  Professor of Accountancy, Emeritus
Rev. John P. Weisenhoff, S.T.D., S.S.L.  Associate Professor of Religious Studies
Sydell Weiss, Ed.D.  Assistant Professor of Education
Michael Wolman, Ph.D.  Associate Professor of Mathematical Sciences
Judith A. Williams, Ph.D.  Associate Professor of Sociology
Richard J. Wolten, Ph.D.  Assistant Professor of Economics
Y. F. Wong, Ph.D.  Chairman, Associate Professor of Mathematical Sciences
James E. Woods, Ph.D.  Associate Professor of Biological Sciences
Thomas J. Wynne, J.D.  Associate Professor of Business Law
Pon-Nyong Yu, Ph.D.  Associate Professor of Physics
Jerold R. Zisook, M.B.A., C.P.A.  Chairman, Professor of Psychology; Director, Bureau of Psychological Services

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The Graduate School

PURPOSE

The purpose of the Graduate School is the advancement of scholarship through the discovery and transmission of knowledge.

The direct educational task of the Graduate School is to refine in its faculty, and to foster in its students, those habits of scholarliness that are consequent to advanced studies and research. For faculty to be engaged in advanced studies and research stimulates their professional growth and elevates the level of their expectations. For students, the Graduate School offers opportunity to continue their studies at advanced levels in structured programs. Programs for graduate degrees are designed to develop in graduate students a broad and deep knowledge of their chosen discipline, the discipline's research methodology; or to educate them to the skills and competencies necessary for advancement in their professional careers.

In addition to the faculty and student centered purposes of the Graduate School are its University and community service objectives. The Graduate School augments the strength of the undergraduate colleges and most noticeably because the faculty enrichment the Graduate School occasions necessarily redounds to the advantage of the undergraduate students. Through the steady flow of its graduates into the community the Graduate School helps to meet contemporary society's acknowledged need for the kind of advanced scholarliness, the knowledges, the skills and the competencies that are the fruit of graduate study and research.
OFFICE
The Office of the Graduate School is on the sixteenth floor of the Frank J. Lewis Center, 25 East Jackson Boulevard, Chicago, Illinois 60604. Phone: 312-7870/1. All business in regard to graduate study in arts and sciences or professional education may be transacted through this office. The office is open from 9:00 a.m.—7:50 p.m. Monday through Friday, and 9:00 a.m.—12:45 p.m. on Saturday, during the regular academic year.

STUDENT RESPONSIBILITY
This section includes information relative to admission policies and procedures, and degree requirements applicable generally to all graduate degree programs. In the following departmental and divisional sections of this bulletin, additional and particular criteria established by the departments are stated. (There are separate bulletins and application forms for degree programs in business, law, and music.) The student assumes the responsibility to know and meet both the general and the particular regulations and procedures set forth in this bulletin.

ACCESS TO EDUCATIONAL RECORDS
The University follows the requirements of the Family Educational Rights and Privacy Act of 1974 which permits all students to review their educational records. The procedures for such review and the rights of the students in this regard are set forth in detail in the annual Signpost.

QUALIFICATIONS FOR ADMISSION TO THE GRADUATE SCHOOL
The first charter of DePaul University included a statement regarding non-discrimination. This policy, enunciated approximately 75 years ago, has been enforced vigorously over the years. Students, faculty, and the public are entitled to equal treatment regardless of race, creed, or color. It is the policy of the Graduate Council to make admissions decisions without reference to the race, color, religion, national origin, or sex of the candidate.

Students are admitted upon providing evidence of the ability to complete the programs of study and research prescribed for the advanced degrees the University confers. The Graduate School offers programs of study leading to the Ph.D. in biological sciences, philosophy, and psychology, as well as a wide variety of master's degree programs in arts and sciences, professional education, business, and music.

Applicants with less than 135 quarter hours (or 90 semester hours) in academic subjects are not eligible for full admission to graduate programs.

Evidence of the potential to engage in graduate studies is the sum of many factors: educational, personal, motivational, and others. The Graduate Council establishes only the broad criteria to qualify for admission.

In accord with these qualifications and circumstances students are admitted to the Graduate School in one of the three following categories.

For FULL ADMISSION the criteria are
1) To have received the bachelor's degree conferred by an accredited institution;
2) Scholastic achievement in one's undergraduate studies indicating a capacity to pursue successfully a program of graduate study.

These are minimum requirements for full admission to graduate programs. See the departmental sections of this bulletin for additional, more specific, and more selective admission criteria.

UNCLASSIFIED STUDENTS. The Graduate Council authorizes the Dean of the Graduate School, at his discretion, to admit as UNCLASSIFIED students those applicants who do not clearly meet the requirements for full admission. Students admitted as unclassified students are eligible for classification to full admission when requirements for
full admission are satisfied. The department of the student’s major may recommend that courses completed by an unclassified student be counted toward fulfillment of degree requirements.

STUDENT-AT-LARGE. The Graduate School admits as a Student-at-large a graduate student completing a graduate program in an accredited institution upon the recommendation in writing of his own graduate dean.

Seniors in any of the undergraduate colleges of De Paul University are eligible for full admission upon the recommendation of the faculty of the department and certification by the undergraduate dean of completed and uncompleted requirements for the bachelor’s degree.

The Graduate Council does not, as a matter of policy, require Graduate Record or other national examination scores as conditions for admission to the Graduate School. It does recommend that such scores be submitted if available. Applicants for admission should note that the submission of Graduate Record or other national examination scores is often a departmental requirement for admission to the graduate programs of that department.

PROCEDURES FOR APPLICATION FOR ADMISSION TO THE GRADUATE SCHOOL

Students interested in advanced study beyond the bachelor’s degree are invited to write the Director of Graduate Admissions, DePaul University, Room 1603, 25 E. Jackson Blvd., Chicago, Illinois 60604, to secure application forms. Since the composition of the “application packet” varies from department to department, please include your proposed major field of study in the letter.

The completed application form and all supporting credentials shall be submitted to the Director of Graduate Admissions at least eight weeks prior to the first enrollment for a doctoral program; and at least four weeks prior to the first enrollment for a master’s program. If the applicant intends to apply for financial aid, the application and all supporting credentials shall be submitted to the Director of Graduate Admissions before February 1. Announcement of most awards is made by April 1. In accord with the policy of the Council of Graduate Schools of the United States, a recipient must accept or decline the award prior to April 15 at his discretion.

Since there is frequently a delay in the forwarding of transcripts, applicants are well advised to initiate the application procedures as early as possible.

A non-refundable fee of $15.00 (check or money order payable to De Paul University) must be included with the application form when it is submitted.

Applicants for admission to the Graduate School shall submit, IN DUPLICATE, OFFICIAL transcripts of their academic records at ALL colleges and universities attended. Applicants should advise the registrars to forward these official transcripts to the Director of Graduate Admissions, Graduate School, De Paul University, 25 East Jackson Boulevard, Chicago, Illinois 60604. The application for admission cannot be reviewed until all transcripts have been received in the Graduate School Office.

Some departments require the submission of Graduate Record Scores (or the scores of other national examinations) and/or letters of recommendation. See the specific admission requirements in the departmental sections of this bulletin.

Students-at-large shall complete the form for admission to the Graduate School. The supporting credential is a letter from the Dean of the Graduate School where the student is in good standing. This letter should state at least in general terms what course or courses the student-at-large is authorized to take.

A senior in any of the undergraduate colleges of De Paul University shall complete the form for admission to the Graduate School. He should request the Registrar to for-
ward his transcript to the Director of Graduate Admissions. The supporting credentials are a statement from his Dean of completed and uncompleted degree requirements and a recommendation from the faculty of his major department.

De Paul University is an approved institute for veteran training. Veterans who wish to avail themselves of the benefit provided by various public laws upon admission should consult the Registrar.

The Dean of the Graduate School notifies by letter each applicant of his admission to the Graduate School. This letter of admission will include a statement of any conditions that may have been recommended. Admission is granted for a specific term and year. If the student does not enroll in that term, admission is cancelled, and he must apply on the appropriate form for re-admission to a later term. An applicant admitted to a Ph.D. program is required to pay a non-refundable deposit of $25.00 applicable to his account in the term to which he has been admitted.

It is the policy of the Graduate School that no student be allowed to register for courses until his admission to the Graduate School is authenticated by the letter of admission from the Dean of the Graduate School. The Dean of the Graduate School is authorized to waive this requirement when, in his judgment, circumstances warrant the exception.

READMISSION

Any student previously enrolled in the Graduate School who has not been in attendance for a period of one calendar year or longer shall secure an application for re-admission from the Office of the Director of Graduate Admissions. At least three weeks prior to the day of registration for the quarter in which the student expects to resume his studies, this form should be completed and returned to the Office of the Director of Graduate Admissions. A transcript recording any scholastic work taken while not enrolled at De Paul University should be included. As a general rule students are held to degree requirements that obtain at the time of re-admission.

New students are admitted for a specified quarter in the calendar year. An applicant who does not enroll in that quarter shall secure an application for re-admission from the Director of Graduate Admissions. At least three weeks prior to the day of registration for the quarter in which he expects to enroll, this form should be completed and returned to the Office of the Director of Graduate Admissions.

ADMISSION PROCEDURE FOR INTERNATIONAL STUDENTS

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 Adviser. 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 TO CANDIDACY FOR A DEGREE

Admission to study in the Graduate School is distinct from admission to candidacy for a degree. See the statement on admission to candidacy in this bulletin in the section on the Ph.D., and also in departmental sections.

ACADEMIC COUNSELING

Graduate study differs significantly from undergraduate study in the amount of individual attention faculty give to students. Paradoxically, this frequent consultation of
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faculty with student enables the student to exercise considerable initiative and to engage in a large measure of independent study. As a result, the purposes of his graduate studies are more closely adapted to his personal capacities and needs. The individualized, skillful direction of faculty makes the graduate program more challenging.

Graduate students are encouraged to seek out this opportunity for individualized attention. Faculty members establish their office hours for student consultation and students are expected to make appointments with their professors to insure that they receive individual attention in an orderly and unhurried manner.

REGISTRATION FOR COURSES

1) The forms for registration for courses are available in the Office of the Graduate School. Registration dates for every quarter are listed in the calendar. Students will follow the alphabetical schedule noted in the calendar. Graduate students may register by mail during the period so designated in the calendar.

2) Schedules of the courses to be offered, together with the day and time of class meetings are published at least four weeks before a registration date. From this schedule the student plans the program of studies for which he intends to register. To facilitate pre-registration counseling with faculty advisors, students are encouraged to secure the registration forms at least two weeks prior to registration.

3) The Office of the Graduate School will not accept a registration form that has not been approved and signed by a faculty advisor. Unclassified students who have no assigned faculty advisors will have the registration form signed by a faculty member of the department in which they plan to register.

4) While a graduate student is able to register for courses offered in other Colleges of the University, he always returns his registration to the Office of the Graduate School.

5) Whether in residence or not, all regular graduate students who will use the facilities (e.g., library, laboratory, etc.) of the University, or who will consult with faculty regarding theses or examinations shall be registered in each quarter. Graduate students completing a master's degree with thesis, register in the departmental thesis research course for a total of eight quarter hours applicable to the degree.

6) A doctoral candidate who has been admitted to candidacy for the Ph.D. must maintain his registration in the University in every quarter of the academic year until the degree requirements have been completed. DCC 698, Resident Candidacy Continuation, non-credit, provides for all doctoral candidates who have completed all course and dissertation research registration requirements, but who are regularly using the facilities of the University for study and research. A fee of $24.00 per quarter is charged for this registration. Students in this category retain full-time status. Laboratory fees, where applicable, will also be assessed. DCC 699, Non-Resident Candidacy Continuation, non-credit, provides for those who are not in residence and need only occasional use of University facilities including the libraries. A fee of $25.00 per quarter is charged for this registration.

7) Graduate students are advised to undertake no more employment than is reasonably compatible with their proposed graduate studies in any given quarter. For students fully employed registration for two courses in a quarter is generally the maximum.

8) No one is permitted to attend a class for which he has not been properly registered. Registration is not complete until financial arrangements are completed.

9) The right is reserved to cancel any course, revise subject matter content, or alter schedules.

GRADUATION

Attendance at graduation exercises is required of all students eligible for a degree, unless they are excused by the Dean. In seeking permission to graduate in absentia, the
student must present valid reasons for his absence in a letter to the Dean at least three weeks previous to the convocation. The student who fails to obtain the necessary permission must wait for the next convocation to receive his degree. Those with permission to graduate in absentia should make arrangements for the mailing of their diplomas.

INTER-AND/OR CROSS DISCIPLINARY STUDIES

Increasingly in the years ahead the Graduate Council anticipates the need to offer graduate students the opportunity to participate in graduate programs which are cross-disciplinary. Research on problems identified as environmental problems, pollution problems, social problems, etc., requires specialists from several domains of knowledge to work together as a team. The Graduate Council wishes to stimulate graduate students in groups or even singly to propose programs that will combine two or more of the traditional disciplines. Faculty advisors are prepared to explore with prospective graduate students the opportunities available for cross-disciplinary programs.

THE MASTER’S DEGREE

For the Master's degree most programs of graduate studies require forty-eight quarter hours. Where the program includes a thesis, up to a maximum of eight quarter hours of registration in Thesis Research will be counted as credit toward the degree. It is the policy of the Graduate Council to allow no credit by transfer in degree programs leading to the Master's degree. The Council authorizes the Dean of the Graduate School to make exceptions to this policy when, in his judgment, the circumstances justify exception. The student will find a statement of the specific degree requirements in the departmental sections of this bulletin.

The Graduate Council encourages students to complete graduate study within a six-year period or less. In those cases where a student fails to finish before the end of the sixth year, the Department may recommend an extension of time with or without additional courses, examinations, or other conditions.

COURSES, CREDIT AND GRADES

The courses numbered 300 to 399 inclusive are advanced undergraduate courses which are normally taken in the junior and senior year. If they are listed in this bulletin they may be accepted for graduate credit within the limitation stipulated by the departments of the Graduate School. Courses numbered 400 and over are graduate courses.

All courses carry four quarter hours credit unless otherwise indicated.

Graduate students are expected to maintain a higher level of academic achievement than undergraduate students. A basic, or C grade, will be acceptable in no more than half the graduate courses, those numbered 400 and above, completed in the major and minor sequence. Advanced undergraduate courses, those numbered 300 to 399, must have a grade of at least B if they are to receive graduate credit.

A—indicates exceptional achievement.
B—indicates superior achievement, the minimum expected of graduate students in advanced undergraduate courses.
C—indicates basic achievement.
D—indicates achievement unacceptable for graduate credit.
F—indicates failure.
FX—indicates excessive absences or unauthorized withdrawal.
IN—indicates the student has not completed all the requirements for a given course by the end of the term. An incomplete may be removed and credit given for the course.
P—indicates pass. Given in courses taken on a pass/fail basis.
W—indicates withdrawal from a course at a time in which the student was doing passing work, or before the quality of the work could be determined. If the student was doing unacceptable work at the time of withdrawal, F is given.

R—indicates thesis research not completed at the end of the term.

DEGREE CANDIDACY

The Master's degree program of some departments of the Graduate School includes admission to candidacy. See the departmental sections of this bulletin regarding this requirement.

LANGUAGE REQUIREMENTS

Each department, with the approval of the Graduate Council, makes such language or allied requirements as the student's program and research may demand. Such requirements are stated in the departmental sections of this bulletin.

MASTER'S THESIS

DePaul offers the master's degree both with and without the thesis. A thesis is always required for the Master of Arts degree offered through the following departments: education, philosophy, psychology, sociology, and theology. The following departments offer the master's degree with the thesis but allow the student to substitute in its place some additional work, additional courses and offer a paper: economics, education, English, history, music, and physics. A thesis is never required for the degree Master of Business Administration. In English and music the student may substitute a creative composition for the thesis. A thesis is always required for the M.S. in Biology.

The thesis topic is limited to the student's field of specialization and should offer satisfactory evidence of having scholarly research possibilities. After degree candidacy has been granted and graduate research courses completed, the student must present the topic to the graduate committee of his department of specialization for approval. At the time of presentation the student should have a clear concept of the nature of the thesis problem, the possibilities for making the investigation, and the technique to be used. The graduate committee may require the student to make some preliminary investigation to test the availability of sources.

The student is advised to consult the office of the Graduate School for information regarding the required form and type of paper to be used for the thesis. Responsibility for fulfilling these requirements lies with the student, not the typist.

When completed, the thesis is submitted to the director for consideration. Whatever changes or additions are necessary must be made by the final date of acceptance, or the student will not be permitted to graduate until a subsequent convocation. The thesis having been found satisfactory, three type-written copies of it must be filed in the office of the Graduate School by a given date. These final copies will not be accepted until a week before the dates indicated below.

<table>
<thead>
<tr>
<th>Approval of thesis topic</th>
<th>Final Approval of thesis</th>
<th>Filing of three copies</th>
<th>Convocations</th>
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<tbody>
<tr>
<td>May 1</td>
<td>October 15</td>
<td>December 15</td>
<td>February</td>
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<tr>
<td>October 1</td>
<td>March 15</td>
<td>May 14</td>
<td>June</td>
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26
THE GRADUATE SCHOOL

PAPER ON APPROVED TOPIC

The type and length of the paper is determined by the departments that list this as a requirement for certain master's degrees. The purpose of the paper is to give evidence of the student's ability to find, select, interpret, and organize material in an acceptable manner.

The student's choice of a paper topic is to be approved by his department. The paper is to follow the form approved for thesis, and must be submitted within two months after the approval of the topic. Only one copy of the paper need be presented to the student's major department in a quarter previous to the quarter of the student's graduation.

COMPREHENSIVE EXAMINATIONS

A student is eligible for his final comprehensive examinations only after all the other degree requirements have been completed. The type and subject matter of these examinations follow the regulations established in the various departments of the Graduate School.

The student makes application for this examination through the Graduate office no later than October 1 for the February Convocation and February 14 for the June Convocation. If the student does not pass the examination, the Dean may grant permission for another examination on the recommendation of the department of the student's major field. This examination may not be repeated until after the next convocation, nor may the examination be taken more than twice.

GRADUATION

The Master's degree "with distinction" is conferred upon candidates who have achieved exceptional scholastic proficiency in course requirements, research, and final written or oral comprehensive examinations.

THE DOCTOR OF PHILOSOPHY DEGREE

The Doctor of Philosophy is the highest academic degree that DePaul University confers. It symbolizes that the recipient has demonstrated objectively his proficiency in some broad area of learning as well as his potential to explore and advance that field of knowledge by independent scholarly research. To the extent that diversity of educational experience rather than uniformity fosters growth in scholarliness, statements of degree requirements are inherently minimal and approximate. The Graduate Council approves the following requirements which reflect the Council's intent both to maintain quality and to preclude arbitrariness. The requirements stated below are the minimum requirements for all candidates for the Doctor of Philosophy degree. Additional requirements are set by the departments. They are stated in the announcements in the departmental sections of this bulletin. Any department may, with the approval of the Graduate Council, make further regulations which are not inconsistent with the general rules.

For the Ph.D., the graduate student will complete a minimum of 108 quarter hours of post-baccalaureate credit of which a maximum of 36 quarter hours of credit is applicable to the dissertation. Graduate students working toward the Ph.D. degree may count, without petition, as partial fulfillment of degree credit, up to 48 quarter hours of graduate credit earned at an accredited institution.

The program of graduate studies chosen for the Doctor's degree will usually include study in related fields as determined by the student in consultation with his Graduate Advisory Committee.

A student will be advised to withdraw from the Ph.D. program when his Graduate Advisory Committee judges that he is not maintaining satisfactory progress toward the degree. Students are required to maintain at least a "B" average. A course grade below "C" is unsatisfactory and will not be counted toward degree requirements. Generally,
when an advanced undergraduate course is to be counted for graduate credit, the grade therein may not be below "B." The determination of satisfactory progress is, however, not limited to the grades and grade point average. It includes all factors in the student's performance.

RESIDENCE

Full-time study for residency is defined as registration for a minimum of 10 quarter hours in a quarter. At least three consecutive quarters beyond the master's level must be spent in full-time study at DePaul University. With prior approval of the Graduate Advisory Committee, residency may be satisfied by course work, by participation in seminars, or by research performed off campus.

To reflect the diversity of graduate study for the Ph.D. at stages other than the residency stage, doctoral candidates who are registered for Reading and Research, four quarter hours; Thesis Research, four quarter hours; or for minimum university registration, 0 hours credit, are full-time students.

LANGUAGE REQUIREMENTS

Each department, with the approval of the Graduate Council, makes such language or allied requirements as the student's program and research may demand. Such requirements are stated in the departmental sections of this bulletin.

EXAMINATIONS

It is the policy of the Graduate Council to set two examinations for all doctoral candidates: the comprehensive or doctoral candidacy examination; and the final examination on the dissertation. A department may, in addition, require an initial or preliminary examination.

Toward the end of his year of residency, and when language or allied requirements are satisfied, the doctoral candidate petitions for his comprehensive or doctoral candidacy examination on a form to be obtained from the Office of the Graduate School. The doctoral candidate's Graduate Advisory Committee will endorse the petition before it is returned to the Dean of the Graduate School, whereupon the Dean notifies the faculty of the department to prepare and administer, in accord with its established procedures, the doctoral candidacy examination and to submit the results thereof, properly certified by the examining committee, to the Dean of the Graduate School. The comprehensive or doctoral candidacy examination may be written and/or oral. A student will be allowed to take the doctoral candidacy examination not more than twice.

The Final Examination is on the doctoral dissertation. The doctoral candidate petitions for his Final Examination on a form to be obtained from the Office of the Graduate School. A doctoral candidate may not petition his Final Examination before eight months after admission to candidacy. This form is returnable to the Dean of the Graduate School by the dissertation advisor endorsed by him and the readers. Two copies of a draft of the dissertation shall be submitted to the Office of the Graduate School. The Dean of the Graduate School appoints the Final Examination Committee of five members of the faculty. Other members of the faculty may attend. The Dean arranges a date for the Final Examination, usually about ten days after the form, together with two copies of the dissertation, have been returned properly endorsed to his office. It is the responsibility of the Chairman of the Final Examination Committee to prepare a report of the results of the Final Examination to be signed by all members thereof and to return this report to the Dean of the Graduate School. The Dean notifies by letter the doctoral candidate whether he has passed his Final Examination.

ADMISSION TO CANDIDACY

A distinctive stage in the doctoral candidate's progress to the Ph.D. degree is admission to candidacy. It implies that the faculty is satisfied the doctoral candidate is
completely knowledgeable both as to breadth and as to depth in his area of specialization and versatile in the use of research tools so as to prepare an acceptable dissertation. There is a time limit of four years between admission to the Graduate School and admission to candidacy. Once admitted to candidacy, the doctoral candidate must maintain his registration in the University in each of the quarters of the academic year until the degree requirements have been completed. Among other courses, the following are appropriate to maintain registration: Independent Study, four quarter hours; DCC 698, Resident Candidacy Continuation, non-credit; DCC 699, Non-Resident Candidacy Continuation, non-credit. Failure to comply with this requirement invalidates the candidacy.

For Admission to Candidacy the doctoral candidate shall complete:

a) three consecutive quarters of full time study beyond the Master’s level;

b) the departmental language or allied requirements;

c) the doctoral candidacy or comprehensive examination.

The Dean of the Graduate School shall issue to each doctoral candidate a certification to authenticate admission to candidacy. Admission to Candidacy will be entered on the doctoral candidate’s scholastic record.

Dissertation

The doctoral candidate shall prepare a doctoral thesis or dissertation based on his research. The purpose of the dissertation is to evidence both one’s scholarship and the ability to carry on such independent research as definitely contributes to the advancement of knowledge. While the doctoral candidate may, and often does, begin the preparation of his dissertation informally prior to admission to candidacy, he is expected to comply with certain regulations regarding the dissertation. The topic of the dissertation should be submitted to the head of the department of specialization who will appoint a dissertation committee to approve the topic and to assist the doctoral candidate through all stages in the preparation of the dissertation. The chairman of this committee is the dissertation director.

The dissertation is the basis of the Final Examination. When the doctoral candidate files his petition for the final examination he shall submit to the Office of the Graduate School two or three copies of the doctoral dissertation.

All doctoral dissertations are to be microfilmed. The doctoral candidate submits to the Office of the Graduate School two typewritten, unbound, final copies (the first copy in satisfactory condition for microfilming) of his dissertation. He prepares and submits also a 600 word abstract of the dissertation. The abstract will be published in Dissertation Abstracts and will include announcement that the dissertation is available in film form. One microfilm copy will be deposited in the University Library and will be available for inter-library loan.

To defray the costs of microfilming and publication, a dissertation fee of $40.00 is assessed.

Microfilming is considered by the University to be a form of publication. Publication by microfilm, however, does not preclude the printing of the dissertation in whole or in part in a journal or monograph.

When these steps have been completed the doctoral candidate becomes eligible for degree conferment at the next convocation.

Time limits to complete the requirements for the Doctor of Philosophy degree:

1) between admission to the doctoral program and admission to candidacy: not more than four years

2) between admission to candidacy and the final examination: not less than eight months, and not more than five years.
TUITION

Tuition and fees listed here are for the year 1975-76.

Graduate Student tuition-per quarter hour:

Courses in the 100-200 series ........................................... $42.00a
Courses in the 300-600 series ........................................... 56.00a

  a. Applicable to Graduate Students only

SERVICE FEES

Graduate Application Fee (all applicants and non-refundable) .......... $15.00
Service Fee for Deferred Payment Plan .................................. 3.00
Deferred Payment Delinquency Fee ..................................... 3.00
Registration Fee .......................................................... 5.90
Late Graduate Registration Fee (non-refundable) ....................... 5.00a
Change of registration made by the student ............................ 5.00b

Materials fee, see individual course description

Biology Laboratory Fee: Each Undergraduate course with laboratory .... 20.00
  Except: Biology 201, 202, or 210 ......................................... 15.00

Biology Laboratory Fee: Each Graduate course with laboratory ....... 25.00
  Except: Biology 401. With Lab., Lab. Fee, per hr. of credit ....... 15.00
  Biology 496. Lab. Fee, per hr. of credit ............................ 15.00
  Biology 498. Lab. Fee, per hr. of credit ............................ 15.00
  Biology 598. Lab. Fee, per hr. of credit ............................ 15.00
  Biology 599. Lab. Fee .................................................. 50.00

Chemistry Laboratory Fee: Each course with laboratory ............... 28.00
Chemistry breakage deposit for each laboratory course ............... 10.00

Physics Laboratory Fee:
  Each course numbered under 370, with laboratory ................... 10.00
  Each course numbered 370 or over, with laboratory, per credit hour .. 5.00c

Deferred examination fee on designated days .......................... 10.00
Deferred examination fee on days not designated ...................... 20.00
Dissertation Fee (for Ph.D. candidates) .............................. 40.00
Thesis binding fee ..................................................... 15.00
Graduation fee .......................................................... 30.00

Fee for each transcript of credits ...................................... 1.00

  a. In addition to the regular registration fee.
  b. The change of registration fee is charged each time a student adds
     a class, or drops a class and adds another class.
  c. Physics 480 — Thesis Research. This fee is NOT charged when
     DePaul laboratory facilities are NOT used.

When a student is permitted to audit a course, tuition and fees are charged at
the regular scheduled rates and must be paid at time of registration, and are not refundable.

Religious and clergy in full-time graduate programs who request financial assistance
may merit aid through competitive selection. All religious, regardless of the level of study,
will be granted a 50% tuition discount during summer sessions.

No transfers of academic credit will be made unless the student’s account is paid in
full. Registration cannot be accepted from a student with an unpaid balance from a prior
term. Registration attempted under these circumstances will be cancelled.
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 service 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 the final 1/3 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.

CHANGE OF REGISTRATION AND WITHDRAWALS

A student wishing to withdraw from a class or classes must report to the academic office immediately and fill out an Enrollment Change Form, or notify the Graduate School by letter stating the reasons which make withdrawal necessary. Failure to notify the academic office (within the current term) of such withdrawal renders the student ineligible for refund. Students may not withdraw from a class during the last ten calendar days of any term. No adjustment of tuition charges will be made in the case of an unapproved or unauthorized withdrawal. Upon approval of the withdrawal request by the Dean of the Graduate School, tuition charges will be adjusted in accordance with the following schedule.

<table>
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<tr>
<th>Period of attendance from opening date of each quarter.</th>
<th>Percentage of tuition to be charged.</th>
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<tr>
<td>Two weeks</td>
<td>25%</td>
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<tr>
<td>Three weeks</td>
<td>50%</td>
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<tr>
<td>Four weeks</td>
<td>75%</td>
</tr>
<tr>
<td>Over four weeks</td>
<td>100%</td>
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Exceptions: For Autumn-Winter courses which run for 24 weeks with one class meeting a week, the period of attendance will be divided by two before applying the percentage charge.

If a student must withdraw for failure to meet scholastic requirements during a previous term and the academic office has been unable to notify him of this failure prior to the beginning of the current term, no tuition or fees will be charged for this canceled registration.

All withdrawals will be dated as the end of the week in which the last class was attended. No tuition charge will be assessed for attendance during the first week of a term.

REFUNDS

Tuition refunds will be made by the Student Finance Office only upon receipt of approved Enrollment Change Form and specific request for refund by the student concerned. Refundable credits must be claimed within one calendar year of the beginning of the term in which the credit accrued. In no case will tuition be refunded for failure to complete an audited course, and fees other than tuition are not refundable.

GENERAL GRADUATE SCHOOL COURSES

698.90.001 RESIDENT CANDIDACY CONTINUATION
(Non-credit, for Biological Science only)

698.90.003 RESIDENT CANDIDACY CONTINUATION
(Non-credit, for Philosophy only)

698.90.005 RESIDENT CANDIDACY CONTINUATION
(Non-credit, for Psychology only)
Students admitted to candidacy for the doctoral degree who have completed all course and dissertation registration requirements but who are regularly using the facilities of the University for study and research are required to be registered each quarter of the academic year until the dissertation and final examination have been completed. $224.00 per quarter.

699-90-002 NON RESIDENT CANDIDACY CONTINUATION  
(Non-credit, for Biological Science only)

699-90-004 NON RESIDENT CANDIDACY CONTINUATION  
(Non-credit, for Philosophy only)

699-90-006 NON RESIDENT CANDIDACY CONTINUATION  
(Non-credit, for Psychology only)

This registration provides for doctoral candidates who have been admitted to candidacy who are not in residence and need only occasional use of University facilities, including the libraries, $25.00 per quarter.
DEPARTMENT OF BIOLOGICAL SCIENCES

ROBERT A. GRIEBACH, Ph.D., Associate Professor, Chairman
JOHN R. CORTELYOU, C.M., Ph.D., Professor
MARY A. MCWHINNIE, Ph.D., Professor
ROBERT C. THOMMES, Ph.D., Professor
DOLORES C. McWHINNIE, Ph.D., Associate Professor
MARY A. MURRAY, Ph.D., Associate Professor
ROBERT L. NOVAR, Ph.D., Associate Professor
DANIEL G. OLSEN, Ph.D., Associate Professor
JAMES E. WOODS, Ph.D., Associate Professor
LESTER E. FISHER, D.V.M., Adjunct Associate Professor*
DANUTE S. JURAS, Ph.D., Assistant Professor
RALPH A. SORENSEN, Ph.D., Assistant Professor

*Director, Chicago Park District Zoological Garden

GOAL

The principal goal of the Department is to provide programs of advanced study which will enable qualified students to earn degrees at the master's and doctoral levels.

AIMS

1) To provide assistance in planning a specific program or sub-program of studies which will enable the student to advance toward earning the degree being sought and with respect to his/her career goal.

2) To provide a series of interrelated lecture, laboratory, and seminar courses appropriate to the specific degree programs offered.

3) To provide opportunities for research leading to the thesis and dissertation in accord with the student's degree program and the faculty's research interests.

4) To provide continuing opportunities for interaction between faculty and students through formal and informal learning situations in order to promote further the existence of a scholarly environment.

LEARNING OBJECTIVES

1) Acquisition and understanding of knowledge to the extent expected and proper at the master's and doctoral level.

2) Improvement in ability to interrelate, synthesize, interpret and conceptualize biological information to the extent consistent with achievement of the master's and doctoral degrees.

3) Development of laboratory skills and methodologies to a level that enables the student to ultimately acquire, independently, new knowledge relating to life and principles of living systems.

4) Achievement of the ability to communicate biological knowledge effectively to others in both oral and written fashion.

5) Achievement of the habit of objective observation and evaluation as well as attitudinal values, in keeping with the expectations of Science and Professional Biologists.

GRADUATE PROGRAMS

Master of Science

A program of study leading to the Master of Science degree in Biology is designed for students who (1) have a strong desire to increase their scope and understanding of the life sciences; (2) plan additional education at the master's level for increased proficiency in teaching and/or research; or (3) plan to continue study toward the Ph.D. degree.
DE PAUL UNIVERSITY

The master's program provides lecture, laboratory and seminar courses, along with learning experiences in research and undergraduate laboratory assisting, to aid students in achieving their stated goals. Students develop a particular program of studies in consultation with their Academic Advisor.

Prerequisites

For full admission, students must have a baccalaureate degree with a major in the biological sciences or its equivalent; a minimum of two academic years of chemistry (including one year of organic); one year of general physics; and at least one course in calculus.

(Prerequisite coursework must be completed by the end of the first year of graduate study.)

Decisions by the Departmental Committee on Admissions and Awards (laboratory teaching and research assistantships) are based upon the applicant's level of undergraduate scholastic achievement as indicated by a transcript of credits, Graduate Record Examination scores, and letters (3) of recommendation written by science professors (preferably biology) on their behalf. A Grade-point average of 2.5, on a scale of 4, is minimal for consideration.

Requirements:

1) A minimum of 44 quarter hours, including at least 4 hours of Master's Thesis Research (Biology 498). Up to 1 additional hours of Research (496, 498) may be applied toward the total degree requirement of 44 hours.

2) Advancement to candidacy by the Dean of the Graduate School—contingent upon the successful completion of the Candidacy Examination.

3) Participation in undergraduate laboratory instruction and/or research assisting for a minimum of three courses and/or two quarters.

4) Completion of a thesis based upon an independent laboratory investigation.

5) Successful completion of a final examination over all areas of graduate study, including coursework, basic biological concepts and thesis.

Doctor of Philosophy

The doctoral program is intended for mature persons who have clearly defined objectives, and who possess the background necessary for a concentrated program of research and independent study. Examples of competencies required of candidates for the Ph.D. degree are: (1) critical evaluation of scientific literature; (2) originality in research; and (3) competence in written and oral presentation of data and their interpretation.

The doctoral program provides counseling, instruction, seminars and research to aid the student in achieving high scholarship in broad aspects of biology and in-depth understanding in Regulatory Biology; and to engage effectively in a full professional life of independent research and continued learning.

Prerequisites

For full admission, students must have a master's degree with a major in the biological sciences or its equivalent. Allied fields prerequisites for full admission are one year of general physics; one year of calculus; and two years of chemistry (including a year of organic). Recommendations to the Dean of the Graduate School for acceptance into the Ph.D. program and for financial assistance by the Departmental Committee on Admissions and Awards are based on the student's previous academic performance and potential as indicated by transcripts of credits earned, Graduate Record Examination scores, and letters (3) of recommendation.

Requirements:

1) A minimum of 108 quarter hours of study beyond the baccalaureate degree.

(Students holding the Master's Degree may have up to 48 quarter hours applied to this requirement.)
2) The development of a graduate program—in consultation with his/her Graduate Committee within the first quarter following admission to the Graduate School.

3) The satisfactory completion of a preliminary comprehensive examination during the first year of graduate study beyond the Master’s Degree. In special cases, this requirement may be waived.

4) Successful completion of the Doctoral Candidacy Examination along with its concomitant admission to candidacy for the degree. This examination, which consists of written and oral portions, must be completed no later than one year prior to the student's expected date of Convocation.

5) Presentation of evidence that a minimum of two years (or its equivalent) of a modern language has been completed at a satisfactory level.

6) A dissertation which results from an original investigation, and which is acceptable for publication.

7) Presentation of a formal (public) seminar.

8) A Final Oral Examination on the dissertation and related information.

Students in the Doctoral Program are strongly urged to study one academic term at a biological station or research institute to be selected in consultation with his/her Graduate Advisory Committee.

All courses are offered in Science Hall East, Lincoln Park Campus (1036 W. Belden Avenue).

Advanced Undergraduate-Level Courses

A maximum of five 300-level courses may be applied toward the degree requirements. All courses carry 4 quarter hours credit.

Lecture Courses:

508—PLANT ANATOMY. Structure of cells, tissues, and tissue systems; comparative anatomy of plant organs, with emphasis on gymnosperms and angiosperms.

509—PLANT PHYSIOLOGY. Functional and developmental aspects of plants, especially of vascular autotropes.

510—VERTEBRATE PHYSIOLOGY. Organ system physiology of vertebrates including phylogenetic interrelationships.

515—ECOLOGY. Study of organismal interactions and responses of individuals, populations and natural communities to their external environment.

517—AQUATIC BIOLOGY. Physical, chemical, and biological phenomena in freshwater and marine environments.

528—INVERTEBRATE BIOLOGY. Comparative biology of non-chordate animals.

530—DEVELOPMENTAL BIOLOGY. Developmental phenomena of animals, including gametogenesis, fertilization, cleavage, organogenesis, metamorphosis and regeneration.

535—CONCEPTS IN EVOLUTION. Study of continuity, change, and diversity in the animal kingdom.

568—CELL PHYSIOLOGY: METABOLISM. Analysis of organelle enzyme systems, unit structures, and physiology relating to cellular metabolism, transport, and energy conversion processes.

570—IMMUNOBIOLOGY. Basic factors governing immune phenomena and antigen-antibody reactions.

580—GENERAL PHYSIOLOGY. Study of the chemical and physical phenomena operative in physiological processes common among living organisms.

596—INTRODUCTION TO ENDOCRINOLOGY. Introduction to the study of hormonal regulation in animals.
Laboratory Courses:

322—INVESTIGATIONS IN DEVELOPMENTAL BIOLOGY.
332—INVESTIGATIONS IN REGULATORY BIOLOGY.
342—INVESTIGATIONS IN GENETICS.
352—INVESTIGATIONS IN ENVIRONMENTAL BIOLOGY.
462—INVESTIGATIONS IN CELL BIOLOGY-BIOCHEMISTRY.

GRADUATE COURSES

The following courses carry credit hours as designated.

400—DISCUSSIONS OF SELECTED TOPICS IN BIOLOGY. Required of all first-year graduate students. (0). Autumn, Winter.


418—ADVANCED GENETICS. A study of chromosomes and (prokaryotic) genophores as chemically, morphologically, functionally and evolutionarily dynamic genetic elements concerned with cell and organismal heredity. Lecture. (3).

420—CELL PHYSIOLOGY: INTERACTIONS. Analysis of organelle interactions governing cellular growth, division, differentiation and energy conversion processes during the cell cycle. Lecture. (3).

421—CELL PHYSIOLOGY: INTERACTIONS. Laboratory. (2).

425—CELLULAR EVENTS IN THE IMMUNE RESPONSE. Analysis of cellular and subcellular interactions in the immune response. Lecture. (3).

426—EXPERIMENTAL IMMUNOLOGY. Laboratory. (2).

430—ADVANCED DEVELOPMENTAL BIOLOGY. Selected topics, with emphasis on the molecular mechanisms involved in the regulation of differential gene function in developing organisms. Lecture. (3).

435—COMPARATIVE ANIMAL PHYSIOLOGY. Study of physiological processes, their evolutionary base and adaptational role. Lecture. (3).

436—COMPARATIVE ANIMAL PHYSIOLOGY. Laboratory. (2).

440—PHYSIOLOGY OF THE ENDOCRINE SYSTEM. Analysis of the regulatory role of hormones in vertebrates. Lecture. (3).

441—PHYSIOLOGY OF THE ENDOCRINE SYSTEM. Laboratory. (2).

444—PHYSIOLOGY OF REPRODUCTION. Comparative study of neuroendocrine mechanisms in vertebrate reproduction. Lecture. (3).

445—PHYSIOLOGY OF REPRODUCTION. Laboratory. (2).

447—COMPARATIVE ENDOCRINOLOGY. Comparative and phylogenetic aspects of regulatory mechanisms in the animal kingdom. Lecture. (3).

449—PLANT HORMONES. A study of the chemical structure, biosynthesis and transport as well as developmental and physiological significance of auxins, gibberellins, cytokinins, abscisic acid (dormin), ethylene and hormonal antagonists. Lecture. (3).

Seminars:

450—PROBLEMS IN CELL BIOLOGY. Analysis of basic contemporary problems in cellular morphology and physiology, with emphasis on the regulation of cell cycle processes by organelle interactions. (4).

454—PROBLEMS IN DEVELOPMENTAL BIOLOGY. Current problems in development at the cellular and molecular level. (4).

460—COMPARATIVE ANIMAL PHYSIOLOGY. Current problems in physiological mechanisms (4).
464—HORMONAL REGULATORY MECHANISMS. Hormonal action at the cellular and subcellular level. (4).

466—REPRODUCTIVE PHYSIOLOGY. Aspects of neuroendocrine regulation of reproduction in vertebrates. (4).

468—ENDOCRINE MECHANISMS IN EMBRYONIC SYSTEMS. Development of endocrine correlation in vertebrate embryos. (4).

480—HORMONAL REGULATION OF MINERAL METABOLISM. Influence of the hormonal environment on the structure and biochemistry of mineral and non-mineral skeletal elements. (4).

482—PROBLEMS IN IMMUNOBIOLOGY. Evaluation of current experiments on regulation of the immune response: a) cell interactions, and b) immunoglobulin synthesis. (4).

Special course for Graduate Laboratory Teaching Assistants:

495—PRACTICUM IN TEACHING BIOLOGY. Open only to graduate student laboratory assistants. One registration may be applied to the M.S. and/or Ph.D. Degree. (2). Autumn only.

Research Registrations:

496—RESEARCH. Experimental work in selected areas of biology. These studies do not necessarily relate to a thesis or dissertation. (2, 4). (Prerequisite: Approval of the Department). Laboratory. Autumn, Winter, Spring, Summer.

498—RESEARCH FOR MASTER’S THESIS. Original study of a specific biological problem leading to a thesis. (2, 4). (Prerequisite: Approval of the Department). Laboratory. Autumn, Winter, Spring, Summer.

598—RESEARCH FOR DOCTORAL DISSERTATION. Original investigation of a specific biological research problem leading to the dissertation. (2, 4 or 6). (Prerequisite: Approval of the Department Graduate Committee). Laboratory. Autumn, Winter, Spring, Summer.

599—DOCTORAL CANDIDATE RESEARCH. Open to doctoral candidates who have fulfilled language and residency requirements for the degree and who are devoting full time to dissertation research and study. (No credit, tuition equal to one 4-hour course). (Prerequisite: Approval of the Department Graduate Committee and the Dean of the Graduate School). Laboratory. Autumn, Winter, Spring, Summer.
DE PAUL UNIVERSITY

GRADUATE SCHOOL OF BUSINESS

Gus L. Economos, Director
John E. Eber, Assistant Director

The Graduate School of Business offers Saturday, late afternoon and evening classes leading to the Master of Business Administration (M.B.A.), Master of Science in Accountancy (M.S.A.), and Master of Science in Taxation (M.S.T.) Degrees.

Application for admission and additional information may be obtained directly from the Graduate School of Business Office, Room 1297, or by calling 321-7810.

MASTER OF BUSINESS ADMINISTRATION DEGREE

The emphasis of the M.B.A. program is on decision making as the characteristic function of business administration. It is the purpose of the program to integrate the several functional areas of business and the contributions they make to the development of administrative competence. Areas of specialization within the program are: Accountancy, Business Economics, Finance, Industrial Management, International Business, Marketing, Personnel Administration, and Systems.

MASTER OF SCIENCE IN ACCOUNTANCY DEGREE

The objective of the M.S.A. degree is to provide a formal integrated sequence of courses at the graduate level which emphasize intensive study of topics relevant to the work of a professional accountant, as well as allow the student ample opportunity to explore advanced topics of interest. It is expected that after completing the program, the student would be well prepared to sit for the C.P.A. exam. The program is intended to serve the needs of holders of undergraduate liberal arts and science degrees or business degrees with non-accounting backgrounds.

MASTER OF SCIENCE IN TAXATION DEGREE

In its emphasis on planning and decision making as the role of the professional in taxation, it is the purpose of the program to integrate a sound technical competence, an appreciation of the social and governmental aspects of taxation, and an awareness of the other relevant functional areas of business and the contribution they make to professional competence.
DE P A U L U N I V E R S I T Y

DEPARTMENT OF CHEMISTRY

FRED W. BREITBREISE, III, Ph.D., Chairman, Professor
JURGIS G. A. ANYSS, Ph.D., Asst. Prof.
AYROM A. BLUMBERG, Ph.D., Professor
SANAT K. DHAR, Ph.D., Assoc. Prof.
EDWIN F. MEYER, Ph.D., Assoc. Prof.
SARA STECK MELFORD, Ph.D., Asst. Prof.

THOMAS J. MURPHY, Ph.D., Asst. Prof.
ROBERT L. NOVAK, Ph.D., Assoc. Prof.
WILLIAM R. PASTERZYK, Ph.D., Professor
FRANKLIN S. PRUIT, Ph.D., Assoc. Prof.

PURPOSE

The degree of Master of Science in Chemistry is designed to prepare students for advanced work in the profession of Chemistry or Biochemistry and for further graduate study.

PREREQUISITES

Applicants for the degree of Master of Science in Chemistry must have satisfactorily completed the minimum requirements for the degree of Bachelor of Science in Chemistry which includes one year of calculus, one year of college physics with laboratory and one year each of the following branches of chemistry: general chemistry, quantitative analysis (including one course in instrumental analysis), organic chemistry (including spectral analysis), and physical chemistry.

DEGREE OF MASTER OF SCIENCE

REQUIREMENTS

The Master of Science degree requires a minimum of 44 quarter hours.

Programs

A. Chemistry

1. Thesis Option
   (a) Satisfactory credit in the following courses:
       422, 424 Advanced Inorganic Chemistry
       450, 452 Advanced Organic Chemistry
       470, 472 Advanced Physical Chemistry
       490 Advanced Analytical Chemistry
   (b) A minimum of sixteen quarter hours of research credit.
   (c) A satisfactory thesis.
   (d) An oral examination: This is in two parts. The first part is the thesis presentation and defense and the second part is an oral examination concerning the candidates general knowledge of chemistry.

2. Non-Thesis Option
   (a) Satisfactory credit in forty-four (eleven courses) quarter hours of formal course work including:
      i) the above seven courses.
      ii) 480—Special Topics in Analytical Chemistry.
      iii) three elective courses.

B. Biochemistry

1. Satisfactory credit in the following course sequences.
   (a) 340, 342, 440 Biochemistry
       341, 345 Experimental Biochemistry
   (b) One set of two courses from:
       450 and 452 Advanced Organic Chemistry
       422 and 424 Advanced Inorganic Chemistry
       470 and 472 Advanced Physical Chemistry

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CHEMISTRY

(ec) Two electives (course) (eight quarter hours).
2. A minimum of twelve quarter hours of research credit.
4. An oral examination (see description above).

CHEMISTRY AS A MINOR FIELD

Prerequisites

Six quarters of chemistry, three quarters each of physics and calculus must be completed before a minor sequence can be started. The 200-level courses listed below can be used for graduate credit only by chemistry minors.

All of the following courses are held in Science Hall East, 1036 West Belden Avenue or the Schmitt Academic Center on the Lincoln Park Campus. Courses with laboratory are odd numbered. All courses carry four quarter hours of credit unless otherwise noted.

211—PHYSICAL CHEMISTRY II. Prerequisite: Course 196. Offered Spring quarter.
212—PHYSICAL CHEMISTRY III. Prerequisite: Course 211. Offered Autumn quarter.
215—PHYSICAL CHEMISTRY IV. Prerequisite: Course 211. Offered Winter quarter.
261—INSTRUMENTAL ANALYSIS. Prerequisite: Course 215. Offered Spring quarter.
255—AIR CHEMISTRY. Prerequisite: Course 127 or 203. Offered in the Spring quarter or even-numbered years.
267—AQUEOUS CHEMISTRY. Prerequisite: Course 127 or 203. Offered in the Autumn quarter of even-numbered years.
320—INTERMEDIATE INORGANIC CHEMISTRY. Prerequisite: Course 125 or 175. Offered Autumn quarter.
325—SOLID WASTE CHEMISTRY. Prerequisite: Course 196. Offered in the Winter quarter of odd-numbered years.
340—BIOCHEMISTRY I. Prerequisite: Course 125 or 175. Offered Autumn quarter.
540—EXPERIMENTAL BIOCHEMISTRY I. Two quarter hours. Corequisite: Course 340. Offered Autumn quarter.
542—BIOCHEMISTRY II. Prerequisite: Course 340. Offered Winter quarter.
543—EXPERIMENTAL BIOCHEMISTRY II. Two quarter hours. Prerequisite: Course 341. Offered Winter quarter.
566—SPECTRAL INTERPRETATION. Prerequisite: Course 125 or 175. Offered Winter quarter.
574—SELECTED TOPIC IN PHYSICAL CHEMISTRY. Two quarter hours. This course may be any topic in the field of polymer, solutions, statistical mechanics, surfaces, transport phenomena, etc. Prerequisite: Permission of instructor. Offered by arrangement. (This course may be repeated for credit.)
585—ADVANCED CHEMICAL TECHNIQUES. Two quarter hours. This is a laboratory course which may be in the fields of analytical, biochemistry, inorganic, organic or physical chemistry. This course may be repeated for credit if topic is different. Prerequisite: Permission of chairman, by arrangement.
422—ADVANCED INORGANIC CHEMISTRY I. Prerequisite: Course 212. Offered Winter quarter.
424—ADVANCED INORGANIC CHEMISTRY II. Prerequisite: Course 422. Offered Spring quarter.
426—BIOINORGANIC CHEMISTRY. Prerequisite: Course 422. Offered in Spring quarter or even-numbered years.
530—POLYMER SYNTHESIS. Prerequisite: Course 125 or 175. Offered in the Spring quarter of odd numbered years.
440—BIOCHEMISTRY III. Prerequisite: Course 342. Offered Spring quarter.
450—ADVANCED ORGANIC CHEMISTRY I. Courses 175 or 196. Offered Autumn quarter.

452—ADVANCED ORGANIC CHEMISTRY II. Prerequisite: Course 450. Offered Winter quarter.

470—ADVANCED PHYSICAL CHEMISTRY I. Prerequisite: Course 215. Offered Autumn quarter.

472—ADVANCED PHYSICAL CHEMISTRY II. Prerequisite: Course 215. Offered Winter quarter.

476—POLYMER SCIENCE. Prerequisite: Course 215 or consent of instructor. Offered in the Spring quarter of even number years.

478—ADVANCED PHYSICAL CHEMISTRY. Prerequisite: Course 212. By arrangement.

480—SPECIAL TOPIC IN ANALYTICAL CHEMISTRY. This course may be any topic related to chemical quantitation, such as: mass spectrometry, electrochemical analysis, principles of chromatography, etc. This course may be repeated if topics are different. Prerequisite: Course 261. Offered in Winter quarter.

490—ADVANCED ANALYTICAL CHEMISTRY. Prerequisite: Course 203. Offered in Spring quarter.

497—RESEARCH. Variable credit, 1-4 quarter hours. Prerequisite: Permission of advisor. Offered every quarter. This course may be repeated for credit. Students doing laboratory research must register for this course.

500—INDEPENDENT STUDY. Variable credit. Prerequisite: Permission of chairman. (This course may be repeated for credit.) Offered by arrangement.
DEPARTMENT OF ECONOMICS

ROBERT W. FAULHABER, Ph.D., Professor, Chairman
FRANCIS J. BROWN, Ph.D., Professor
JAMES J. DIAMOND, Ph.D., Professor
WILLIAM A. HAYES, Ph.D., Professor
WILLIAM R. WATERS, Ph.D., Professor
JAMES E. CIECKA, Ph.D., Assoc. Professor
JOSEPH S. GIGANTI, Ph.D., Professor Emeritus
ROBERT G. FABIAN, Ph.D., Asst. Professor
ADOLPH E. MARK, Ph.D., Asst. Professor
ANTHONY C. PETTO, Ph.D., Assoc. Professor
DONALD W. RAMEY, Ph.D., Asst. Professor
RICHARD M. THORNTON, M.A., Asst. Professor
RICHARD J. WILGEN, Ph.D., Asst. Professor

PURPOSE

The purpose of the graduate program of the Economics Department is to provide extensive knowledge and intensive analysis of economic theories and institutions. It provides wide acquaintance with the basic sources in the field and initiates the student to habits of economic research.

DEGREE OF MASTER OF ARTS

PREREQUISITES

Applicants for the degree of Master of Arts must have satisfactorily completed 11 courses in the social sciences, of which at least nine must be in economics or finance, including Economics 305 and 306 or their equivalents. The remaining two courses may be in political science, sociology, psychology, statistics, history, or geography.

Requirements — Thesis Program

1. Completion of nine courses.
   a) At least five courses must be taken at the 500 level, and these five must include Advanced Price and Distribution Theory, Advanced Income Theory, History of Economic Thought, and either Topics in Quantitative Economics or Seminar in Economics. In addition, Econ. 375 or equivalent is required.
   b) Students who have completed 11 courses in economics or finance as undergraduates have the option of selecting two courses in a minor field for which they have completed the required prerequisites.
   c) Students who have completed less than 11 undergraduate courses in economics are not permitted to choose a minor field.

2. A thesis is required. The student must register for Economics 600, Thesis Research, for which eight quarter hours of credit are given.

3. An oral comprehensive examination covering the completed thesis is required. This examination will be taken after submission of an approved final draft of the thesis.

Requirements — Non-Thesis Program

1. Completion of 11 courses.
   a) At least six courses must be taken at the 500 level and these six must include Advanced Price and Distribution Theory, Advanced Income Theory, History of Economic Thought, and either Topics in Quantitative Economics or Seminar in Economics. In addition, Econ. 375 or equivalent is required.
   b) Students who have completed 11 courses in economics or finance as undergraduates may have the option of selecting two courses in a minor field for which they have completed the required prerequisites.
   c) Students who have completed less than 11 undergraduate courses in economics and finance are not permitted to choose a minor field.

2. An oral or written comprehensive examination in the field of graduate study. The choice between an oral and a written examination is at the option of the student.
The examinations are given in the last week of November and the last week of April. Students must notify the chairman in the first week of November or April of their intention to sit for the exam.

**ECONOMICS AS A MINOR FIELD**

**PREREQUISITES**

Economics may be combined as a minor field only with those departments whose chairmen permit such a minor. The undergraduate prerequisites for taking graduate level economics courses consist of eight courses in the social sciences. Six of these must be in economics or finance; the remaining two courses may be in political science, sociology, history, or geography.

**ADVANCED UNDERGRADUATE COURSES**

305—PRICING AND DISTRIBUTION ANALYSIS. A detailed analysis of micro-economic theory. Both marginal analysis and indifference curve analysis are treated. The basic principles of production and pricing are examined. Emphasis is placed on pricing under various forms of imperfect competition, and the results of theory are constantly appraised in the light of economic realities. The implications of oligopolistic pricing for public policy are investigated. (Prerequisite: Economics 104).

306—NATIONAL INCOME ANALYSIS. A study of economic aggregates. The determinants and statistical measurement of total income, output, and employment are explained. The analytical tools of Keynesian theory are critically examined and current controversies are investigated. The relationship of fiscal and monetary policy to economic stability is studied and appropriate forms of public policy are examined. (Prerequisite: Economics 104).

318—LABOR ECONOMICS AND ORGANIZATION. This course examines historically and theoretically the principal problems confronting labor groups, with particular reference to the dynamic economy of the United States. (Prerequisite: Economics 104).

320—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: Economics 104).

325—THE ECONOMICS OF POVERTY. Material and cultural, absolute and relative forms of poverty will be 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. Personal, social, demographic, technological, and political background factors will also be brought to bear in the consideration of more successful antipoverty economic programs and policy. (Prerequisite: Economics 104).

350—THE ECONOMICS OF SOCIALISM. This course aims at an understanding of 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. Attention is paid to the economic problems of deciding what goods will be produced, how resources will be allocated, and the uses to which economic goods are put. The question of the economic efficiency of the socialist economies will be examined. (Prerequisite: Econ. 104).

359—THE THEORY OF ECONOMIC DEVELOPMENT. A balanced coverage of the major aspects of the theory of economic development. The course includes an 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: Economics 104).
360—ECONOMICS OF UNDER-DEVELOPED COUNTRIES. An introduction to the
analytic skills of the economist applied 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: Economics 104).

361—INTERNATIONAL TRADE. A study of international trade theory and policy. It
examines the fundamental basis for trade and the questions of equilibrium and disequilibrium in the world economy. It includes analyses of the Balance of Payments, international investment flows, and the position of the dollar in foreign exchange transactions. Modern international institutions are studied. (Prerequisite: Economics 104).

375—INTRODUCTION TO ECONOMETRICS I. This course introduces the student to
the application of statistical methods to empirical testing of theoretical models of
economic behavior. It proceeds from a discussion of mathematical models to probability theory and the methodology of statistical inference relevant to econometric work. Simple and multiple regression and correlation analysis will be emphasized along with a brief consideration of some problems raised by these methods of estimation. (Prerequisite: Economics 104 and one course in statistics).

376—INTRODUCTION TO ECONOMETRICS II. The existence of various fundamental
problems in the application of statistical procedures to econometric estimation will be studied: multicollinearity, identification, serial correlation, and nonconegenity of error variance. In addition, more sophisticated estimation techniques will be studied, e.g., reduced form and multiple-stage regression techniques. (Prerequisite: Economics 375).

380—MATHEMATICS FOR ECONOMICS AND BUSINESS I. This and the succeeding
course are designed to provide a basic competency in the use of mathematics in Economics and Business. More and more, traditional as well as new concepts are discussed in the language of mathematics. In addition, successful study in the area of quantitative methods is greatly facilitated if the student has prior knowledge of the required mathematical tools. This first course consists of a general and elementary survey of three areas: the nature of a mathematical model, matrix algebra, and an introduction to calculus. All tools will be developed within the framework of problems common to Economics and Business. The student is assumed to have only a high school algebra background. (Prerequisite: Economics 104).

381—MATHEMATICS FOR ECONOMICS AND BUSINESS II. This course is a continuation of Economics 380. Areas of concentration will include: a survey of the relevant concepts of both differential and integral calculus, differential equations, difference equations, and the mathematics of statistical inference. (Prerequisite: Economics 380).

COURSES FOR GRADUATE STUDENTS ONLY

505—ADVANCED PRICE AND DISTRIBUTION THEORY. An advanced course in
micro-economic theory. Extensive reading in the field is required and recent developments are examined. Emphasis is on those modern contributions which have made economic theory more realistic and applicable to the world of business. (Prerequisite: Graduate Standing).

506—ADVANCED INCOME THEORY. A macro-economic analysis which examines the
determinants of income, employment, and prices and their interrelations aiming at
the construction of a general theory. The dynamic character of income determination
will be emphasized as well as the effects of government policy, economic institutions, and social goals. (Prerequisite: Graduate Standing).
507—MACROECONOMIC MODELS. This course will develop and evaluate several fiscal and monetarist models that predict GNP, prices, unemployment, and other macro indicators. Examples of the models that may be examined are the St. Louis, Wharton, and FRB-MIT-Penn (FMP) models. (Prerequisites: Graduate Standing and Economics 375.)

510—MANAGERIAL ECONOMICS. This course studies the application of economic theory to the decision-making problems of the firm. Topics include: demand analysis and sales forecasting; production and cost analysis; business criteria for investment; forecasting economic activity; pricing; and output and marketing decisions. (Prerequisite: Graduate Standing.)

511—BUSINES AND ECONOMIC FORECASTING. This course will be primarily concerned with macroeconomic data, variables, and predictions. Emphasis will be on the need for accurate predictions of economic activity and the importance of accurate predictions in implementing national economic policy and in making intelligent business decisions. (Prerequisite: Graduate Standing.)

514—INDUSTRIAL ORGANIZATION AND PRICES. A course designed to investigate the structure and behavior of modern industrial markets. In addition to a survey of modern theories of pricing in oligopolistic markets and the forms and effectiveness of competition in selected industries, the nature and rationale of certain institutions and practices will be studied, e.g., problems of entry, excess capacity, vertical and horizontal integration, mergers and the problem of conglomerates, patents and cross-licensing, the economics of advertising, and concentration in industry. (Prerequisite: Graduate Standing.)

515—BUSINESS AND PUBLIC POLICY. A critical examination of the relationship between government and private enterprise in modern economic life. Norms for establishing spheres of government activity are evaluated. The role of government in promoting competition, in regulating business practices, and in promoting economic stability is examined, as well as the effects of such activities on the private enterprise system. (Prerequisite: Graduate Standing.)

518—LABOR FORCE ANALYSIS AND WAGE THEORY. A study of the American labor force: measurement, characteristics, behavior under changing income, employment, and technology. An examination of recent trends in real and money earnings and the distribution of the national income provides the basis for a critical economic analysis and appraisal of contemporary wage theory. (Prerequisite: Graduate Standing.)

530—HISTORY OF ECONOMIC THOUGHT. A study of the evolution of the science of economics. Emphasis is on the important contributions made to the field by the great thinkers, starting with the Physiocrats and extending to the work of contemporary economists. (Prerequisite: Graduate Standing.)

539—MODERN ECONOMIC SYSTEMS. A study of the theory and practice of modern economic systems. Attention will be devoted to the United States, the Soviet Union and other major nations. (Prerequisite: Graduate Standing.)

550—REGIONAL AND URBAN ECONOMICS. This course is composed of two parts. First, an analysis and evaluation of the following methods of regional science will be made: economic base studies, regional multipliers, input-output analysis, industrial location measures, shift and share analysis, and gravity migration models. The second part of the course inquires into the problems of regional income inequality, planning, system of cities, and cost-benefit analysis to social problems of the cities.

557—TOPICS IN THEORY OF INTERNATIONAL TRADE. Modern theories of international trade: Classical theory of comparative advantage, factor proportion of theory,
factor price equalization, application to international trade of welfare economics, including regional economic integration, commercial policy and tariff problems. (Prerequisite: Graduate Standing: Econ. 361 or equivalent).

560—DEVELOPMENT OF THE AMERICAN ECONOMY. This course describes the economic development of the United States by tracing the effects of the significant innovations. Consideration is divided among the various American metropolitan economies. (Prerequisite: Graduate Standing).

580—TOPICS IN QUANTITATIVE ECONOMICS. This course is designed to acquaint students with certain areas of quantitative and mathematical economics. To a great extent the content of the course will depend upon the individual instructor. Topics generally included in this course are activity analysis, linear programming, game theory, input-output analysis, growth theory, and inventory and portfolio analysis. (Prerequisites: Graduate Standing, Economics 305 and 306, and elementary knowledge of differential calculus, matrix algebra, and statistics).

599—SEMINAR IN ECONOMICS. This course seeks to integrate and unify economic theory and history and empirical economics. The logical structure of economic theory, the interpretation and the testing are emphasized. Students are expected to read, analyze, and discuss articles and books throughout the course.

600—THESIS RESEARCH. The student writing his thesis for the Master of Arts degree must register for this course. He will pursue his research under the direction and guidance of a member of the graduate faculty. Eight quarter hours of credit is given upon the successful completion of the thesis. (Prerequisite: Permission of the Department Chairman).
DE PAUL UNIVERSITY

SCHOOL OF EDUCATION

AUSTIN FLYNN, PH.D., Dean

The School of Education, through its graduate programs, endeavors to help the professional educator further his understanding of the discipline of education; fosters increased mastery of professional skills; prepares people for professional leadership and service; and encourages research on problems in the field of education.

The School of Education provides graduate programs which meet the needs of professional educators who desire to prepare themselves through graduate study for positions of leadership in teaching, curriculum development, school administration, school guidance and counseling, and specialization in reading disabilities and other learning disabilities. In addition to degree programs, the School of Education offers the professional educator opportunity for continued professional growth through a variety of non-degree programs. These include workshops, seminars, conferences, courses and related in-service programs.

Programs are designed so that the student has an opportunity to study with the professional education faculty and with faculty in other disciplines. Professional study is closely integrated with course work taken in academic departments of the University.

The School of Education maintains research and school service programs as important adjuncts of graduate study.

ADMISSION TO PROGRAMS

The student desiring admission to a graduate program in professional education must meet the requirements for admission to the Graduate School, as they are described elsewhere in this bulletin. In addition to these requirements, all candidates for admission to programs in the School of Education must meet the following standards:

1. Possession of an undergraduate degree in professional education or an acceptable amount of preparation in professional education and in liberal arts and sciences for the program of specialization to which the student is seeking admission.
2. A superior undergraduate record.
3. Approval by the School of Education Committee on Graduate Admissions.
4. During the quarter preceding the one in which the student wishes to commence his studies, he has:
   (a) filed his admission application for graduate study,
   (b) filed an official transcript of undergraduate study.

In addition to these admission requirements which are common to all graduate programs in the School of Education, the student is advised that a particular program may have requirements unique to its area of professional specialization. Such requirements are described in appropriate sections of this bulletin.

The School of Education maintains a Graduate Program Office on the Lincoln Park Campus, Room 578. Information about graduate programs and related information can be obtained upon request from this office and from the respective Program Director.

STUDENT CLASSIFICATION

1. Regular Student
   Student has met all requirements and has been admitted to a degree program in the School of Education.
2. Unclassified Student
   a. Student is interested in a degree program and is admitted provisionally until the requirements for regular student status have been completed.
   b. Student wants to pursue graduate study, but not a degree program.
EDUCATION

REQUIREMENTS FOR A MASTER'S DEGREE

All graduate programs in professional education have the following degree requirements:

1. Completion of a minimum of forty-eight (48) quarter hours of course work.
2. Completion of a master's thesis for the Master of Arts degree or a master's paper for the Master of Education degree.
3. Completion of all required examinations.
   a. Written comprehensive examination for the Master of Education degree.
   b. Oral examination on the thesis for the Master of Arts degree.
4. Student is recommended for the degree by the Program Director.

ADMISSION TO CANDIDACY FOR THE MASTER'S DEGREE

All students enrolled in a graduate program as regular students must apply for admission to candidacy for a degree. The student is admitted to candidacy for a degree upon his successful completion of the following requirements:

1. Student is enrolled as a regular student in a graduate program.
2. Student has completed a minimum of 16 but no more than 24 quarter hours with an acceptable grade-point average.
3. Student has outlined his study plan for the completion of his program in consultation with his advisor.
4. Student is recommended for candidacy by his Program Director.

Applications for admission to candidacy for the Master's Degree are available in the School of Education, Graduate Programs Office, Room 1612, Lewis Center.

REGISTRATION FOR GRADUATE COURSES IN EDUCATION

1. No student may register for a graduate course in education without being enrolled in the Graduate School and obtaining approval from a School of Education advisor.
2. The student who is employed full-time should register for an appropriate course load for which he is granted permission by his Program Director.
3. Students beginning their graduate programs normally register for Education 400 and additional courses approved by their advisors.

PROGRAMS OF STUDY

The School of Education through its several Divisions has designed both advanced degree and non-degree programs for teachers desiring in-service professional growth. These Divisions include the Division of Teacher Education, Division of Educational Leadership, Division of Pupil Personnel Services and the Division of Educational Foundations.

DIVISION OF TEACHER EDUCATION

The function of this Division is to continue the professional education of classroom teachers at all levels of elementary and secondary education.

Elementary Education—Austin M. Flynn, Ph.D., Program Director
Secondary Education—Peter Pereira, A.M.T., Program Director
Business Education—Don Jester, Ph.D., Program Director
Program for the Master of Arts Degree or
The Master of Education Degree in Elementary Education
Austin M. Flynn, Ph.D.

Course Requirements

A. Foundations of Education: (12 quarter hours)
   Educ. 400
   Educ. 401
   Educ. 408

B. Courses in Elementary Education: (24 quarter hours)
   Educ. 410
   Educ. 412
   Educ. 413
   Educ. 415
   Educ. 416
   Educ. 511 or 519

C. Cognate Courses: (12 quarter hours)
   Electives—Three non-education courses chosen under advisement.

Program for the Master of Arts Degree or
The Master of Education Degree in Secondary Education
Peter Pereira, A.M.T.

Course Requirements

A. Foundations of Education: (12 quarter hours)
   Educ. 430
   Educ. 402
   Educ. 408

B. Courses in Secondary Education: (8 quarter hours)
   Educ. 420
   Educ. 421
   Educ. 521 or 529

C. Cognate Courses: (28 quarter hours)
   Electives—Seven courses in the teaching field(s). One of these courses should be theories, methods and content in secondary education in that subject area, and must be taught by the subject matter department rather than by the School of Education.

Programs for the Master of Arts or
Master of Education Degree in Business Education
Don Jester, Ph.D.

ADMISSION TO PROGRAM
In addition to the general requirements for admission to graduate programs in the School of Education, applicants for the Master’s Degree in Business Education must meet the following requirements:

(a) Typewriting (9 quarter hours or the advanced course in the sequence)
(b) Office Machines (3 quarter hours)
(c) Three of the following areas:
   Accountancy (8 quarter hours)
   Economics (8 quarter hours)
EDUCATION

Finance (4 quarter hours)
Management (4 quarter hours)
Marketing (4 quarter hours)

When, in the judgment of the Program Director, an applicant does not satisfactorily meet these specific requirements, he will not be permitted to apply for admission to candidacy until he has remedied the deficiencies through course work. In no case will credit earned in course work to remove deficiencies be applicable to the degree.

Course Requirements

A. Foundations of Education (12 quarter hours)
   Educ. 400
   Ed. 401 or 402 or 403
   Ed. 408

B. Business Education (20 quarter hours)
   Ed. 435, 440, and 531 or 539
   Two courses selected from: Ed. 436, 437, 438, 439, or 636

C. Electives (16 quarter hours)
   Business Administration (12 quarter hours) 5 courses
   Secondary Education (4 quarter hours) 1 course
   (Electives selected under advisement with the student's Program Director)

DIVISION OF HUMAN SERVICES & COUNSELING

Edward Ignas, Ed.D.

Elementary Guidance—Edward Ignas, Ed.D., Program Director
Secondary Guidance—Edward Ignas, Ed.D., Program Director
Reading Disabilities & Other Learning Disabilities—Dorotha Goldenberg, M.A.,
                  Program Director

The Program for Human Services and Counseling (HSC) offers both the Master of Education and Master of Arts degrees. This program presents a basic core of courses designed to provide professionals with skills, concept-mastery, and competencies which will enable them to provide comprehensive counseling and consulting services in many educational and community environments. Some of the specific career opportunities for Human Service and Counseling Graduates include: private and public school elementary and secondary counseling, rehabilitation counseling, mental health and corrections, employment counseling, ministerial counseling, teaching, work in social welfare and community agencies, junior college personnel work, human relations consulting, migrant family counseling, general hospital service counseling, and work in institutional care settings.

Emphasis is placed on assisting students from a variety of professional disciplines in developing leadership skills which facilitate understanding and influencing organizational systems, developing effective communication performance, and actualizing human potential through group and individual counseling approaches.

The Program for Human Services and Counseling focuses on four distinct competency-based areas:

2. Development of theoretical models and techniques for influencing affective, cognitive and psycho-motor human development.
3. Development of concept-mastery and skills in individual and group counseling, consulting methods and practices, psychological assessment, career development, and the identification of behavior disorders and remediation procedures.
DE PAUL UNIVERSITY

4. Development through practical field experience of the latest methods for developing institutional renewal and change strategies.

ADMISSION TO PROGRAMS

In addition to the general requirements listed for admission to programs in the School of Education, persons interested in enrolling in the Program for Human Services and Counseling must complete a pre-candidacy admission application and submit the application to the program director. Each person responding to the application will include general background information, professional emphasis area, and at least two recommendations from previous employers or professors. Students specifically seeking admission to programs to complete school guidance and counseling certification requirements must meet the following requirements:

1. The applicant typically would have two years of successful teaching experience.
2. The applicant must have a recommendation from a principal or other supervisory personnel.

All students are required to complete the basic core of courses. Through consultation with his or her adviser, a personalized program of study, which will be multi-disciplinary in nature, will be developed. Throughout this advising process, students will focus upon their chosen career development and professional competencies. Each student who selects school counseling will be required to complete the Practicum in Elementary or Secondary Counseling prior to the completion of the program (14 quarter hours).

Program for the Master of Arts or Master of Education Degree in Human Services and Counseling for Elementary School Guidance Certification

EDWARD IGNAS, Ed.D.

Course Requirements

A. Foundations of Education: (12 quarter hours)
   Educ. 400
   Educ. 401
   Educ. 408

B. Guidance and Counseling: (56 quarter hours)
   Educ. 453       Educ. 463
   Educ. 458       Educ. 461
   Educ. 460       Educ. 562
   Educ. 461       Educ. 551 or 559
   Educ. 462

C. Cognate Courses:
   Candidates who have career needs in a subject matter field may substitute one course in that field. Courses are chosen under advisement.

Program for the Master of Arts or Master of Education Degree in Human Services and Counseling for Secondary School Guidance Certification

EDWARD IGNAS, Ed.D.

Course Requirements

A. Foundations of Education: (12 quarter hours)
   Educ. 400
   Educ. 402
   Educ. 408

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B. Guidance and Counseling: (36 quarter hours)
   Educ. 452           Educ. 461
   Educ. 453           Educ. 462
   Educ. 456           Educ. 552
   Educ. 458           Educ. 551 or 559
   Educ. 459

C. Cognate Courses:
   Candidates who have career needs in a subject matter field may substitute one
course in that field. Courses are chosen under advisement.

Program for the Master of Arts Degree or
Master of Education Degree in Reading Disabilities
and Other Learning Disabilities

Dorothea Goldenberg, M.A.

The purpose of this program is such professional education as will prepare specialists
to diagnose reading and other learning disabilities and to develop plans of remedial
education. The graduate will be eligible for certification in learning disabilities by the
State of Illinois Department of Public Instruction. Illinois requires two years of teaching
experience on the certificate before supervising in learning disabilities.

ADMISSION TO THE PROGRAM

In addition to the general requirements for admission to degree programs in the
School of Education, the applicant for the program must fulfill the following prerequi-
sites:

1. Be a certified teacher in Elementary or Secondary Education and have a copy of
   this certificate on file in the office of the Program Director in Reading Disabilities
   and Other Learning Disabilities.

2. Furnish three letters of recommendation from Administrative or Supervisory
   Personnel, to include one letter from one's current principal stating one's compet-
   ence as a teacher. These letters should be on file in the office of the Program
   Director in Reading Disabilities and Other Learning Disabilities.

3. Have a personal interview with the Program Director.

Course Requirements:
A. Foundations of Education: (12 quarter hours)
   Educ. 400
   Educ. 401 or 402
   Educ. 408

B. Reading Disabilities and Other Learning Disabilities: (36 quarter hours)
   Educ. 445           Educ. 544
   Educ. 441           Educ. 542
   Educ. 442           Educ. 543
   Educ. 443           Educ. 541 or 549
   Educ. 444

C. A total of two hundred clinical hours must be spent in practicum courses Educ.
   542, 543 and 544. Practicum courses will include scheduled seminars on appro-
   riate topics.
DIVISION OF EDUCATIONAL LEADERSHIP

The purpose of this Division is to prepare educational personnel for administrative positions.

Elementary and Secondary School Administration and Supervision—
   JOHN C. LYNCH, PH.D., Program Director
   Curriculum Development—ALFRED L. PAPILLON, PH.D., Program Director

Programs for the Master of Arts or
Master of Education Degree in School Administration or Supervision
   JOHN C. LYNCH, PH.D.

Programs in School Administration are designed for both prospective and practicing school administrators and for professional educators serving in an administrative and supervisory capacity. The experiences are planned to provide professional preparation, leadership, and in-service enrichment for elementary and secondary principals, supervisors, curriculum coordinators and community coordinators. In the fulfillment of the objectives programs offered lead to the Master of Arts or Master of Education degree, and also serve the needs of administrative personnel who desire to further their professional preparation.

ADMISSION TO PROGRAMS

In addition to the general requirements listed for admission to degree programs in the School of Education, students seeking admission to programs in School Administration must meet the following requirements:

The Candidate:
   I. Seeking to become a certified school administrator.
      a. Must be a qualified teacher.
      b. Must have a certified record of at least two years of successful teaching.
      c. Must be recommended by a principal or other supervisory personnel where he is employed.
   II. Not seeking certification as certified administrator.
      a. Must be recommended.

Successful candidates for a degree in the Department of School Administration can qualify for leadership positions in school administration and supervision.

Course Requirements
   A. Foundations of Education: (12 quarter hours)
      Educ. 400
      Educ. 401 or 402 or 403
      Educ. 408
   B. School Administration and Supervision: (12 quarter hours)
      Educ. 491
      Educ. 495
      Educ. 498
      (or approved substitute courses)
   C. Courses related to School Administration and Supervision: (24 quarter hours)
      Educ. 497 or an approved substitute course
      Educ. 591 or 592 or 599
      Elective—four courses (16 quarter hours) selected under advisement
   D. Courses in Cognate Disciplines:
      Candidates who have career needs in a subject matter field may substitute one course in that field. Courses are chosen under advisement.
Program for the Master of Arts Degree or 
Master of Education Degree in Curriculum Development 
ALFRED L. PAPILLON, Ph.D.

The graduate program in Curriculum Development is planned to develop specialists 
needed to provide competency for curriculum development and renewal. The program is 
approved by the Illinois State Certification Board for entitlement to the Administrative 
Certificate with the General Supervisory endorsement.

ADMISSION TO THE PROGRAM

In addition to the general requirements for admission to degree programs in the 
School of Education, the applicant to the program in Curriculum Development must 
fulfill the following requirements:
1. Be a certified teacher.
2. Show evidence of two years of successful teaching experience.
3. Submit two recommendations by administrative or supervisory personnel where 
she/he is employed.

Course Requirements

A. Foundations of Education: (12 quarter hours)
   Educ. 400
   Educ. 402
   Educ. 408

B. Curriculum Development: (28 quarter hours)
   1. Required:
      Educ. 497
      Educ. 488
      Educ. 485
      Educ. 490
      Educ. 582
   2. Two electives selected from among the following:
      Educ. 483
      Educ. 484
      Educ. 486
      Educ. 489

C. Courses related to Curriculum Development: (8 quarter hours)
   Foundations in Educational Administration, Supervision and Curriculum—
   Elementary and Secondary Schools—Educ. 491
   Research Seminar in Curriculum Development—Educ. 580
   or
   Thesis Research in Curriculum Development—Educ. 589

D. Cognate Electives:
   A candidate in Curriculum Development who has career needs in a subject-
   matter field may substitute courses in that field. Courses are chosen under 
   advisement.

DIVISION OF EDUCATIONAL FOUNDATIONS

(This Division does not contain a Degree Program)

The graduate program in Educational Foundations is a service unit which provides 
required foundational courses in the discipline of sociology, history, philosophy, psychology 
and research methodology. Courses offered by this division are an integral part of
all graduate degree programs. The educational foundations program is composed of humanistic and behavioral studies that have as their major purpose providing the student with a set of contexts in which educational problems can be understood and interpreted at a level beyond that required for the initial preparation of teachers. As in basic programs, the problems of education are studied with respect to their historical development and the sociological and philosophical issues to which they are related. They are also studied with respect to the findings and methods of behavioral and social sciences in the areas of research methodology and statistics, learning theories and developmental psychology.

Andrew T. Kopan, Ph.D., Program Director

Courses Offered

- Education 400—Research Methodology and Statistics
- Education 401—Advanced Developmental Psychology
- Education 402—Psychology of Learning
- Education 403—Social Psychology

Courses Offered for Graduate Credit

(Courses below 400 not applicable toward graduate degree requirements)


344—Workshop in Art Education. (Material Fee: $10.00.) Intensive experience in the selection and use of art education methods and instructional materials.

346—Methods: Teaching the Young Child, Pre-School and Kindergarten. The teaching-learning process in programs for the young child, preschooler and kindergartner. Laboratory experiences include observation, participation and directed teaching of small pupil groups. (Prerequisites: Education 207, 392, 393, 560, 526, 532 and permission of advisor.) (6 quarter hours.)

350—Educational Programs for the Primary School. Curriculum organization, program objectives, philosophy of primary education, and instructional materials and facilities needed for the primary school are given major consideration in this course. (4 quarter hours.)

352—Educational Programs for the Middle School, Older Children. Course deals with the educational programs most appropriate for the upper elementary school child. Special attention is given to emerging trends and recent developments in curriculum organization, program planning, and instruction. (4 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)

359—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.
362—TEACHING SOCIAL STUDIES IN THE ELEMENTARY SCHOOL. Study is made of social studies education in the elementary school. Special attention is given to recent research and curriculum organization. (4 quarter hours)

370—INTRODUCTION TO LIBRARY SCIENCE FOR TEACHERS. Basic principles; methods for the most effective use of important reference sources; the card catalog; and the aids used in the evaluation and selection of library materials. Special attention is given to the application of knowledge and skills to meet the needs of the classroom teacher with respect to the direction and guidance of children's library experiences. (4 quarter hours) Offered in the Winter and Summer Quarters.

371—METHODS: SEMINAR IN READING PROBLEMS IN THE SECONDARY SCHOOL. Motivation and methods of remediation of reading problems in the secondary school.

397—ASTRONOMY FOR TEACHERS. Methods of observation and measurement in Astronomy on an elementary conceptual level. (May also be taken for credit in Astronomy.)

GRADUATE COURSES

400—EDUCATIONAL RESEARCH DESIGN AND STATISTICS. Content of the course includes principles of research design, bibliographical skills and statistical procedures for the interpretation of educational data. (Prerequisite: Graduate Standing, 4 quarter hours.)

401—ADVANCED DEVELOPMENTAL PSYCHOLOGY. Current research and theories in child development relating to the elementary school child and secondarily to motivation, personality, learning and socialization. Case studies and an analysis of various developmental problems. (Prerequisite: Education 332 or 335, 4 quarter hours)

402—PSYCHOLOGY OF LEARNING. Learning activity is considered along with the coordinates of learning: the person, human capacities, learning materials, concept formation and motivation. (4 quarter hours.)

403—SOCIAL PSYCHOLOGY. Study of the influence of group life on behavior and personality development. With emphasis on the group setting, this course considers the different ways in which feelings, attitudes, beliefs, and personality are formed through inter-personal and inter-group stimulation, including an analysis of culture and social control. Various forms of collective behavior, public opinion, the behavior of interest groups, social unrest, and social movements are studied. (Prerequisite: Psych. 105, 4 quarter hours.)

408—CONTEMPORARY ISSUES IN EDUCATION. An analysis of selected issues, in their political, social, economic, religious, and cultural dimensions. (4 quarter hours.)

410—THE FUNCTIONS OF THE ELEMENTARY SCHOOL. The role of functions in the analysis of an educational agency. The school, the pupil, the family and society as determinants of the functions of the elementary school. The functions of the elementary school to develop the child in mastery of organized knowledge, in mastery of intellectual processes, as a person and as a member of society. (4 quarter hours.)

411—THE CURRICULUM IN THE ELEMENTARY SCHOOL. A study of basic concepts of design, organization, and implementation of the elementary school curriculum. Attention is also given to the problems of curriculum change and improvement. (4 quarter hours.)

412—THEORIES, METHODS, AND CONTENT IN READING AND LANGUAGE ARTS INSTRUCTION IN THE ELEMENTARY SCHOOL. The psychological bases of reading and language arts teaching and learning as implemented in the elementary school. Empirical research evidence related to different teaching
approaches. Impact of the knowledge explosion on reading and language arts. (4 quarter hours.)

413—THEORIES, METHODS, AND CONTENT IN SCIENCE EDUCATION IN THE ELEMENTARY SCHOOL. The psychological bases of teaching and learning science as implemented in the elementary school. Empirical research evidence related to different teaching approaches. Impact of the knowledge explosion on science education. (4 quarter hours.)

415—THEORIES, METHODS, AND CONTENT OF SOCIAL STUDIES EDUCATION IN THE ELEMENTARY SCHOOL. Psychological bases of social studies teaching and learning as implemented in the elementary school. Empirical research evidence related to different teaching approaches. Impact of the knowledge explosion on social studies education. (4 quarter hours.)

416—THEORIES, METHODS, AND CONTENT IN MATHEMATICS EDUCATION IN THE ELEMENTARY SCHOOL. Psychological bases of teaching and learning mathematics. Empirical research evidence related to different teaching approaches. Impact of the knowledge explosion on mathematics education. (4 quarter hours.)

418—PROBLEMS AND RESEARCH IN EARLY CHILDHOOD EDUCATION. Basic concepts of pre-school, kindergarten, and primary school programs are analyzed and evaluated. Current trends and issues are an integral part of the course. (4 quarter hours.)

420—THE FUNCTIONS OF THE SECONDARY SCHOOL. The role of functions in the analysis of an educational agency. The school, the student, the family and society as determinants of the functions of the secondary school. The functions of the secondary school to develop the student in mastery of organized knowledge, in mastery of intellectual processes, as a person and as a member of society. (4 quarter hours.)

421—CURRICULUM IN THE SECONDARY SCHOOL. This course develops the main viewpoints in: curriculum theory as applied to the secondary school, relationships between curriculum and instruction, functions of the teacher in the curriculum, approaches for research and evaluation of the curriculum, and trends and problems in the subject-matter fields. Emphasis is placed upon the structure and process of knowledge as the bases for the secondary school curriculum. (Prequisite: Graduate standing. 4 quarter hours.)

429—ORGANIZING AND TEACHING COOPERATIVE OFFICE EDUCATION. Organization and administration of cooperative programs in vocational office occupations and effective instructional techniques. Meets part of the professional requirements for teacher-coordinators in Illinois. (4 quarter hours.)

430—TEACHING CONSUMER EDUCATION. The teaching of installment purchasing, budgeting, comparison of prices, and other topics to comply with the recent legislation requiring such instruction in grades 8 through 12. Meets the certification requirements for teachers of consumer economics in Illinois. (4 quarter hours.)

431—TEACHING DATA PROCESSING. The teaching of unit-record equipment and computer systems at the secondary and post-secondary levels. (4 quarter hours.)

432—CAREER EDUCATION: INSTRUCTIONAL MODULES FOR BUSINESS. Designed to assist business education teachers integrate career education into the curriculum with special emphasis in the following areas: the development of a philosophical base for career education, the determining of goals and objectives for career education, and the development of instructional modules for career emphasis in accounting, secretarial, clerical, data processing, sales, and related job clusters. (4 quarter hours.)

435—CURRENT PROBLEMS IN BUSINESS EDUCATION. An analysis of current problems, trends, and recent developments: curriculum, changing objectives, new teaching media, automation, and vocational education. (4 quarter hours.)
436—TEACHING BASIC BUSINESS SUBJECTS. Course content and teaching methodology in economic education. (4 quarter hours.)

437—IMPROVING INSTRUCTION IN TYPEWRITING. New approaches to the teaching of typewriting with emphasis on objectives, multi-media instruction, new materials, and the changing technology in the office. (4 quarter hours.)

438—IMPROVING INSTRUCTION IN SHORTHAND. New approaches in the teaching of shorthand and transcription with emphasis on updated instructional techniques and the use of multiple-channel equipment. (4 quarter hours.)

439—IMPROVING INSTRUCTION IN BOOKKEEPING AND ACCOUNTING. Materials, teaching aims, instructional methods, and analysis of current literature. (4 quarter hours.)

440—FOUNDATIONS IN BUSINESS EDUCATION. Reviews the origin of economic theory and basic business concepts. (4 quarter hours.)

441—THE PSYCHOLOGY OF READING. Psychological processes underlying the reading act; the development of perceptual and linguistic skills; factors of interest and experience; the origins of reading disability. (Prerequisite: Ed. 445. 4 quarter hours.)

442—PSYCHOLOGICAL TESTS AND METHODS IN DIAGNOSIS. Administration and interpretation of diagnostic tests including tests of intelligence, reading, language, motor ability and perception appropriate to different diagnosis. Case study approach. (Prerequisites: Ed. 445, 441, 443, 444. 4 quarter hours.) Materials fee $5.

443—DIAGNOSIS OF READING AND LEARNING DISABILITIES. Analysis of problems in Reading and Learning Disabilities to determine the factors involved in order ultimately to plan a program of remedia- tion. The course will include the diagnostic program at all age and grade levels. Students evaluate and study a wide variety of diagnostic instruments, including the Illinois Test of Psycholinguistic Abilities. (Prerequisites: Ed. 445, 441. 4 quarter hours.) Materials fee $4.

444—REMEDICATION OF READING AND LEARNING DISABILITIES. Analysis of methods and materials for remediation of Reading and Learning Disabilities. (Prerequisites: Ed. 445, 441, 443, 444. 4 quarter hours.)

445—CHARACTERISTICS OF THE EXCEPTIONAL LEARNER. Psycho-social and educational aspects, as well as a consideration of various therapies appropriate to children with disabilities in the various categories of exceptionality. (Prerequisite: Permission. 4 quarter hours.)

446—PSYCHOLOGY AND EDUCATION OF THE EXCEPTIONAL CHILD. Identification, characteristics, differences, programs, schools, curricular variations, techniques for securing maximal development. (4 quarter hours.)

450—THE DYNAMICS OF AFRICAN-AMERICAN CULTURE. This course is intended for teachers in order that they may examine the contributions of the black man to American culture; gain a functional understanding of the social, economic and political development of the black man in America; gain an insight into problems created in America because of non-acceptance relationships; gain an understanding of the intensity of the impact of the black man on American culture. (4 quarter hours.)

452—SEMINAR IN HUMAN SERVICES AND COUNSELING. This course deals with the principles and current practices used in the development and organization of programs in human services and counseling program. Administrative problems, integration of human services, community relations and evaluation procedures will be studied. The organizational structure and management styles, as they affect counseling and other human services, are examined and discussed. (4 quarter hours.)

458—EDUCATIONAL AND OCCUPATIONAL INFORMATION. This course deals with the results of studies in educational and occupational opportunities. The following
areas will be discussed: occupational trends, sources of information, techniques for conducting local occupational surveys, scholarship information, and classroom use of educational and occupational information. (4 quarter hours.)

454—HUMAN SERVICES AND COUNSELING FOR CAREER DEVELOPMENT. This course includes ways to assist the individual to choose, prepare for, and progress in a career. Vocational testing, sources of occupational information are described. Study of vocational behavior in relation to career patterns, with special attention to the analysis of empirical data and theories pertaining to vocational choice.

455—THE ADMINISTRATION OF HUMAN SERVICES AND COUNSELING PROGRAMS. The Administration of Human Services Programs, an interdisciplinary approach to meeting human needs, describes how administrators and counselors can develop skills and competencies to employ, assign and supervise their staff. An analysis of various supervisory techniques is made. (4 quarter hours.)

456—COUNSELING THE COLLEGE-BOUND STUDENT. A course designed to assist professionals in the human services and counseling areas in formulating a deeper perspective of the college counseling process. The use of profiles, types of colleges and admissions procedures, testing, scholarships, advance placement, the preparing of the school report and many other items will be included in the instruction. The workshop approach will be used in the final two weeks of the course to put into practice the concepts, skills, and techniques learned earlier. (4 quarter hours.)

458—FACILITATING HUMAN SERVICES THROUGH THE GROUP PROCESS. The student makes a study of group process, its theory, procedures, and problems as they relate to facilitating human growth and development through group counseling. The class engages in a regular group experience. Opportunity to observe and participate in group work is provided. (4 quarter hours.) (Prerequisite: 462. Permission of Instructor.)

459—CLINICAL STUDIES IN HUMAN SERVICES AND COUNSELING. This course deals with the study of normal children with learning and emotional problems. The nature, synthesis and use of case studies for personal development will be stressed. The interrelationship among the various counseling and human service techniques will be demonstrated. (4 quarter hours.)

460—GUIDANCE IN THE ELEMENTARY SCHOOL. A study of the philosophy, concepts and rationale which undergird elementary school guidance. Principles and practices as they relate to the guidance program are presented. The student is acquainted with the role of the counselor and is introduced to the various facets of the elementary school program. Attention is given to the development of guidance techniques in the classroom and group guidance. (4 quarter hours.)

461—USE OF TESTS IN APPRAISAL AND DEVELOPMENT. Detailed analysis of intelligence, aptitude, personality, and achievement tests used with groups and individuals. The course is intended to familiarize students with various appraisal procedures and their utilization in human services and counseling. Attention is given to the development of the institutional testing program. (4 quarter hours.)

462—COUNSELING THEORY AND PRACTICE FOR HUMAN SERVICES. This course seeks to develop an understanding of the major counseling theories and their application for professionals in the human services. Each student investigates counseling theory through wide reading and has an opportunity to see the implications of the theories in demonstration and practice. The basic theoretical considerations underlying human services and counseling are stressed. Students are expected to develop a personal theory of counseling. (4 quarter hours.)

463—TECHNIQUES OF HUMAN SERVICES AND COUNSELING IN ELEMENTARY AND JUNIOR HIGH SCHOOL. A thorough study of the counseling relationship and counseling process. Students are introduced to specific techniques in counseling.
The course is designed to help the student acquire the necessary counseling skills such as the establishment of a relationship, reflection, summarization, tentative analysis, and encouragement. The student evaluates and analyzes tapes, develops listening skills to facilitate communication, engages in role playing, and has limited contact with real clients. The relationship of counseling and consultation and the skills necessary to employ human services are considered. (4 quarter hours) (Prerequisites: Education 660 and 662.)

484—CONSULTING IN HUMAN SERVICES. This course focuses on the utilization of a human behavior rationale in consultation work with teachers, parents, and others working in institutional and social service areas. Students are engaged in the case study, role playing, and observation of the consultant role. Investigation is made of consulting techniques in the helping professions. (4 quarter hours.)

485—SEMINAR IN TEACHING APPROACHES. Included in the seminar are individualized instruction, inquiry teaching, discovery learning, and open classroom. Instructional modules are developed utilizing an approach and two days are spent field testing the modules. (4 quarter hours.)

486—MULTI MEDIA MATERIALS PRODUCTION. The role of multi media materials in meeting local instructional needs. Setting objectives, selecting content, format, script writing and technological equipment to make filmstrips, slides, transparencies and cassettes to meet local needs. Includes a project to produce a multi media module. (4 quarter hours.)

487—CURRICULUM EVALUATION. Theories of evaluation. The role of evaluation in Curriculum Development. Materials and methods for curriculum evaluation in the schools. (4 quarter hours.)

488—INSTRUCTIONAL TELEVISION AND RADIO. The use of television and radio for general and specific instructional purposes. (4 quarter hours.)

489—CURRENT PROBLEMS AND ISSUES IN CURRICULUM DEVELOPMENT. The purpose of this course is to make the student knowledgeable about the curriculum in terms of current research and theory. Significant topics include new theoretical models for curriculum; providing for disadvantaged, underachieving, and gifted students; nongraded and special schools; television and programmed instruction; research activities—large-scale projects, associations, regional laboratories, ERIC, curriculum centers. (Prerequisite: Education 497. 4 quarter hours.)

490—LEARNING RESOURCES CENTERS. This course deals with goals, learning resource materials, staffing, location, space equipment, functions, services, budgeting and human relations as all of these are involved in establishing and operating learning resources centers. (4 quarter hours.)

491—THE ADMINISTRATION OF CURRICULUM PLANNING. The course explores the issues and new developments in curriculum planning on the state, the district, and the federal level; effective leadership of teachers, students, the public, and parents in curriculum development; the organization and functioning of curriculum workshops, laboratories, libraries, and study centers; research and curriculum evaluation; financing of curriculum planning; and relationships between school administration and curriculum planning. (4 quarter hours. Prerequisite: Education 497.)

492—FOUNDATIONS IN EDUCATIONAL ADMINISTRATION, SUPERVISION AND CURRICULUM—ELEMENTARY AND SECONDARY SCHOOLS. This course is designed both as an introductory course in educational administration and supervision for teachers and potential school administrators and as a functional informative course for those in administrative and supervisory positions. Basic competencies in organization and structure include a preview of federal, state, and local agencies and services. In addition the course previews basic knowledge in staff and pupil personnel, boards of education, instruction and curriculum development, the school
plant, school finance and business management, and home-school-community relations. (Prerequisite: Graduate standing. 4 quarter hours.)

492—ELEMENTARY SCHOOL ADMINISTRATION AND SUPERVISION. This course deals with the administration and supervision of pupils; classification and promotion procedures; the program of studies; special problems associated with kindergarten, primary, intermediate, and upper grade levels; direction and supervision of classroom teaching; and methods of evaluating pupil progress. Economic and effective methods of administering and supervising attendance, the school library, books, supplies, school records and the educational plant receive particular attention. (Prerequisite: Educ. 491 or permission of advisor. 4 quarter hours.)

493—SECONDARY SCHOOL ADMINISTRATION AND SUPERVISION. An intensive study of factors involved in the administration and supervision of a secondary school. Topics considered include the administration and supervision of student personnel, faculty, lay and professional officers, class scheduling, co-curricular program, promotion policies, instructional materials, properties and finance, community relations and other basic needs in administering and supervising a secondary school. (Prerequisite: Educ. 491 or permission of advisor. 4 quarter hours.)

494—SCHOOL FINANCE AND SCHOOL BUILDINGS. Major consideration will be given to: problems relating to the preparing of a school budget, procuring revenue, financial accounting, architectural service, capital outlays, use of buildings, maintenance of the plant, insurance on property, taking the inventory. Problems and policies of the school plant, such as population studies, educational planning, school building standards. Materials and uses will be reviewed and tentative solutions found. (Prerequisite: Ed. 491, 492, or 493 or permission of advisor. 4 quarter hours.)

495—SCHOOL LAW FOR TEACHERS AND ADMINISTRATORS. This course is intended to acquaint teachers and administrators with the basic principles and applications of school law. Special emphasis will be placed on the School Laws of Illinois. (Prerequisite: Ed. 491 or permission of advisor. 4 quarter hours.)

496—HUMAN RELATIONS: HOME, SCHOOL, COMMUNITY. Home-school-community relations is taught with full recognition of the equity of the church, the home, the community and the school in the education of our boys and girls. The students will critically analyze the force of public opinion as well as the devices employed in shaping public opinion. Consideration will be given to the various means employed by gaining the support of the many cooperating agencies in the community. (Prerequisite: Ed. 491. 4 quarter hours.)

497—PRINCIPLES OF CURRICULUM DEVELOPMENT. Purpose of course: to prepare the student for special role of reorganizing and administering the curriculum. Course treats relationships of the curriculum to the social order, principles of content selection and sequence, patterns of curriculum organization, personnel and organization required for curricular revision. (4 quarter hours.)

498—PRINCIPLES AND PRACTICES OF SUPERVISION. Fundamental phases of supervision and the relationship of the supervisor to the administrator and to the classroom teacher. Illustrations will be made of techniques for the improvement of learning through the improvement of teaching, through satisfactory supervisory procedures. Emphasis is on basic principles. (Prerequisite: Ed. 491 or permission of advisor. 4 quarter hours.)

499—PROBLEMS IN SCHOOL SUPERVISION. Special problems in supervision as they affect the interrelation of teaching and learning will be discussed. A detailed study of various techniques which lead to cooperative effort of supervisor, teacher, and learner in the improving of the learning situation will be made. Problems presented by members of the class will be studied cooperatively and tentative solutions will be planned. (Prerequisite: Ed. 491, 498. 4 quarter hours.)

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511—RESEARCH SEMINAR IN ELEMENTARY EDUCATION. Opportunity is provided for individual research and study of problems in elementary education. A seminar research paper is a major requirement of the course. (4 quarter hours.)

512—TEACHING INTERNSHIP IN ELEMENTARY EDUCATION. An internship involving teaching in a school. Student is supervised by personnel from the school and from DePaul University. This course includes a weekly seminar. (10 quarter hours.)

518—INDEPENDENT STUDY IN ELEMENTARY EDUCATION. (Prerequisite: Permission of program director. 2-4 quarter hours.)

519—THESIS RESEARCH IN ELEMENTARY EDUCATION. A student writing a thesis registers for this course for four quarter hours of credit. Where the thesis research and the writing of the thesis itself is prolonged beyond the usual time, the program director may require the student to register for additional credit. (Prerequisite: Admission to candidacy and thesis topic outline approved. 4 quarter hours.)

521—RESEARCH SEMINAR IN SECONDARY EDUCATION. Opportunity is provided for individual research and study of problems in secondary education. A seminar research paper is a major requirement of the course. (4 quarter hours.)

525—TEACHING INTERNSHIP IN SECONDARY EDUCATION. An internship involving teaching in a secondary school. Student is supervised by personnel from the school and from DePaul University. This course includes a weekly seminar. (10 quarter hours.)

528—INDEPENDENT STUDY IN SECONDARY EDUCATION. (Prerequisite: Permission of program director. 2-4 quarter hours.)

529—THESIS RESEARCH IN SECONDARY EDUCATION. A student writing a thesis registers for this course for four quarter hours of credit. Where the thesis research and the writing of the thesis itself is prolonged beyond the usual time, the program director may require the student to register for additional credit. (Prerequisite: Admission to candidacy and thesis topic outline approved. 4 quarter hours.)

531—RESEARCH SEMINAR IN BUSINESS EDUCATION. Opportunity is provided in this seminar for Master of Education candidates to write their 5,000 word paper. Individual research and study of problems in business education form the basis for this class. (4 quarter hours.)

538—INDEPENDENT STUDY IN BUSINESS EDUCATION. (Prerequisite: Permission of director. 2-4 quarter hours.)

539—THESIS RESEARCH IN BUSINESS EDUCATION. A student writing a thesis registers for this course for four quarter hours of credit. Where the thesis research and the writing of the thesis itself is prolonged beyond the usual time, the program director may require the student to register for additional credit. (Prerequisite: Admission to candidacy and thesis topic outline approved. 4 quarter hours.)

541—SEMINAR ON THE PSYCHOPATHOLOGY OF LEARNING. A review of interdisciplinary theories and research applicable to the atypical learner. Opportunity is provided in this seminar for the Master of Education candidate to write the masters paper. (Prerequisite: Admission to candidacy plus completion of all course work. It can be taken concurrently with last course. 4 quarter hours.)

542—DIAGNOSIS AND REMEDIATION OF READING DISABILITIES, PRACTICUM 1. The practicum will afford students the opportunity to diagnose the reading difficulties of youngsters as well as to set up an intelligent plan for the remediation of the problem. Practicum students will employ case study techniques and will meet with the professor in staff meetings after the diagnostic data have been obtained. (Prerequisites: Ed. 441, 442, 443, 444, 445 and permission of instructor. 4 quarter hours.)
DIAGNOSIS AND REMEDIATION OF LEARNING DISABILITIES, PRACTICUM II. Observation and practical application of diagnostic-remedial process by working in the DePaul University Psycho-Educational Clinic with children and adults who have specific learning disabilities. (Prerequisites: Ed. 441, 442, 443, 444, 455 and permission of instructor. 4 quarter hours.)

TESTING AND DIAGNOSIS OF READING AND LEARNING DISABILITIES, PRACTICUM III. Students are directed by testing a selected number of children in the use of tests in diagnosing reading and learning disabilities. (Prerequisites: Ed. 441, 442, 443, 444, 445 and permission of instructor. 4 quarter hours.)

INDEPENDENT STUDY IN READING AND OTHER LEARNING DISABILITIES. (Prerequisite: Permission of program director. 2-4 quarter hours.)

THESIS RESEARCH IN READING AND OTHER LEARNING DISABILITIES. A student writing a thesis registers for this course for four quarter hours of credit. Where the thesis research and the writing of the thesis itself is prolonged beyond the usual time, the program director may require the student to register for additional credit. (Prerequisite: Admission to candidacy and thesis topic outline approved. 4 quarter hours.)

RESEARCH SEMINAR IN HUMAN SERVICES AND COUNSELING. Opportunity is provided in this seminar for Master of Education candidates to write their 5,000 word paper. Individual research and study of problems in guidance form the basis of this class. (4 quarter hours.)

PRACTICUM IN HUMAN SERVICES AND COUNSELING. This course consists of selected and directed experiences provided to qualify students to serve in the secondary schools as student personnel and guidance staff members. Prerequisite: Open to students in degree program only by advisement. (4 quarter hours.)

INTERNSHIP IN HUMAN SERVICES AND COUNSELING. Intern is assigned to one or more cooperating schools or social agency for one, and preferably two, quarters, where he, under the joint supervision of the counseling services, administrator and the University supervisor, gains practical experience in various aspects of counseling materials, functions, procedures and services. Intern completes a jointly approved research project related to human services and counseling in the cooperating school or school district. (4-8 quarter hours.)

INDEPENDENT STUDY IN HUMAN SERVICES AND COUNSELING. (Prerequisite: Permission of program advisor. 2-4 quarter hours.)

THESIS RESEARCH IN HUMAN SERVICES AND COUNSELING. A student writing a thesis registers for this course for four quarter hours of credit. Where the thesis research and the writing of the thesis itself is prolonged beyond the usual time, the program advisor may require the student to register for additional credit. (Prerequisite: Graduate standing and thesis topic and outline approved. 4 quarter hours.)

PRACTICUM IN COUNSELING. This course consists of selected and directed experiences provided to qualify students to serve in the elementary schools as student personnel and guidance staff members. Prerequisite: Open to students in degree program only by advisement. (4 quarter hours.)

RESEARCH SEMINAR IN CURRICULUM DEVELOPMENT. Students in the Master of Education program in curriculum development complete a bibliographical research study of issues and problems in curriculum development. Students who currently hold positions in curriculum may complete an action research project for this seminar. (Prerequisite: Education 400, 497. 4 quarter hours.)

PRACTICUM IN CURRICULUM DEVELOPMENT. The student is provided directed experiences in decision-making for curriculum, participation and leadership.
588—INDEPENDENT STUDY IN CURRICULUM DEVELOPMENT. (Prerequisite: Permission of the program director. 4 quarter hours.)

589—THESIS RESEARCH IN CURRICULUM DEVELOPMENT. A student writing a thesis registers for this course for four quarter hours of credit. Where the thesis research and the writing of the thesis itself is prolonged beyond the usual time, the program advisor may require the student to register for additional credit. (Prerequisite: Admission to candidacy and thesis topic outline approved. 4 quarter hours.)

591—RESEARCH SEMINAR IN ADMINISTRATION. For graduate students who hold administrative positions or who are majoring in and have completed their pre-courses in educational administration. Critical evaluation of recent research in field; investigation and discussion of pertinent problems. Seminar culminates in a published report or work undertaken. (Prerequisite: Ed. 491, 492 or 493 or permission of advisor. 4-8 quarter hours)

592—RESEARCH SEMINAR IN SUPERVISION. Designed for students majoring in supervision and administration. A general review of the literature in the field; critical evaluation of recent studies in supervision. Student undertakes a special project in the area of his major interests in supervision and receives practice in cooperative leadership. (Prerequisite: Ed. 400. 4 quarter hours.)

593—PRACTICUM IN SCHOOL ADMINISTRATION AND/OR SUPERVISION. The practicum provides opportunities for advanced students in school administration and/or supervision to participate in and complete a research project in selected school systems on a full-time or part-time basis. The experiences are intended to provide, under professional direction and supervision, for (1) study of major factions policies, and problems of school administration and/or supervision and (2) intensive study of certain critical administrative and/or supervisory practices. (Prerequisite: Advanced students in administration or supervision and permission of department chairman. 4-8 quarter hours.)

594—INTERNSHIP IN SCHOOL ADMINISTRATION AND/OR SUPERVISION. The Internship provides supervised experiences in selected school systems on a full-time or part-time basis. The student is cooperatively assigned to a school system under the immediate supervision of a superintendent and/or principal. The experiences provided are designed to enrich the student's theoretical background with practical opportunities of participating in (1) overall contact with the student personnel and with the major functions and problems of certain critical administrative and/or supervisory activities and (2) a detailed study and analysis of a particular administrative and/or supervisory function or activity. (Prerequisite: Advanced students in administration or supervision and permission of department chairman. 4-8 quarter hours.)

595—WORKSHOP IN SCHOOL ADMINISTRATION AND/OR SUPERVISION. Participation in the workshop is limited to advanced students in school administration and supervision. Students' participation is enhanced by opportunities provided in interpreting and evaluating school surveys. Surveys are edited and prepared for publication. (Prerequisite: Permission of Chairman. 4 to 8 quarter hours.)

596—SCHOOL SURVEYS. Advanced students in school administration receive experience in participating in limited and comprehensive surveys. These surveys are completed in both public and private parochial schools and the results published. They provide students with functional applications of administrative and supervisory theory.
DE PAUL UNIVERSITY

(Prequisites: Advanced student in school administration and consent of Department Chairman. 4 to 8 quarter hours.)

598—INDEPENDENT STUDY IN SCHOOL ADMINISTRATION AND SUPERVISION. (Prerequisite: Permission of program advisor. 2-4 quarter hours.)

599—THESIS RESEARCH IN SCHOOL ADMINISTRATION AND SUPERVISION. A student writing a thesis registers for this course for four quarter hours of credit. Where the thesis research and the writing of the thesis itself is prolonged beyond the usual time, the program advisor may require the student to register for additional credit. (Prerequisite: Graduate standing and thesis topic and outline approved. 4 quarter hours.)

646—TEACHING READING TO THE DISADVANTAGED. This course emphasizes the special skills, techniques and insights necessary to instruct effectively the child from an inner city environment. The range for this course will be from the pre-school level through the senior high school. (4 quarter hours.)

647—CHILDREN'S LITERATURE. Sources of literature for children and youth. Criteria for selection and evaluation. Intensive review and analysis of both poetry and prose. (4 quarter hours)

648—CORRECTIVE READING PROBLEMS. Methods and materials appropriate to the diagnosis and remediation of corrective reading problems. Organization of corrective reading programs in the classroom setting. (4 quarter hours.)

658—GUIDANCE IN BASIC ADULT EDUCATION. This course is intended for educators who are actively engaged in work with disadvantaged adults. Emphasis is placed on personnel services in basic education centers for adults. (6 quarter hours.)

659—COUNSELING IN BASIC ADULT EDUCATION. This course is intended for educators who are actively engaged in work with disadvantaged adults. Emphasis is placed on counseling in basic education centers for adults. (6 quarter hours.)

691—ILLINOIS SCHOOL LAW FOR TEACHERS AND ADMINISTRATORS. This course in Illinois School Law is based principally on the students acquiring a workable knowledge of the Illinois School Code as well as a facility in checking the various laws in the School Code in Chapter 122 of the Smith-Hurd Illinois Annotated Statutes. Special emphasis is placed on the laws dealing with school boards, school administration, employment of teachers, instruction, and the children. Prerequisites: Education 491, 495, or permission of advisor.

692—LEGAL ASPECTS OF SCHOOL BOARD ORGANIZATION. This course is conducted as a research class and seminar for administrators and school board members. It includes school board organization and policy making, the responsibility of school board members and their discretion, authority and responsibility in interpreting and enforcing school laws. (Prerequisite: Consent of program director. 2-4 quarter hours.)

693—TEACHER AND THE LAW. Includes a study of accountability and liability. The legal aspects of teacher-board negotiations are studied and discussed. (Prerequisite: Consent of program director. 2-4 quarter hours.)

694—RIGHTS AND RESPONSIBILITIES OF STUDENTS, PARENTS AND TEACHERS. Includes study of dress codes, conduct codes, compulsory attendance and accountability. (Prerequisite: Consent of program director. 2-4 quarter hours.)

695—HUMAN RELATIONS—RIGHTS AND RESPONSIBILITIES. An in-depth study of human relations. The course is conducted as a class seminar for teachers, parents and school administrators. (Prerequisite: Consent of the instructor. 2-4 quarter hours.)

699—ILLINOIS SCHOOL LAW FOR TEACHERS AND ADMINISTRATORS II (See 691)
DEPARTMENT OF ENGLISH

PATRICIA EVANS, PH.D., Associate Professor, Chairman

BERNARD A. BRUNNER, PH.D., Professor
ZAHAVA DORISON, PH.D., Asst. Prof.
WILLIAM J. FEENEY, PH.D., Professor
HUGH INCRASCI, PH.D., Asst. Prof.
ELLIN M. KELLY, PH.D., Assoc. Prof.
REV. JAMES F. LARKIN, S.S.V., PH.D., Professor
REV. JEREMIAH LEHANE, C.M., PH.D., Assoc. Prof.
JOHN MASTERS, PH.D., Professor

MARGARET M. NEVILLE, PH.D., Professor
JOHN PRICE, PH.D., Assoc. Prof.
ELMER PRY, JR., PH.D., Asst. Prof.
LAVON RASCO, PH.D., Assoc. Prof.
FRANK SHERMAN, PH.D., Assoc. Prof.
FREDERICK I. TIEFZE, PH.D., Assoc. Prof.
PHILIP VITALE, PH.D., Professor

PURPOSE

The purposes of the English Department Graduate Program are to aid students in broadening their knowledge of the field and to help them prepare for professional advancement through intensive studies in the ordering and establishing of scholarly evidence, through training in linguistic history, through work in critical processes, and through the opportunity to specialize in a variety of studies allied with English, American, and Comparative Literature.

To achieve these purposes the Department offers three programs leading to the Master Arts Degree: 1) a traditional Master's program including a thesis or non-thesis option, 2) a Master's program for teachers with special emphasis upon language and writing, 3) a Master's program in Comparative Literature.

PREREQUISITES

For all programs leading to the Master's Degree, the prerequisite is normally an undergraduate degree with a major in English. The student without such a major may be admitted with a passing grade on the Graduate Record Examination.

PROGRAMS

DEGREE OF MASTER OF ARTS PROGRAM I: TRADITIONAL

Requirements

1. Completion of ten courses, normally all in English. These courses must include the following:
   a) 400—Bibliography and Literary Research
   401—History of the English Language
   470—Studies in Literary Criticism
   b) Seven other courses of which no more than two may be on the 500 level

2. Two additional courses, including one seminar, of which not more than one may be on the 500 level (non-thesis program)
   or
   Thesis Research, 499, and a thesis or, with the approval of the Creative Thesis Committee, a creative writing project in fiction, drama, or poetry (thesis program).

3. A comprehensive written examination.

DEGREE OF MASTER OF ARTS PROGRAM II: PROSPECTIVE COLLEGE TEACHERS

Requirements

1. Completion of twelve courses, normally all in English. These courses must include the following:
   a) 400—Bibliography and Literary Research
   401—History of the English Language
DEPAUL UNIVERSITY

403—The Twentieth Century English Language
405—The Process of Composition
407—Studies in Literary Criticism
475—Studies in Literary Analysis
b) Six other courses, including one seminar, of which no more than three may be
on the 300 level.

2. A comprehensive written examination.

DEGREE OF MASTER OF ARTS PROGRAM III: COMPARATIVE LITERATURE
Requirements

1. Completion of twelve courses, normally all in English. These courses must include
the following:
a) 409—Bibliography and Literary Research
401—History of the Language
470—Studies in Literary Criticism
b) Five courses in Comparative Studies, including one seminar, of which no more
than one course may be on the 300 level.
c) Four courses chosen from the five periods of English Literature and the offerings
in American Literature. No more than one course may be chosen from any one
of these groups and no more than two may be on the 300 level. Exceptions will
be made depending on offerings at any given time and the student's particular
choices from the offerings in Comparative Literature. Such exceptions must be
approved by the student's advisor and one more faculty member.

2. A revised seminar paper to be submitted to a committee of the graduate faculty.

3. A comprehensive written examination.

COURSE OFFERINGS

Courses numbered on the 300 level are advanced undergraduate courses in which
graduate students may earn graduate credit. Courses numbered 400 and above are usually
limited to graduate students.

Required Graduate Courses for All Programs

409—BIBLIOGRAPHY AND LITERARY RESEARCH. A general course for the guid-
ance of students in methods of literary research.
401—HISTORY OF THE ENGLISH LANGUAGE. A systematic study of the nature,
history, and usage of the English language. The course traces the language from
its origin to its present status in England and America.
470—STUDIES IN LITERARY CRITICISM. Studies in the major texts in literary
criticism.

ADVANCED COMPOSITION AND LINGUISTICS

305—CREATIVE WRITING: PROSE AND POETRY.
401—HISTORY OF THE ENGLISH LANGUAGE. Description above.
403—THE TWENTIETH CENTURY ENGLISH LANGUAGE: GRAMMATICAL AP-
PROACHES AND PROBLEMS.
405—THE PROCESS OF COMPOSITION: A THEORY AND PRACTICE COURSE FOR
COLLEGE TEACHERS.

MEDIEVAL PERIOD

310—ENGLISH LITERATURE TO 1500: A survey of Anglo-Saxon and Middle English
works, including drama.
410—STUDIES IN THE ARTHURIAN LEGENDS. Geoffrey of Monmouth, Wace, Lay-
amon, and Malory.
411—STUDIES IN CHAUCER AND LANGLAND. Alternating areas of emphasis include
The Canterbury Tales, Chaucer's Minor Poems, Troilus and Criseyde, and Fiers
Flusson.
412—STUDIES IN MIDDLE ENGLISH VERSE ROMANCES. Emphasis on non-Arthurian
matter.
429—SEMINAR IN SPECIAL TOPICS OR AUTHORS OF THE MEDIEVAL PERIOD.
(Check current schedule for specific listing.)

RENAISSANCE PERIOD
320—ENGLISH RENAISSANCE LITERATURE. Survey of the major works including
the works of More, Wyatt, Sidney, Spenser, Shakespeare, Donne, and Milton.
321—STUDIES IN ENGLISH RENAISSANCE PROSE. Major prose documents, 1500-1600,
including More's Utopia, Sidney's Defence of Poesie, Bacon's Essays, and Milton's
Areopagitica.
322—STUDIES IN ENGLISH RENAISSANCE POETRY. Alternating emphasis on the
English Epic, on Lyric Styles, and on Metaphysical Poetry.
323—STUDIES IN ENGLISH RENAISSANCE DRAMA. Plays, 1585-1642, exclusive of
Shakespeare's. Including works by Kyd, Marlowe, Jonson, Webster, and Ford.
327—COMPARATIVE STUDIES IN THE RENAISSANCE. Major Continental and Eng-
lish writers, including Petrarch, Boccaccio, Erasmus, Rabelais, Ronsard, Spenser,
Shakespeare, Cervantes, and Milton.
328—STUDIES IN SHAKESPEARE. Concentration on selected plays through various
critical and scholarly perspectives. Survey of important 20th-century Shakespearian
studies.
329—SEMINAR IN SPECIAL TOPICS OR OF AUTHORS OF THE RENAISSANCE.
(Check current schedule for specific listing.)

RESTORATION AND EIGHTEENTH CENTURY
350—RESTORATION AND EIGHTEENTH CENTURY LITERATURE. Principal poets
and prose writers, 1660-1800.
480—STUDIES IN RESTORATION AND EIGHTEENTH CENTURY ENGLISH LIT-
ERATURE. Alternating areas of emphasis include The Augustan Age, the Age of
Dryden, and the Age of Johnson.
481—STUDIES IN THE EIGHTEENTH CENTURY NOVEL. Reading and discussion of
representative English prose fiction, including Defoe, Richardson, Fielding, Sterne,
and a representative Gothic novel.
482—STUDIES IN RESTORATION AND EIGHTEENTH CENTURY DRAMA. Read-
ing and discussion of comedy of manners, sentimental comedy, heroic drama, and
bourgeois tragedy.
487—COMPARATIVE STUDIES IN THE EIGHTEENTH CENTURY. English, Amer-
ican, and European thought of the century as manifested in the literature of the
time, including Kant, Voltaire, Jefferson, Rousseau, Goethe, Adam Smith, and Swift.
489—SEMINAR IN SPECIAL TOPICS OR AUTHORS OF THE RESTORATION AND
EIGHTEENTH CENTURY. (Check current schedule for specific listing.)

NINETEENTH CENTURY PERIOD
542—THE ENGLISH ROMANTIC MOVEMENT. Survey of the major works and authors
of the Romantic period.
543—THE VICTORIAN AGE IN ENGLISH LITERATURE. Survey of the major works
and authors of the Victorian period.
441—THE ENGLISH ROMANTICS AS LITERARY CRITICS. The critical writings of Wordsworth, Coleridge, De Quincey, Lamb, Hazlitt, Hunt will be studied in some detail as exercises in critical perception and esthetic judgment.

442—STUDIES IN THE ENGLISH ROMANTIC POETS. A consideration of the major poets of the period including Coleridge, Wordsworth, Byron, Keats, and Shelley.

443—STUDIES IN VICTORIAN PROSE. Major prose documents of the period, including the work of Carlyle, Newman, Ruskin, Arnold, and Pater.

444—STUDIES IN VICTORIAN POETRY. A consideration of the major poets of the period including Tennyson, Browning, Housman, and Arnold.

445—STUDIES IN NINETEENTH CENTURY BRITISH FICTION. Alternating areas of emphasis include the major writers of the period: Austen, Scott, Dickens, Thackeray, the Brontës, Hardy, Eliot, Meredith, and Trollope.

447—COMPARATIVE STUDIES IN THE NINETEENTH CENTURY. English, American, and European thought of the century as manifested in the literature of the time, including Hegel, Mill, George Eliot, Zola, Emerson, and others.

449—SEMINAR IN SPECIAL TOPICS OR AUTHORS OF THE NINETEENTH CENTURY. (Check current schedule for specific listing.)

MODERN PERIOD


451—STUDIES IN THE MODERN BRITISH NOVEL. Alternating areas of emphasis will include Woolf, Joyce, Lawrence, and Huxley.

452—STUDIES IN MODERN BRITISH POETRY. Alternating areas of emphasis will include Yeats, Auden, Lawrence, Dylan Thomas, and Hopkins.

459—SEMINAR IN SPECIAL TOPICS OR AUTHORS OF THE MODERN PERIOD. (Check current schedule for specific listing.)

AMERICAN LITERATURE

360—EARLY AMERICAN LITERATURE. Survey of Puritan and national literature including Edwards, Franklin, Cooper, and Irving.

361—ROMANTICISM IN AMERICAN LITERATURE. Poc, Hawthorne, Melville, Emerson, Thoreau, and Whitman; development of romance, novel and short story.

362—REALISM AND NATURALISM IN AMERICAN LITERATURE. Twain, James, Crane, Dreiser, Dickinson, Robinson, and Frost; development of the modern style in poetry and prose.

364—DEVELOPMENT OF THE AMERICAN NOVEL. Narrative prose from beginnings to modern novel; emphasis on sentimental and gothic novels, travel and adventure narratives, and romances.

365—MODERN AMERICAN FICTION. Survey of major trends since 1920 including Fitzgerald, Hemingway, and Faulkner.


460—STUDIES IN AMERICAN LITERATURE: BEGINNINGS TO 1820. Emphasis on diversity and origins of patterns in literature and culture. Alternating topics include Puritanism in American Culture, Franklin and Edwards, Journal, Diary, and Historical Literature.

461—STUDIES IN AMERICAN LITERATURE: 1820-1870. The flowering of imagination in the nineteenth century. Alternating areas of emphasis include Hawthorne and Melville, Irving, Cooper, and Poe, the Transcendentalists, and Whitman and Dickinson.
ENGLISH

462—STUDIES IN AMERICAN LITERATURE: 1870-1920. The growth of realism and naturalism in the modern style. Alternating areas of emphasis include Twain and James, the Development of Modern Poetry, the Colloquial Style, and Naturalism.

465—STUDIES IN THE MODERN AMERICAN NOVEL. Alternating areas of emphasis include Fitzgerald and Hemingway, Faulkner and Southern Fiction, and the Ethnic Novel.

466—STUDIES IN MODERN AMERICAN POETRY. Alternating areas of emphasis will focus on major poets and movements including Imagism, Eliot and Frost, and Contemporary Poets.

467—STUDIES IN AMERICAN DRAMA. Development of American drama with alternating emphasis on major movements and dramatists.

469—SEMINAR IN SPECIAL TOPICS OR AUTHORS OF AMERICAN LITERATURE. (Check current schedule for specific listing.)

LITERARY CRITICISM

570—CONTEMPORARY LITERARY CRITICISM. Contemporary critical theories and their relation in historical context to problems of literary interpretation and judgment.

570—STUDIES IN LITERARY CRITICISM. Studies in the major texts in literary criticism.

575—STUDIES IN LITERARY ANALYSIS. A THEORY AND PRACTICE COURSE FOR COLLEGE TEACHERS.

COMPARATIVE LITERATURE

380—MASTERPIECES OF WORLD LITERATURE. Representative masterpieces organized either chronologically or topically, excluding British and American.

481—STUDIES IN COMPARATIVE LITERATURE: ANCIENT. A consideration of the Greek, Roman, and Biblical traditions that underlie Western literature.

483—STUDIES IN COMPARATIVE LITERATURE: MEDIEVAL. Alternating areas of emphasis will include the Romance Tradition, the Work and Influence of Dante, Chaucer and Boccaccio.

485—STUDIES IN COMPARATIVE LITERATURE: MODERN. Alternating areas of emphasis will include the Novel in the Twentieth Century, Symbolist Poetry, and Developments in Form in Modern Literature.

486—STUDIES IN THE NOVEL: A comparison of individual novelists. Alternating emphasis on Faulkner and Dostoevsky, Dickens and Tolstoy, Mann and Gide, and others.

487—STUDIES IN DRAMA. Alternating areas of emphasis will include Tragedy, Comedy, English and Irish Drama, and Modern Drama.

489—SEMINAR IN SPECIAL TOPICS OR AUTHORS IN COMPARATIVE LITERATURE. (Check current schedule for specific listing.)

SPECIAL STUDIES AND INDIVIDUAL STUDY

498—INDEPENDENT STUDY. Independent study is conducted with the permission of the chairman of the department and under the guidance of a member of the graduate faculty. Such study should not duplicate an existing course, and is allowed only to those graduate students who have completed half their required course work.

499—THESIS RESEARCH. A four quarter hour course. Guidance by a member of the English faculty required in the preparation of the master's thesis. The student will register for this course after consultation with the department chairman.
DEPARTMENT OF GEOGRAPHY

RICHARD J. HOUR, Ph.D., Professor, Chairman
LOREN R. COSTESCU, Ph.D., Lecturer
DONALD R. DEWEY, Ph.D., Associate Professor
ELISABETH EISLEN, Ph.D., Lecturer
ALBERT J. LARSON, Ph.D., Lecturer

VERNON R. PRINZING, Ed.D., Assistant Professor
JANE E. RUTCLIFFE, Ph.D., Assistant Professor
GERALD W. ROPKA, Ph.D., Assistant Professor

PREREQUISITES AS A MINOR FIELD

Geography as a minor field may be taken in connection with economics, education, history, or sociology. The prerequisites are 20 quarter hours in geography courses equivalent to Geography 100, 101, 106 or 107 or 310, 341, and 395. Students minoring in geography must confer with the chairman of the department, who will propose an individual program of study based on previous training, interests, and needs.

301—INTRODUCTION TO OCEANOGRAPHY

Concerned with the 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.


316—PHYSICAL, ECONOMIC AND CULTURAL CONTRASTS IN WESTERN EUROPE

317—PHYSICAL, ECONOMIC AND CULTURAL CONTRASTS IN EASTERN EUROPE AND THE USSR.

320—ILLINOIS: UPSTATE, DOWNTOWN.

321—THE CHICAGO METROPOLITAN AREA

Extensive field trips make possible on-the-spot study of local phenomena of major importance in analyzing Chicago's urban geography. (Transportation fee required.)

322—EASTERN UNITED STATES AND CANADA

323—WESTERN UNITED STATES AND CANADA

328—MAN AND LAND IN THE CARIBBEAN

327—MAN AND LAND IN SOUTH AMERICA

333—THE CITY: PROBLEMS AND PLANNING

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

335—POLITICAL GEOGRAPHY

Investigates the basic factors influencing man's political organization of space.

340—MAPS AND MAN

Stresses the preparation and interpretation of maps, charts and globes and explains their vital importance in the modern world.

341—CARTOGRAPHY AND COMPUTER GRAPHICS. Practical instruction in the use of computers and traditional hand techniques in the construction of maps.
342—CARTOGRAPHY LABORATORY. Must be taken concurrently with Geo. 341.
(2 qtr. hrs. Lab fee $15.00)

354—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.)

370—GEOGRAPHY OF RECREATION AND LEISURE. Location and development of
the urban and rural recreational landscape as mankind organizes space to meet
leisure time and recreational needs.

395—SEMINAR IN SELECTED GEOGRAPHIC TOPICS
An upper-division seminar concerned with the study of selected geographic problems.
(Prerequisite: Geography 100 and/or consent of the instructor.)

398—INDEPENDENT READING AND RESEARCH
Permits intensive study of a topic of special interest. Private conferences permit dis-
cussion with instructor of supervised reading and research.
DEPARTMENT OF HISTORY
Robert F. Fries, Ph.D., Professor, Chairman
Donald Abramske, Ph.D., Assoc. Professor
Bernardine Pietraszek, Ph.D., Assoc. Professor
Albert Ehleracher, Ph.D., Assoc. Professor
Sholom Singer, Ph.D., Assoc. Professor
Robert Garfield, Ph.D., Asst. Professor
Cornelius Seippel, Ph.D., Assoc. Professor
Joseph H. Lefmann, Ph.D., Professor
Harry Thomson, Ph.D., Assoc. Professor
Martin J. Lowery, Ph.D., Professor
Arthur Thurner, Ph.D., Assoc. Professor
Ralph J. Mailliard, Ph.D., Professor Emeritus

PURPOSE

The purpose of all courses offered by the Department of History is to provide a broad and critical acquaintance with the past experience of human society. Graduate courses involve wide contact with historical literature, including source materials; some practice in collecting, interpreting, and presenting data according to acceptable standards of method and style; and intensive discussion of the nature and problems of the discipline.

The degree program is intended to prepare the student for further advanced study, as well as to give him a disciplinary background adequate for the professions, such as secondary school teaching, in which a master's degree is ordinarily considered adequate.

PREREQUISITES

Applicants for admission to the Master of Arts degree program must have satisfactorily completed 48 quarter hours (32 semester hours) in the social sciences, of which at least 36 quarter hours (24 semester hours) must be in history. These 36 quarter hours should include both European and United States history. The remaining 12 quarter hours may be in history, economics, political science, sociology, geography, history of music, history of education, or history of philosophy. In special cases the department may accept applicants who have not completed the minimum number of hours in history.

DEGREE OF MASTER OF ARTS

Requirements

1. Completion of 48 quarter hours.
   a) Course 401, Historical Method and Bibliography, is required. The remaining courses must include: 16 quarter hours in 500-level courses; 16 quarter hours in 400-level courses; and eight quarter hours in History 500, Research Seminar. The remaining four quarter hours may be earned by writing an acceptable thesis (History 499, Thesis Research), or by taking another course approved by a departmental advisor.
   b) The research seminar credit must be earned by taking the same area in two successive quarters from the same professor.
   c) Students who have earned at least 48 quarter hours (32 semester hours) in history before entering the Graduate School may have the option of earning eight of the required 48 quarter hours in a related field of study, for which they must also have completed the required preparation. The department strongly recommends political science as a related field of study. Other recommended fields are: economics, geography, philosophy, sociology, and literature.

2. Reading knowledge of one foreign language, preferably French, German, or Spanish. The department will accept as evidence of reading knowledge of a foreign language 18 quarter hours (12 semester hours) of college study satisfactorily completed, or four years of high school study. Students who have earned less than 18 quarter hours or the equivalent in the study of a single foreign language must have evidence of reading knowledge by passing an examination set by the department. Examinations are available only in languages taught at the University.
3. A written or oral comprehensive examination covering two of the fields of history listed below. The student may elect either the written or the oral examination.

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<tr>
<th>Field</th>
<th>Period</th>
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<tbody>
<tr>
<td>Medieval Europe, 400-1500</td>
<td>Great Britain since 1700</td>
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<tr>
<td>Modern Europe to 1850</td>
<td>Latin America</td>
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<tr>
<td>Modern Europe since 1850</td>
<td>United States to 1860</td>
</tr>
<tr>
<td>England to 1700</td>
<td>United States since 1860</td>
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**HISTORY AS A MINOR FIELD**

History may be combined as a minor with education, English, economics, geography, and philosophy. The prerequisites in history are 24 quarter hours, of which at least four must be in United States and four in European history.

*Courses for Advanced Undergraduate and Graduate Students*

304—TOPICS IN AFRICAN HISTORY. In-depth studies in the political, religious, cultural, and economic aspects of African history.

320—EARLY MEDIEVAL HISTORY, 284-1066. Breakup of the Roman Empire, growth of Christianity, Byzantium, spread and achievements of Islam, the Teutonic Kingdom, papal state, collapse of Carolingian Empire, the Slavic world, feudalism and the establishment of the feudal states.

321—LATER MEDIEVAL HISTORY, 1066-1450. The investiture controversy, the crusades, 12th century renaissance, the politics of the feudal states, the medieval papacy, states of eastern Europe, rise of urban life, transition to the modern age, decline of the influence of the Church.

328—ENGLISH CONSTITUTIONAL HISTORY TO 1485. A study of Anglo-Saxon institutions; feudalism after the Norman conquest; growth of the common law; foundations of Parliament; and the development of central administrative systems.

329—THE RENAISSANCE, 1400-1650. A detailed discussion of the significant political, economic, intellectual and artistic developments of the early modern period. Religious developments are considered in their relationships to other phases of societal change, but they are not treated in breadth or depth.

350—THE PROTESTANT REFORMATION, 1517-1650. A detailed consideration of the main currents of religious thought and change.

351—THE OLD REGIME IN EUROPE, 1648-1789. A general study of the principal developments of the period with emphasis upon the growth of political institutions and their relationship to religious and cultural change.

352—FRENCH REVOLUTION AND NAPOLEON, 1789-1815. Political and economic failure of the Old Regime, influence of the philosophers, the rise and fall of revolutionary idealism, the spread of revolutionary principles, the development of imperialism and dictatorship under Napoleon, and the settlement of Europe at the Congress of Vienna.

355—HISTORY OF EUROPE FROM METTERNICH TO BISMARCK, 1815-1870. The decline of the aristocratic clerical order, the emergence of capitalism, the appearance of liberal states, and the rise of nationalism in Italy and Germany.


355—HISTORY OF EUROPE SINCE 1914. A study of the main currents of international affairs during the period, and domestic problems of the leading states, with emphasis upon the dynamics of power politics.

345—ENGLAND UNDER THE TUDORS 1485-1603. The development of England from organic Feudalism to Tudor Absolutism. Church and State during the period of bourgeoisie-Monarchy alliance. An analysis of English social, spiritual, political, and
economic values during the periods of the Henrician Reformation and the Elizabethan Renaissance; the heritage of the Stuart dynasty.


346—MODERN BRITAIN SINCE 1870. An analysis of English political parties and the development of the labor movement along with a close study of English foreign and domestic policies in the period of the two World Wars.

355—HISTORY OF RUSSIA TO 1905. A study of Kievan period, the Mongol invasions, Ivan the Terrible, the emergence of modern Russia under Peter the Great and Catherine, 19th century autocracy and the formation of the radical tradition.

356—HISTORY OF RUSSIA SINCE 1905. A study of Bolshevik Revolution, the rise of Stalin to power, the Five Year Plans, the Second World War and Russia's place in the modern world.

358—HISTORY OF EASTERN EUROPE SINCE 1900. A study of the northern half of the Eastern European states concentrating on the establishment of independent nation states and their changing social, economic, and political forms in the 20th century.

359—HISTORY OF THE BALCAN PENINSULA SINCE 1900. An area analysis of the Balkan peninsula in the 20th century, emphasizing liberation from the Turkish yoke, the establishment of nation states, and subsequent conflicts and development.

361—COLONIAL INSTITUTIONS IN LATIN AMERICA. A thorough analysis of Spanish and Portuguese colonizing techniques and comparative development of institutions under the Hapsburgs and Bourbons.

362—REVOLUTIONARY PERIOD IN LATIN AMERICA. A study of the enlightenment and the various causes behind the revolt of the Spanish and Portuguese colonies from the mother country. The analysis will include foreign intervention, evaluation of revolutionary leaders, their ideals and effectiveness.

363—REPUBLICS OF LATIN AMERICA. An analysis of the major domestic and foreign problems confronting the new republics, including a study of liberalism, conservatism, federalism, socialism and communism.

364—DICTATORS AND CAUDILLISMO IN LATIN AMERICA. A study of the causes, characteristics and effects of dictatorship in Latin America, emphasizing the role of the military.

361—HISTORY OF MEXICO. A study of the conquest, colonization, colonial institutions, wars of independence, empire and early republic, Revolution of 1910 and the emergence of Modern Mexico.

366—INTER-AMERICAN COOPERATION. The development of the Pan-American concept from the Congress of Panama in 1826 up to the Alliance for Progress and the Organization of American States. A study of the unity of the Western Hemisphere as an effective block to European and Asian power struggles will be emphasized.

367—THE UNITED STATES AND THE CARIBBEAN. The history of the Caribbean from colonial times to the present, with special emphasis upon the role of the United States in the development of this region.
570—UNITED STATES: COLONIAL FOUNDATIONS TO 1760. The discovery, exploration, and settlement of the eastern seaboard, with discussion of significant political, economic, and social consequences.

571—UNITED STATES: BIRTH OF THE REPUBLIC, 1760-1800. The establishment of American independence, adoption of the constitution, the first years of the republic considered in analytical detail.

572—UNITED STATES: EARLY NATIONAL PERIOD, 1800-1860. The historical forces that shaped the early growth and development of the republic.

573—UNITED STATES: CIVIL WAR AND RECONSTRUCTION, 1866-1877. The cause of the war, its development, and major problems of the peace.

574—UNITED STATES: EMERGENCE OF MODERN AMERICA, 1877-1914. New culture patterns, political party haves, growth of big business and organized labor, Populism and the Progressive period.

575—UNITED STATES: THE MODERN AGE, 1914-1945. A consideration of World War I, the Twenties, the Great Depression, the New Deal, World War II.

576—UNITED STATES SINCE 1945. Significant developments in American life during the period after World War II.

577—UNITED STATES SOCIAL AND INTELLECTUAL HISTORY TO 1800. A study of the social development of the American people and of patterns of thought, religion and art.

578—UNITED STATES SOCIAL AND INTELLECTUAL HISTORY IN THE 19TH CENTURY. Continues course 577.

579—UNITED STATES SOCIAL AND INTELLECTUAL HISTORY IN THE 20TH CENTURY. Continues course 578.

580—U.S. CONSTITUTIONAL HISTORY TO 1815. This course examines the English colonial charters and colonial governments in the 17th and 18th centuries, the constitutional aspects of the American Revolution, the new state constitutions drafted in the 1770's, the Articles of Confederation, the federal Constitution, and the early history of the new government. (May also be taken for Political Science credit. See Political Science 327)

581—U.S. CONSTITUTIONAL HISTORY, 1815-1920. This course continues the history covered in 580. It explores the concepts of federalism and separation of powers in some detail and with reference to major Supreme Court decisions. The constitutional aspects of the Civil War and Reconstruction are given close attention, followed by the problems of industrial regulation. (May also be taken for Political Science credit. See Political Science 328)

582—U.S. CONSTITUTIONAL HISTORY SINCE 1920. This course continues the history covered in 581. It deals with problems of civil liberties in the post-World War I era, the constitutional issues of the New Deal period, and the great variety of constitutional controversies that arose during and after World War II, including the major decisions of the Warren court. (May also be taken for Political Science credit. See Political Science 329)

583—UNITED STATES FOREIGN RELATIONS, 1783-1860. The development of basic American foreign policies during the formative period from the Confederation to the Civil War.

584—UNITED STATES FOREIGN RELATIONS, 1860-1914. A study and analysis of the diplomacy of the Civil War, of the genesis of American imperialism, and of the new position of the United States in world affairs in the opening of the twentieth century.
DE PAUL UNIVERSITY

385—UNITED STATES FOREIGN RELATIONS SINCE 1914. A study and analysis of
the diplomacy of the United States in World War I, the period between the wars,
World War II, and the contemporary era.
390—HISTORY OF IMMIGRATION AND MINORITIES IN THE UNITED STATES.
A study of immigration and problems of ethnic and racial groups, 1840-1940.
391—HISTORY OF AMERICAN POLITICAL PARTIES. A study of the party system
in operation as an historical study of major and minor parties to the Civil War.

COURSES FOR GRADUATE STUDENTS ONLY

401—HISTORICAL METHOD AND BIBLIOGRAPHY. The techniques of research and
historical writing, guides to the materials of history, representative historians
and their work. (Prerequisite: Graduate standing.)
420—STUDIES IN EARLY MEDIEVAL HISTORY, 294-1000. (Prerequisite: Course 320
or consent of instructor.)
421—STUDIES IN LATER MEDIEVAL HISTORY, 1000-1450. (Prerequisite: Course 321
or consent of instructor.)
428—STUDIES IN ENGLISH CONSTITUTIONAL HISTORY TO 1660. (Prerequisite:
Course 328 or consent of instructor.)
429—STUDIES IN THE RENAISSANCE, 1400-1650. (Prerequisite: Course 429 or con-
sent of instructor.)
430—STUDIES IN THE PROTESTANT REFORMATION, 1450-1650. (Prerequisite:
Course 330 or consent of instructor.)
431—STUDIES IN EUROPEAN HISTORY, 1648-1789. (Prerequisite: Course 331 or con-
sent of instructor.)
432—STUDIES IN THE FRENCH REVOLUTION AND NAPOLEON. (Prerequisite:
Course 332 or consent of instructor.)
433—STUDIES IN EUROPEAN HISTORY, 1815-1870. (Prerequisite: Course 333 or con-
sent of instructor.)
434—STUDIES IN EUROPEAN HISTORY, 1870-1914. (Prerequisite: Course 334 or con-
sent of instructor.)
435—STUDIES IN EUROPEAN HISTORY SINCE 1914. (Prerequisite: Course 335 or con-
sent of instructor.)
445—STUDIES IN ENGLISH HISTORY, 1485-1603. (Prerequisite: Course 345 or con-
sent of instructor.)
444—STUDIES IN ENGLISH HISTORY, 1603-1714. (Prerequisite: Course 344 or con-
sent of instructor.)
445—STUDIES IN BRITISH HISTORY, 1714-1870. (Prerequisite: Course 345 or con-
sent of instructor.)
446—STUDIES IN BRITISH HISTORY SINCE 1870. (Prerequisite: Course 346 or con-
sent of instructor.)
453—STUDIES IN RUSSIAN HISTORY TO 1905. (Prerequisite: Course 355 or consent of
instructor.)
456—STUDIES IN RUSSIAN HISTORY SINCE 1905. (Prerequisite: Course 356 or con-
sent of instructor.)
461—STUDIES IN LATIN AMERICAN HISTORY: COLONIAL PERIOD UP TO 1825.
(Prerequisite: Course 361 or consent of instructor.)
462—STUDIES IN LATIN AMERICAN HISTORY: NATIONAL PERIOD, 1825-1914.
(Prerequisite: Course 362 or consent of instructor.)
463—STUDIES IN LATIN AMERICAN HISTORY SINCE 1914. (Prerequisite: Course
363 or consent of instructor.)
HISTORY

464—STUDIES IN LATIN AMERICAN DICTATORSHIPS. (Prerequisite: Course 364 or consent of instructor.)

465—STUDIES IN THE HISTORY OF MEXICO. (Prerequisite: Course 365 or consent of instructor.)

466—STUDIES IN INTERNATIONAL RELATIONS IN THE AMERICAS. (Prerequisite: Course 366 or consent of instructor.)

470—STUDIES IN UNITED STATES COLONIAL HISTORY. (Prerequisite: Course 370 or consent of instructor.)

471—STUDIES IN UNITED STATES HISTORY, 1760-1800. (Prerequisite: Course 371 or consent of instructor.)

472—STUDIES IN UNITED STATES HISTORY, 1800-1860. (Prerequisite: Course 372 or consent of instructor.)

473—STUDIES IN UNITED STATES HISTORY, 1860-1877. (Prerequisite: Course 373 or consent of instructor.)

474—STUDIES IN UNITED STATES HISTORY, 1877-1914. (Prerequisite: Course 374 or consent of instructor.)

475—STUDIES IN UNITED STATES HISTORY, 1914-1945. (Prerequisite: Course 375 or consent of instructor.)

476—STUDIES IN UNITED STATES HISTORY SINCE 1945. (Prerequisite: Course 376 or consent of instructor.)

477—STUDIES IN AMERICAN SOCIAL AND INTELLECTUAL HISTORY TO 1800. (Prerequisite: Course 377 or consent of instructor.)

478—STUDIES IN AMERICAN SOCIAL AND INTELLECTUAL HISTORY IN THE 19TH CENTURY. (Prerequisite: Course 378 or consent of instructor.)

479—STUDIES IN AMERICAN SOCIAL AND INTELLECTUAL HISTORY IN THE 20TH CENTURY. (Prerequisite: Course 379 or consent of instructor.)

483—STUDIES IN UNITED STATES FOREIGN RELATIONS, 1788-1860. (Prerequisite: Course 383 or consent of instructor.)

484—STUDIES IN UNITED STATES FOREIGN RELATIONS, 1860-1914. (Prerequisite: Course 384 or consent of instructor.)

485—STUDIES IN UNITED STATES FOREIGN RELATIONS SINCE 1914. (Prerequisite: Course 385 or consent of instructor.)

491—STUDIES IN AMERICAN POLITICAL PARTIES, 1789-1860. (Prerequisite: Course 391 or consent of instructor.)

492—STUDIES IN AMERICAN POLITICAL PARTIES SINCE 1860. (Prerequisite: Course 391 or consent of instructor.)

499—THESIS RESEARCH. (Prerequisite: Approval of thesis topic.) 4 quarter hours.

RESEARCH SEMINAR

500—RESEARCH SEMINAR. Open only to graduate students majoring in history. Consent of the chairman and a professor is prerequisite. The seminar carries 4 quarter hours of credit each quarter; 8 quarter hours of credit may be earned by registering for the seminar in each of two successive quarters. Students registering for the Research Seminar will be allotted to projects in one of the following areas:

Medieval Europe, 400-1500. Great Britain since 1700.
Modern Europe to 1850. Latin America.
Modern Europe since 1850. United States to 1860.
England to 1700. United States since 1860.
DEPAUL UNIVERSITY

DEPARTMENT OF MATHEMATICAL SCIENCES
Y. F. WONG, Ph.D., Associate Professor, Chairman

J. MARSHALL ASH, Ph.D., Professor
HELMUT EPP, Ph.D., Asst. Professor
SUSANNA EPP, Ph.D., Assoc. Professor
CONSTANTINE GEORGEAS, PH.D., Assoc. Prof.
LAWRENCE GLUCK, PH.D., Assoc. Professor
SIGRUSD GEI, PH.D., Assoc. Professor
JERRY GOLDMAN, PH.D., Assoc. Professor

ROGER JONES, Ph.D., Assoc. Professor
GLEN LANCASTER, PH.D., Asst. Professor
ROBERT OCHEN, PH.D., Assoc. Professor
WALTER FRANKF. PH.D., Professor
JACOB TOWER, PH.D., Professor
STEPHEN VAGI, PH.D., Professor
MICHAEL WICHEMAN, PH.D., Assoc. Professor

PURPOSE
The Department of Mathematical Sciences seeks to provide a sound mathematical background for a variety of career interests in mathematics including teaching, applied mathematics, further study and research, and to meet the needs of students in the physical, biological, and behavioral sciences. To accommodate the interests of individual students, the programs of study are designed with the greatest possible flexibility.

DEGREE OF MASTER OF SCIENCE IN MATHEMATICS
The department offers graduate and advanced undergraduate courses at the Schmitt Academic Center, 2323 North Seminary. The library which has a sizable collection of mathematical books and journals is located in the same building. There are a number of assistantships available to students interested in full-time study. Seminars, colloquia, and an unusually close degree of contact with the faculty are available to full-time students.

PREREQUISITES
Applicants for admission to the program leading to the Master of Science degree in mathematics must have a strong undergraduate major in mathematics which includes at least forty-four quarter hours of mathematics. Undergraduate preparation required to do graduate work should include Math 220, 310, 311, 350, 365, and 366 or their equivalent. This criterion is not applied inflexibly; however, promising applicants, even though they have less preparation, may be admitted.

REQUIREMENTS
1. Forty-eight quarter hours of graduate level work are required. All students must complete six basic courses: Math 400, 401, 402, 410, 411, 415, and six elective courses. The six elective courses normally would be taken as two three-course sequences.
2. Passing of a comprehensive written examination based on the contents of the six basic courses listed above.

GRADUATE COURSES
(No 300-level course may count for both undergraduate and graduate credit.)

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)

344—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 lab fee: $15.90.

345—DATA STRUCTURES. Topics include the study of strings, deques, queues, lists, stacks, and trees. (Prerequisite: 344) Computer lab fee: $15.00.

346—ADVANCED NUMERICAL ANALYSIS. Topics include solution of ordinary differential equations: Runge-Kutta methods, multistep methods, predictor-corrector meth-
M A T H E M A T I C A L  S C I E N C E S

do, and numerical solution of boundary value problems; solution of partial differential equations: finite difference methods, determination of grids, and derivation of difference equations. (Prerequisite: 341) Computer lab fee: $15.00.

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

352—PROBABILITY AND STATISTICS II. Random multivariates; sampling distributions; theory of estimation. (Corequisite: 351 and Math 210 or 330)

353—PROBABILITY AND STATISTICS III. Testing of hypotheses; regression; selected topics such as analysis of variance, order statistics, Markov processes. (Prerequisite: 352)

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

361—ACTUARIAL SCIENCE I. Actuarial numerical analysis and theory of interest. (Prerequisite: 152)

362—ACTUARIAL SCIENCE II. Life contingencies. (Prerequisite: 361 and 351 or consent)

363—ACTUARIAL SCIENCE III. Selected topics from demography; construction of mortality tables; graduation methods; risk theory. (Prerequisite: 362)

380—INTRODUCTION TO TOPOLOGY. Topological spaces; continuous mapping; separation axioms; product and quotient topologies; connectedness and compactness; metric spaces. (Prerequisite: 365 or 330)

381—DIFFERENTIAL GEOMETRY. (Prerequisite: 331 or consent of department)

387—INTRODUCTION TO LINEAR PROGRAMMING. Linear programming problem and its dual; the simplex method; transportation and warehouse problems; computer algorithms and applications to various fields. (Prerequisites: 150 and 149 or 340) Laboratory fee: $15.00

393—LÉBEQUE 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 360 and 351 recommended)

400—ADVANCED ALGEBRA I. Linear algebra. (Prerequisite: 311 or its equivalent)

401—ADVANCED ALGEBRA II. Linear algebra; group theory. (Prerequisite: 400)

402—ADVANCED ALGEBRA III. Rings and fields. (Prerequisite: 401)

410—REAL ANALYSIS I. Real numbers; continuous functions on metric spaces; convergence of infinite series and differentiation. (Prerequisite: 365 or its equivalent)

411—REAL ANALYSIS II. Sequences of functions; interchange of limits with differentiation and integration; improper integrals; Functions of several variables. (Prerequisite: 410)

412—MEASURE AND INTEGRATION. Lebesgue's theory of measure and integration; convergence theorems and differentiation; product measure and Fubini's theorem. (Prerequisite: 410)

415—ADVANCED COMPLEX ANALYSIS. Complex integration and calculus of residues; maximum modulus principle; analytic continuation and the monodromy theorem; conformal mapping. (Prerequisite: 411 and 366 or consent)

451—METHODS OF APPLIED MATHEMATICS I. (Prerequisite: Graduate Standing)

452—METHODS OF APPLIED MATHEMATICS II. (Prerequisite: 451)

453—METHODS OF APPLIED MATHEMATICS III. (Prerequisite: 452)

461—ANALYSIS OF LINEAR SYSTEMS I. (Prerequisite: 417 and 418)
462—ANALYSIS OF LINEAR SYSTEMS II. (Prerequisite: 461)
463—ANALYSIS OF LINEAR SYSTEMS III. (Prerequisite: 462)
471—METHODS OF APPLIED ALGEBRA I. (Prerequisite: 402)
472—METHODS OF APPLIED ALGEBRA II. (Prerequisite: 471)
473—METHODS OF APPLIED ALGEBRA III. (Prerequisite: 472)
481—APPLIED FOURIER ANALYSIS AND SPECIAL FUNCTIONS I. (Prerequisite: Graduate Standing)
482—APPLIED FOURIER ANALYSIS AND SPECIAL FUNCTIONS II. (Prerequisite: 481)
483—APPLIED FOURIER ANALYSIS AND SPECIAL FUNCTIONS III. (Prerequisite: 482)
501—TOPICS IN ALGEBRA. (Prerequisite: Consent)
515—TOPICS IN REAL ANALYSIS. (Prerequisite: Consent)
516—TOPICS IN COMPLEX ANALYSIS. (Prerequisite: Consent)
522—TOPICS IN GEOMETRY. (Prerequisite: Consent)
599—INDEPENDENT STUDY

ADDITIONAL UNDERGRADUATE COURSES

(No graduate credit)

220—LINEAR ALGEBRA. Vectors in space; equations of lines and planes; matrices; linear independence; linear transformations; determinants. (Prerequisite: 152)

242—ELEMENTS OF STATISTICS. Basic probability; descriptive statistics; finite probability; binomial and large sample hypothesis testing; linear regression; correlation coefficient; prediction theory. (Prerequisite: two years of high school math)

310—ALGEBRA I. Prime number, binary operations, equivalence relation; congruences. (Prerequisite: 152 or consent)

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)

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 Stokes’ theorems; derivatives of complex functions. (Prerequisite: 330)

340—INTRODUCTORY COMPUTER SCIENCE. Programming language; concept of algorithm; relation between programming and formulation of problems; emphasis on problem-solving. (Prerequisite: 152) Computer lab. fee: $15.00.

341—NUMERICAL METHODS IN ALGEBRA. Solutions of linear equations; inverting matrices; computing rank of matrix; bases for dual spaces, orthogonal complements and determinants. (Prerequisites: 340 and 220) Computer lab. fee: $15.00.

342—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 lab. fee: $15.00.

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

366—COMPLEX ANALYSIS. Complex functions; complex differentiation and integration; series and sequences of complex functions. (Prerequisite: 330 and 365)

370—APPLIED LINEAR ALGEBRA Spectral theorem for self-adjoint operators in finite-dimensional inner product spaces; techniques for computation of eigenvalues and their applications to physics, statistics, and other fields. (Prerequisite: 220)
DEPARTMENT OF NURSING

GRACE G. PETTSON, M.N.A., Chairman, Associate Professor
ANN C. CLARK, M.S.N., Assistant Professor  PATRICIA A. WAGNER, M.S.N., Assistant Professor

PURPOSE

The purpose of the graduate program in nursing is to prepare qualified nurses for leadership roles in advanced clinical practice with ability to explore, test, develop, and apply nursing theory. Preparation for functioning as a teacher or administrator is also provided through selected courses and experiences.

PREREQUISITES

1. Eligibility for admission to the Graduate School.
2. Completion of a baccalaureate degree program accredited by the National League for Nursing. Human physiology, cultural anthropology, and basic statistics are required. (Applicants who have completed other curricula, or who have deficiencies, will be considered individually and may be required to enroll in specified prerequisite undergraduate courses beyond the minimum requirements for the graduate degree in nursing.)
3. Licensure as a registered professional nurse.
4. Letters of recommendation as requested by the Department of Nursing.
5. Applicants who desire to select the functional area of administration are required to have a minimum of two years of acceptable administrative experience in supervision or in a position of comparable responsibility.
6. Credentials of international students are reviewed by the International Student Advisor and by the Committee of Graduate Program of the Department of Nursing.

DEGREE OF MASTER OF SCIENCE

REQUIREMENTS

1. Completion of a minimum of 56 quarter hours. Directed experience in clinical and functional area is an integral part of the program. Professional liability insurance must be carried during all clinical activities.
2. An oral comprehensive examination.

CURRICULUM

Content which is typical is described below. However, the individual abilities and goals of each student are carefully considered and adjustment in content is made on the basis of background and needs.

Required Courses:

- Nursing 400, 435, 436, 437, 438
- Psychology 409
- Selected Cognate Courses

(Teaching) Nursing 455, 458, 459
(Administration) Nursing 451, 452, 457

GRADUATE COURSE OFFERINGS

400—RESEARCH AND THEORY IN NURSING. Exploration of the research process with special emphasis on research in nursing. Investigation of the nature, development and components of theories. Autumn Quarter.

435—THEORETICAL COMPONENTS IN NURSING. Selection, development, and testing of nursing theories through the design and implementation of a research study. Winter Quarter. (Prerequisite: Nursing 400 and Psychology 409.)
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436—ADVANCED CLINICAL NURSING I. Investigation of concepts and theories that are appropriate for utilization in the episodic setting with focus on homeostasis, stress, adaptation, and other relevant theories. Identification and critical examination of clinical nursing phenomena within the framework of the nursing process. 6 quarter hours. Winter Quarter. (Prerequisite: Nursing 400 and Psychology 409.)

437—ADVANCED CLINICAL NURSING II. Continuation of Advanced Clinical Nursing I with focus on the distributive setting. Investigation centers on theories of communication, growth and development, self-care, and the like and their appropriateness for expanding the framework used in the nursing process. 6 quarter hours. Spring Quarter. (Prerequisite: Nursing 436.)

438—PERSPECTIVES IN NURSING. Emphasis is placed on major current issues confronting professional nursing. The leadership role of the nurse as innovator and activator in the health and welfare structure. Exploration of new concepts relating to community health programs. Cooperative and collaborative participation of the nurse in task forces, research, and community education. Spring Quarter.

451—NURSING SERVICE ADMINISTRATION I. Basic theoretical and philosophical concepts fundamental to administration of nursing service. Functions of administration with special reference to hospital department of nursing service. Autumn Quarter. (Prerequisite: Nursing 451 or consent of instructor.)

452—NURSING SERVICE ADMINISTRATION II. Components of the role of director of nursing service. Aspects of nursing service including disaster planning, staff development, professional standards board; research and its utilization; management by objectives; unions. Winter Quarter. (Prerequisite: Nursing 451 or consent of instructor.)

455—CURRICULUM CONSTRUCTION. Theoretical basis of curriculum construction. Principles and methods of curriculum construction; principles involved in formulating objectives to be achieved; selecting and organizing learning activities; evaluating effectiveness of content and method. Autumn Quarter. (Prerequisite: Nursing 455 or consent of instructor.)

457—PRACTICUM IN NURSING SERVICE ADMINISTRATION. Guided experience and observation in an on-going hospital department of nursing service with emphasis on the activities of the director and assistant director of nursing service. Prerequisite: Nursing 451 and concurrent registration in Nursing 452. 8 quarter hours. Winter Quarter.

458—DYNAMICS OF TEACHING. Theories, principles, and methods of teaching and learning for application in schools of nursing. Fall Quarter. (Prerequisite: Nursing 437 or consent of instructor.)

459—PRACTICUM IN TEACHING. Observation and application of theory, principles, and methods of teaching and learning in nursing, in institutions of higher learning under faculty guidance within the classroom and clinical area. 8 quarter hours. Winter Quarter. (Prerequisite: Nursing 455, Nursing 458.)

COORDINATING AGENCIES
DePaul University
Michael Reese Hospital and Medical Center
Triton College
University of Chicago Hospitals and Clinics
Veterans Administration Research Hospital
Columbus-Cuneo-Cabrini Medical Center

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DEPARTMENT OF PHILOSOPHY

GERALD F. KREYCHE, Ph.D., Professor, Chairman

L. EDWARD ALLEMAND, Ph.D., Assoc. Prof.
REV. JOHN BATTLE, C.M., Ph.D., Assoc. Prof.
BERNARD J. BOLEN, Ph.D., Professor
CHARLES J. CURTIS, Ph.D., Assoc. Prof.
REV. JOSEPH DELLA PENTA, O.P., Ph.D., Assoc. Prof.
PARVIS EMAD, Ph.D., Assoc. Prof.
REV. FRANCIS H. ETEROVICH, O.P., Ph.D., Prof.
MANFRED S. FRINGS, Ph.D., Professor
MARTIN KAUN, Ph.D., Assoc. Prof.
JAMES KELTIG, Ph.D., Professor
ROBERT KŁCZENSKI, C.P.P.S., Ph.D., Professor
REV. THOMAS MUNSON, Ph.D., Professor
REV. BRUNO SWITALSKI, Ph.D., S.T.D., Prof.

PURPOSE

The purposes of the department are several: 1) to prepare those for teaching and research, who have the scholarly competence to pursue academical work which culminates in the Master's or Doctor's degree; 2) to offer to the capable adult whose philosophical goals are non-vocational, the opportunity to study seriously for personal enrichment the value orientation of the department.

In keeping with the intercontinental interests of its faculty, and serving the needs of philosophical relevance, the department focuses its attention on phenomenology, life philosophy, philosophies of existence, and the historical sources of these movements.

IMPLEMENTATION

The department offers directed research, courses, seminars, symposia, and colloquia that should guide and stimulate the student in an intensive investigation of various philosophies and philosophical problems. It also stresses faculty counseling so that the program of each student can be tailored to his particular needs. Further means of academic enrichment are available to the student through a working consortium of the graduate departments of the University of Illinois (Chicago Circle Campus), Loyola University and DePaul University.

DEGREE OF MASTER OF ARTS

The department offers both a thesis and a non-thesis program leading to this degree. Students advancing directly to the doctorate are strongly advised to enter the thesis program. Those who look immediately to teaching might more profitably enter the non-thesis program. Both programs are described below.

PREREQUISITES

Applicants for the Master of Arts program must have completed satisfactorily a major sequence (or its equivalent) in philosophy. This sequence comprises a minimum of forty-four quarter hours (or its equivalent).

REQUIREMENTS

1. Thesis Program

   1. Completion of forty-four quarter hours of graduate study, of which up to eight quarter hours may be applied to the thesis.

      a) Twenty-eight quarter hours will normally be selected from philosophy offerings numbered 600 and over,

      b) Up to twelve quarter hours may be selected from philosophy offerings numbered 300 and over, or, if the necessary prerequisites are met and with the consent of the faculty, twelve quarter hours in related fields.

      c) A thesis. Students will register for Philosophy 699 for eight quarter hours credit.

   2. One foreign language. Evidence of the candidate's possessing a reading knowledge of philosophical literature in German, French, Latin, Greek, or with special per-
mission, any other language in which the thesis research would be conducted. (Application for this examination must be made before the completion of sixteen quarter hours in course work, or by the end of the second quarter of full-time residency, whichever is later.) A grade of Pass in course 554 or 594 may be substituted for this requirement.

3. A five hour written comprehensive examination in the field of philosophy.

II. Non-Thesis Program.

1. Completion of forty-four quarter hours of graduate philosophy offerings.
   a) Thirty-two quarter hours will normally be selected from philosophy offerings numbered 400 and over.
   b) Requirements the same as in Thesis Program under 1.b above.

2. One foreign language. Requirements the same as in Thesis Program under 2. above.

3. Requirements the same as in Thesis Program under 3. above.

DEGREE OF DOCTOR OF PHILOSOPHY

Prerequisites

Applicants for the Doctor of Philosophy program must have completed satisfactorily all requirements for a Master of Arts degree in philosophy. Such work must be substantially equivalent to the same degree given at DePaul and must present clear evidence of the ability of the applicant to pursue successfully the doctoral program.

Requirements

The following are the minimal requirements. Additional study may be demanded depending on the student's academic background and his achievement in the DePaul program.

1. Successful performance in a preliminary examination (qualifying examination) before the end of the second quarter of residence. This examination which is similar to the comprehensive examination for the Master's Degree, may be waived at the discretion of a department committee.

2. Three consecutive quarters of full-time residence. (Full-time study demands registration for a minimum of 10 quarter hours.)

3. Completion of forty-eight quarter hours in offerings numbered 500 and over. These must include courses, seminars and independent study. Each student must register once for 683, Seminar on Teaching.

4. Two foreign languages. Evidence of a reading knowledge in philosophical literature in German and French, or in either of these and a classical language; or with departmental permission, a language in which the student's principal research will be conducted. Unless a language skill has been previously demonstrated to the satisfaction of the department, a test for one of the languages must be taken prior to the end of the second quarter of residence; the second language test must be passed before application is made for the doctoral candidacy or comprehensive examination. A grade of Pass in Course 554 or 594 may be substituted for one of the language requirements. Language requirements must be met before taking the comprehensives.

5. A comprehensive examination. This examination may not be taken prior to the completion of three consecutive quarters of full-time residence. Parts of this examination may be given orally.

6. Admission to candidacy. This is achieved when the student has completed requirements 1 through 5 above.
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7. A dissertation. (Committee approval of the topic and outline will not be given prior to completion of requirement 5).
8. An oral examination constituting a "defense of the dissertation," or a public lecture.
10. The student is reminded that he must be registered in resident or non-resident candidacy continuation (Cf. Page 30) each quarter between his achievement of candidacy and his graduation.

Detailed information on these points is listed in a separate departmental brochure which may be obtained from the chairman.

COURSE OFFERINGS

The following courses listed under the 500 series are background, general orientation, courses intended for the advanced student in undergraduate philosophy or beginning students in graduate philosophy.

300—PHENOMENOLOGY AND SCIENCE. An exposition and critical evaluation of the major contemporary philosophies of science, and more especially phenomenology and science.

302—SYMBOLIC LOGIC. A study of the methods and techniques of appraising arguments involving compound statements, relations, and propositional functions. This course will also examine the nature of deductive systems, a propositional calculus, and alternative systems and notations.

304—PHILOSOPHY OF COMMUNISM. This course has a twofold purpose: first, to present an account of Communist Philosophy (remembering the words of Lenin: "No materialism can endure without a solid philosophical basis."); secondly, to make an objective evaluation of this Philosophy and its methods and implications.

307—SYSTEMS OF METAPHYSICS. Investigates various theories concerning the nature of reality.

309—EPISTEMOLOGY. A study of the origins, types and validity of human knowledge.


312—HISTORY OF MODERN PHILOSOPHY. The philosophies of the Renaissance, English Empiricism, Continental Rationalism, German Idealism, Positivism, and contemporary trends in philosophy.

313—CONTEMPORARY PHILOSOPHY. An analysis of the Twentieth Century schools of philosophy, such as Logical Positivism, Pragmatism, Phenomenology and Existentialism.

325—BASIC CONCEPTS OF PHENOMENOLOGY. This course emphasizes the principal themes of Husserl and touches on developments in both German and French phenomenology.

335—PHENOMENOLOGY OF LOVE.

342—THE THOUGHT OF TEILHARD DE CHARDIN. (May be applied to theology credit) An exposé of the major themes of Teilhard's thought and an evaluation of these in the light of their implicit philosophy and theology.

350—THE PHILOSOPHY OF DANTE. A survey of the philosophical mentality and ideas of the great poet of Christendom, as found in the "Banquet," the "Monarchy" and the "Divine Comedy."

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355—CONTEMPORARY THOMISM. An appraisal of the philosophy of St. Thomas as it continues to develop in our times.

358—EXISTENTIALISM. A study of the main contemporary men commonly associated with this movement: Kierkegaard, Jaspers, Marcel, Sartre, and Heidegger.

360—EXISTENTIAL THINKING. An original attempt to rethink the nature of philosophy as related to the human condition. Topics such as knowledge, love, value, meaning, etc. will be covered.

361—NINETEENTH CENTURY PHILOSOPHY. A study of the major themes in philosophers of this period.

363—HEGEL. Introduction to the fundamentals of his thought.

365—PHENOMENOLOGY OF RELIGION. In general, this course will investigate the significance of religion and religious phenomena for philosophy. In particular, it will treat the following topics: the origin and nature of religion, the relationship of faith and reason, the anthropological-philosophical validity of various ideas of God, the implications of religious misunderstandings of man, and the relationship of Christianity to other religions.

367—SOCIOLOGY AND PHILOSOPHY: A discussion of the philosophical implications of sociological theory and the societal background of philosophical development.

369—AMERICAN PHILOSOPHICAL THOUGHT. A study of the major philosophical influences in American thought, including such movements as the "Theologism" of the colonial period, the American Age of Enlightenment, Transcendentalism, Evolutionism, and varieties of Idealism, Pragmatism, Realism, and Naturalism. Emphasis will be given to the classic American philosophers of the post-Civil War period, such as Pierce, James, Royce, Perry, Santayana, Dewey, Lewis, and Cohen.

370—PHENOMENOLOGY OF THE BODY. A critical survey on the phenomenon of the human body in modern and contemporary philosophy.

373—PHILOSOPHY OF PLAY. An examination of the meaning, classification, and values of various human activities conventionally classified as "playful." Game theory will be discussed and an attempt will be made to isolate the distinctive qualities and values of diversion, amusement, pastime, recreation, entertainment, sport, athleticism, etc.

375—PHILOSOPHY OF ATHEISM.

376—PHENOMENOLOGY AND LANGUAGE. The course treats the following interpretations of language: language as a means of communication, as a repository of proper thinking, as a manifestation of the mind's organization, as a disclosure of reality, and as a metaphysical power. Discussion will include the following positions and topics: Logical Positivism, Ordinary Language Philosophy, Generative (Transformational) Grammar, theory of literature, and metaphysics of language.

379—PHENOMENOLOGY OF RESENTMENT.

380—INTRODUCTION TO ANALYTIC PHILOSOPHY.

382—PHILOSOPHICAL BIBLIOGRAPHY AND METHODOLOGY. Introduction to materials and techniques needed for pursuing philosophical research.

385—PHENOMENOLOGY OF ART & BEAUTY. Discussion of the meaning and structure of beauty, nature, art and artistic creativity and related categories.

385—POLITICAL PHILOSOPHY. Discussion of philosophical problems connected with government and society. Readings from Plato to Dewey.

388—SITUATION ETHICS. A phenomenological investigation of the main tenets of contemporary situation ethics. A comparison with traditional objectivist and subjectivist trends in ethical theory.

The courses under the 400-500 series are intended to be specific, dealing with individual philosophers, their background and subsequent influences. They are meant to be detailed both analytically and critically. Normally they are open only to students with graduate academic standing.
TRADITIONAL AND ANGLO-AMERICAN PHILOSOPHERS

Section A: Traditional Philosophers

410—PHILOSOPHY OF PLATO I: A study of Plato's life and early dialogues.
411—PHILOSOPHY OF PLATO II: A study of the middle and later dialogues.
420—PHILOSOPHY OF AUGUSTINE: A study of Augustine's philosophy through an examination of his major writings.
425—PHILOSOPHY OF AQUINAS I: A study of the factors that gave rise to the culmination of Scholasticism and the birth of Thomism; characteristics of the Thomistic revolution: his critical spirit, interpretation of previous thinkers, and organization of materials; the relation between philosophy and theology.
426—PHILOSOPHY OF AQUINAS II: A study of Aquinas' natural philosophy, philosophical anthropology, metaphysics, ethics, and esthetics.
430—PHILOSOPHY OF CUSA: A study of the principal philosophical and theological themes in this germinal thinker who bridged the gap between medieval and modern thought.
435—PHILOSOPHY OF DESCARTES: An examination of Descartes' role as the father of modern philosophy; a study of the Regulae, the Discours, and the Meditations.
440—PHILOSOPHY OF SPINOZA: A study of the Ethics and/or the Theologico-Political Treatise.

Section B: Anglo-American Philosophers

451—THE PHILOSOPHY OF JAMES: A study of William James' Pragmatism and Radical Empiricism with special attention to the writings of James that interest the contemporary phenomenologist.
458—THE PHILOSOPHY OF PEIRCE: An examination of the development of Peirce's thought from his concern with scientific method, through his development of the theory of thirds, to Peirce's own particular pragmatism.
457—THE PHILOSOPHY OF ROYCE: An examination of the thought of Josiah Royce with emphasis on his early psychology and epistemology, the metaphysics of The World and the Individual, the moral teaching of The Philosophy of Loyalty, and the philosophy of the community in The Problem of Christianity.
459—THE PHILOSOPHY OF SANTAYANA: A study of his major works such as Skepticism and Animal Faith, The Life of Reason, and The Sense of Beauty.
465—PHILOSOPHY OF RUSSELL: An examination of Russell's philosophical development and influence: a study of selected essays (e.g., Logic and Knowledge) and/or a major work (e.g., An Inquiry into Meaning and Truth).
470—PHILOSOPHY OF WITTGENSTEIN I: A study of Wittgenstein's earlier works, particularly the Tractatus Logico-Philosophicus.
471—PHILOSOPHY OF WITTGENSTEIN II: A study of Wittgenstein's later works, particularly the Philosophical Investigations.
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475—PHILOSOPHY OF CARNAP: A study of selected articles and/or a major work such as Der logische Aufbau der Welt.

480—PHILOSOPHY OF QUINE: A study of Quine's philosophical views as these are presented in From a Logical Point of View, Word and Object, and Ontological Relativity.


490—PHILOSOPHY OF CHOMSKY: A study of transformational generative grammar and its relevance to philosophical issues through reference to such works as Cartesian Linguistics, Aspects of the Theory of Syntax, and Language and Mind.

495—ADVANCED SYMBOLIC LOGIC: A study of modal logic, multi-valued logics, logical antinomies, the logic of relations, and the philosophical presuppositions of logical systems. (Prerequisite: Philosophy 302, Symbolic Logic or equivalent).

CONTINENTAL PHILOSOPHERS

Section A: German Philosophers

THE PHILOSOPHY OF KANT: A critical study of Kant's thought and evaluation of his influence in subsequent philosophies by a textual study of:

510—KANT I. Critique of Pure Reason.

511—KANT II. Critique of Practical Reason.

512—KANT III. Critique of the Faculty of Judgment.

THE PHILOSOPHY OF HEGEL: A study of Hegel's thought in his milieu and influence through a textual study of:

515—HEGEL I. Phenomenology of Spirit.

516—HEGEL II. Science of Logic.

517—HEGEL III. Philosophy of Right.

THE PHILOSOPHY OF MARX: A critical study of the man and the movement

520—MARX I. Basic writings of Marx and Engels Revisionist contemporaries of Marx, such as Lasalle, Bernstein and Kautsky will also be studied.

521—MARX II: An investigation into some major writings of Russian and Chinese Marxist leaders such as Lenin, Trotsky, Stalin, Mao Tse-Tung. Also touched upon will be philosophers such as Plekhanov, Bakunin, Bogdanov, etc.

525—MARX III: Contemporary developments in Marxism (1906 to date). East and West representatives will be studied. These include Bloch, Lukacs, Marcuse, Fromm, Yook, etc.

525—NIETZSCHE I. The reversal of values and criticism of morality.

530—NIETZSCHE II. The conceptions of Eternal Recurrence, Will to Power, Overman, Nihilism and Justice. One of the following themes will also be incorporated: art, space, perspectives or Christianity.

THE PHILOSOPHY OF KARL JASPER: An investigation of the Philosophy of Existent as distinguished from Existentialism, by focusing on:


531—JASPER II. Thoughts on History, Truth and Philosophical Faith.

THE PHILOSOPHY OF HUSSERL: Representative Problems.

535—HUSSERL I. Phenomenology of Consciousness-of. An investigation of basic constitutional problems of acts and objectivities of consciousness and eidetic and transcendental reductions.

536—HUSSERL II. Time Consciousness. A study of the temporalization of consciousness-of and world with special attention to the absolute flux, primal sensation, retention and protention, and the structure of the Now.

537—HUSSERL III. Phenomenology of the Life-World. An investigation of its structure, its function in transcendental phenomenology. Transcendental intersubjective
problems such as time, space, alter-ego, constitution of the Divine, All-Humanity and culture will also be treated.

THE PHILOSOPHY OF SCHELER: A critical study of his thought by focusing on areas such as:

541—SCHELER II. Phenomenology of Sociology.
542—SCHELER III. Philosophical Anthropology and Metaphysics.

THE PHILOSOPHY OF NICOLAI HARTMANN.

545—HARTMANN I. A study of his ethics and discussion of his relation to the phenomenological movement.
546—HARTMANN II. A study of Hartmann's Ontology of Reality.

THE PHILOSOPHY OF HEIDEGGER: A critical study of Heidegger's thought by focusing on:

550—HEIDEGGER I. Thoughts from Being and Time to the Essence of Truth.
551—HEIDEGGER II. Thoughts from Comments on Holderlin to Time and Being.
552—HEIDEGGER III. Presocratic thought.
553—HERMENEUTICS I. A critical study of Gadamer's principles of the philosophical hermeneutic by focusing on his Truth and Method.
554—TUTORIAL IN READING PHILOSOPHICAL GERMAN. (2 quarter hours of credit). Prerequisite: a basic knowledge of German vocabulary and grammar. Taken on a pass/non-pass basis.
555—HERMENEUTICS II. A continuation of Philosophy 553 stressing Gadamer's Shorter Essays.

Section B: French Philosophers

560—THE PHILOSOPHY OF GABRIEL MARCE: A study of Marcel's philosophy of existence with special attention given to his major work, The Mystery of Being.
565—THE PHILOSOPHY OF MERLEAU-PONTY: A study of the Phenomenology of Perception with consideration of Merleau-Ponty's place and influence in contemporary philosophy.

THE PHILOSOPHY OF SARTRE

570—SARTRE I. A study of Being and Nothingness with attention given to Sartre's early phenomenological studies as background and to some of his literary works as illustrations of his ontology, such as Nausea and Saint-Genet.
571—SARTRE II. The Social Thought of Jean-Paul Sartre. A study of A Critique of Dialectic Reason along with appropriate literary works and more recent political writings.

575—THE FRENCH SPIRITUALIST TRADITION: A study of the "philosophers of the spirit," beginning with Maine de Biran and ending with a study of Louis Lavelle's work, Dialectic of the Eternal Present, as particularly representative of this philosophic tradition.

580—THE PHILOSOPHY OF HENRI BERGSON: A study of the Two Sources of Morality and Religion as a means of considering the whole life-philosophy of Bergson.
585—THE PHILOSOPHY OF PAUL RICOEUR: A study of Ricoeur's philosophy and phenomenology of the will with stress on its background and its place in contemporary French phenomenology.

594—TUTORIAL IN READING PHILOSOPHICAL FRENCH. (2 quarter hours credit). Prerequisite: a basic knowledge of French vocabulary and grammar. Taken on a pass/non-pass basis.

The courses under the 600 series are problem-oriented seminars. They are structured for full participation by each student in the seminar in terms of research,
presentation and critical reflection. The number of participants is limited to allow for the effectiveness of the seminar.

SEMINARS (1974-1976)

605—SEMINAR ON CONTEMPORARY THOMISM: A study of (a) traditional Thomism as represented by J. Maritain, E. Gilson, and the former River Forest group; (b) transcendental Thomism as represented by Marechal, Rahner and Lonergan; (c) developmental Thomism.

IN HONOR OF SCHELER CENTENNIAL,*

606—SEMINAR ON THE IDEA OF ETERNAL PEACE & PACIFISM: Historical survey of ideas of peace, war and pacifism. Special attention given to works of Kant & Scheler.*

607—SEMINAR ON METAPHYSICS & ART: An analysis of the origin of the work of art in Nietzsche and Heidegger and its metaphysics in Scheler.*

609—SEMINAR ON THE PERSON: Scheler’s view on the moral, religious, & metaphysical dimensions of the human person as individual and as member of society.*

610—SEMINAR ON THE PHILOSOPHY OF HISTORY: Reflections on history as a phenomenon, and history as a science with reference to thinkers such as Augustine, Hegel, Marx, Spengler, Heidegger, etc.

613—SEMINAR ON MEDIEVAL PHILOSOPHY: Textual problems & controversies.

615—SEMINAR ON HEIDEGGER AND THE FRAGMENTS OF HERACLITUS.

619—SEMINAR ON THE METAPHYSICS OF THE ABSOLUTE: An investigation of the model of traditional metaphysics as criticized by contemporary thinkers.

620—SEMINAR ON BERDYAEV’S THOUGHT ON FREEDOM AND ANARCHY: A study of the beginnings of Russian Existentialism and Phenomenology.

622—EXISTENTIAL PHENOMENOLOGY.

625—SEMINAR ON THE EXISTENTIAL ANALYSIS OF THE HUMAN PERSONALITY: A critical study of modern personality theories in the light of phenomenology and existentialism. A study in depth of the genesis meaning and structure of the mature and authentic personality.

627—SEMINAR ON THE PHENOMENOLOGY OF LANGUAGE: A study of the problems of language & interpretation in Heidegger’s thought.

628—SEMINAR ON CONTEMPORARY PROBLEMS: Provides the student with experience in applied phenomenology. Topics such as phenomenology of death, phenomenology of shame, phenomenology of resentment etc., will be treated at various times. (This may be taken twice when different topics are offered.)

630—SEMINAR ON PROBLEMS OF INTERPRETATION: A study of the hermeneutical problems in Dilthey, Heidegger, Gadamer, and Ricoeur.

640—PROBLEMS IN ETHICS. A reappraisal of American ethical values and problems made in view of the present moral and cultural revolution taking place in the nation.

641—SEMINAR IN ETHICS AND INTERNATIONAL RELATIONS.

643—SEMINAR ON NICOLAI HARTMANN: An ontological investigation into the stratification of reality.

650—SEMINAR ON WHITHEAD.

653—SEMINAR IN THE SYSTEMATIC THOUGHT OF PAUL TILlich. (Cross listed with Theology 461)

655—SEMINAR ON AMERICAN SOCIAL PHILOSOPHY.

657—SEMINAR ON EARLY AMERICAN PHILOSOPHY: An investigation of the philosophy implicit in Puritanism and Colonial Political Thought.

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660—SEMINAR ON GABRIEL MARCEL: A study of Marcel's philosophy in relation to his literary works and a consideration of the journal as a philosophical style.

664—SEMINAR ON THE PROBLEM OF THE TRANSCENDENT IN CONTEMPORARY FRENCH PHILOSOPHY: Special consideration of Emmanuel Levinas' Totalité et Infinity.

667—SEMINAR ON THE PHILOSOPHY OF MYTHOLOGY: An examination of the relationship of mythology and the foundations of philosophical theory.

668—SEMINAR ON MAURICE MERLEAU-PONTY: A consideration of Merleau-Ponty's later work, especially The Visible and the Invisible, as it relates to his earlier writings and the problematics of being.

672—SEMINAR ON PAUL RICOEUR: A study of the linguistic and hermeneutical problems in Ricoeur's recent writings, Le conflit des Interprétations.

680—SEMINAR ON LOGICAL ATOMISM. A study of the metaphysics of logical atomism, with emphasis on the writings of Wittgenstein, Russell, and G. Bergmann.

683—SEMINAR ON TEACHING PHILOSOPHY.

684—SEMINAR ON COMPETITION. A study of its nature, its values and dangers and the various ways it pervades American life.

685—SEMINAR ON PHENOMENOLOGY OF ART AND BEAUTY.

687—SEMINAR ON TEXTUAL EXERCISE: A study into the historical development of basic philosophical concepts such as substance, space, freedom, being and their different uses in various epochs in the texts of thinkers from Plato to Hegel.

699—THESIS RESEARCH: Independent investigation of a philosophical problem for the thesis-dissertation. This problem is assigned by the Chairman or his designate after consultation with the student. Overall direction and advisement is given by the thesis director.

700—INDEPENDENT STUDY.
DEPARTMENT OF PHYSICS

THOMAS G. STINCHCOMB, PH.D., Professor, Chairman—Nuclear Radiation Physics

JULIUS J. HUPERT, PH.D., Professor, Chairman, Graduate Committee—Electrophysics

MARY L. BOAS, PH.D., Assoc. Professor
Mathematical Physics

ANTHONY F. BLOHOV, PH.D., Assoc. Professor
Experimental Nuclear Physics

ZUHAI M. H. SAFFAF, PH.D., Assoc. Professor
Solid State Physics

GERARD P. LIETZ, PH.D., Assoc. Professor
Experimental Nuclear Physics

EDWIN J. SCHILLING, PH.D., Professor
Physics Education

MARGARET STAUBERG GREENWOOD, PH.D.,
Assoc. Professor—Nuclear Physics

DONALD O. VON OSENBERG, PH.D.,
Assoc. Professor—Solid State Physics

JAMES J. VABA, M.S., Assoc. Professor
General Physics

PON-NYONG YI, PH.D., Assoc. Professor
Molecular Physics

PURPOSE

The objective of the Department of Physics in the Graduate School is to develop in its students professional competence in the science so that they may pursue successful careers in research or teaching or continue their studies toward the doctorate. To fulfill this purpose, the University offers the Master of Science (in Physics) degree and the degree of Master of Science in the Teaching of Physics. The latter degree provides instruction in the fundamentals of physics for those students interested in secondary school teaching.

As a public service to the educational, scientific and technological communities of the Chicago area, the department offers graduate and advanced undergraduate courses in the evenings for industrial scientists and engineers, and for teachers. The evening program emphasizes the physics and mathematical skills so necessary for successful mastery of sophisticated and rapidly changing technologies such as electronics. Both the Master of Science degree and the degree of Master of Science in the Teaching of Physics may be earned in the evening program.

DEGREE OF MASTER OF SCIENCE

Prerequisites

An applicant for admission as a regular graduate student for the degree of Master of Science in Physics must have satisfactorily completed a suitable program in advanced physics beyond a General Physics course and possess working knowledge of mathematics at least equivalent to the contents of the course 395.

Candidates with a less extensive background may be accepted as regular students upon the satisfactory result of scrutiny of their past scholastic record. They will, however, be expected to remove their deficiencies by a suitable choice of background courses. The precise program of background study will be determined by the chairman of the Graduate Committee on behalf of the Committee and in consultation with the candidate.

Requirements

1. Completion of a minimum of eleven courses, as specified below. The credit for each course is four quarter hours.

(a) The courses required of all students are:
   The three "primary core" courses: 420, 440, 460.
   Three out of the following seven "secondary core" courses:
   421, 441, 445, 454, 461, 465, 491.
(b) Four of the five remaining courses may be selected as follows:

1. Thesis research, Physics 480.
   As a rule, one course effort should be applied to the thesis research. An additional course credit for thesis research may be allowed at the suggestion of the Faculty Advisor. In no case will more than two thesis research course registrations be applied to the M.Sc. degree.

2. Three courses which may be selected from physics courses or from biological sciences, chemistry, mathematics or another approved minor field. Up to two "300" level courses in physics may be selected from the list of the background of courses included in this bulletin. Any other courses in physics numbered over 420 are acceptable. Courses elected from other departments must be approved by the Student's Faculty Advisor in consultation with the department concerned. They must be of "300" level or above.

3. The fifth remaining course may be selected from all remaining graduate courses.

2. Degree Candidacy, which will be decided on the basis of performance in graduate courses and an oral, comprehensive examination.

3. A thesis based on independent research in theoretical or experimental physics.
   Current research interests of the Faculty include:
   - Nuclear physics, involving low energy nuclear physics (Dr. Behof, Dr. Lietz), studies of nuclear structure (Dr. Greenwood), and the physics of nuclear radiation, including possible biological and medical applications (Dr. Stinchcomb);
   - Electrophysics, including electromagnetic theory, circuit and signal theory, electronics and solid state physics as related to electronic circuits and devices (Dr. Hupert);
   - Mathematical physics, special theory of relativity (Dr. Boas);
   - Research in solid state physics, including also studies related to molecules important in biological applications. Dr. Van Ostenburg and Dr. Yi conduct research in this field and in other fields of solid state physics. Dr. El Saffar specializes in applications of techniques of nuclear magnetic resonance to the study of ferroelectric and magnetic materials.
   - Selected problems in optics (Dr. Behof, Dr. Lietz) usually in conjunction with applications to solid state physics or electrophysics.
   - A review thesis is also acceptable, reflecting study of a broad subject or development of an interdisciplinary, historical or educational theme.


DEGREE OF MASTER OF SCIENCE IN THE TEACHING OF PHYSICS

PREREQUISITES

An applicant for the status of a regular student towards the degree of Master of Science in the Teaching of Physics must have satisfactorily completed a complete sequence of courses in General Physics and in mathematics up to and including Integral Calculus.

REQUIREMENTS

1. Completion of eleven courses (44 quarter hours) in physics. It is expected that there will be considerable variation in the backgrounds of applicants. Consequently every individual program will be planned in consultation with a staff member.

2. Degree Candidacy.

3. A scholarly paper, written with the guidance of a staff member.

4. An oral examination in the field of graduate study.

5. A student must plan his program in consultation with a staff member.

OTHER DEGREE PROGRAMS

As a part of the University's program for interdisciplinary degrees of Master of Science, the Physics Department, in cooperation with the Departments of Mathematics,
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Biological Sciences, and Chemistry offers programs in Electrophysics, Mathematical Physics, Medical Physics, and Chemistry and Physics of Materials. Other interdisciplinary master's degree programs involving physics may be evolved to meet the goals of capable students. For details consult the Chairman of the Graduate Committee.

BACKGROUND COURSES

The following list represents courses scheduled as undergraduate courses judged to be suitable for building the background for study toward the degree of Master of Science. The courses listed below may be followed either in the form of organized lecture sequences or on the basis of a careful and detailed outline of individual study. A typical program of individual study involves: a) lists of required reading material; b) assignments for exercise between tests; c) schedule of supervised tests. Consent of the faculty member in charge of each course is a prerequisite. For initial planning and information contact the Chairman of the Graduate Committee. No laboratory fees. Courses carry four quarter hours credit.

317—MECHANICS I.
320—ELECTRICITY AND MAGNETISM.
345—THERMAL PHYSICS.
354—OPTICS.
364—MODERN PHYSICS II.
368—QUANTUM MECHANICS.
395—MATHEMATICS FOR PHYSICAL SCIENTISTS III.
399—INDEPENDENT STUDY.

Other “300” level courses listed in the undergraduate catalog as admissible for graduate credit will also be accepted as background courses, although they are not explicitly offered for the benefit of the graduate students.

COURSES INTENDED PRIMARILY FOR TEACHERS’ PROGRAM:

The following courses are offered primarily for the Master of Science in the Teaching of Physics program. Courses carry 4 quarter hours credit.

380—ADVANCED LABORATORY. Variable credit. Lab. fee.
390—ENVIRONMENTAL QUALITY.
397—ASTRONOMY FOR TEACHERS.
401—FOUNDATIONS OF CLASSICAL PHYSICS. The motion of charged and uncharged particles in gravitational and electromagnetic fields, special relativity and introduction to wave mechanics.
402—FOUNDATIONS OF MODERN PHYSICS. The particles of modern physics, their interactions in atoms and nuclei, and high-energy physics.
403—SEMINAR IN HIGH SCHOOL PHYSICS TEACHING. A critical review of new programs designed for high school physics, with emphasis on phenomenological physics.
404—HISTORY OF PHYSICS. A course describing the role of physics in man's development.
406—ELECTRICITY AND MAGNETISM.
407—ELECTRIC CIRCUITS.
408—ELECTRONIC CIRCUITS.
409—PHYSICS AND MATHEMATICS OF COMMUNICATIONS. Subjects in electromagnetic, circuit, signal, and information theories, selected to provide an understanding of the physical principles of modern communications.
412—MECHANICS.
PHYSICS

415—ACOUSTICS.
414—THERMAL PHYSICS.
415—OPTICS.
416—ATOMIC PHYSICS.
417—NUCLEAR AND HIGH ENERGY PHYSICS.
418—METHODS OF THEORETICAL PHYSICS.

COURSES INTENDED PRIMARILY FOR THE DEGREE OF
MASTER OF SCIENCE:

These courses carry as a rule 4 quarter hours of credit. When a deviation from this
rule is justified, the applicable number of credit hours is shown in the specific schedule
applicable to the academic quarter in question. Scheduling of courses is announced quar-
terly.

420—ELECTRODYNAMICS I. Concise review of Maxwell’s equations and basic theory
of electromagnetic fields in motion; theory of bounded structures and of guided
waves; theory of electromagnetic radiation, including multipole radiations and radia-
tion from systems of radiators.

421—ELECTRODYNAMICS II. More involved problems in radiation, concentrating on
the use of spectral theory and of Green’s functions. Charged particle radiations,
phenomena of bremsstrahlung and of Cerenkov radiation. Special theory of rela-
tivity and four-vectors as applied to electrodynamc phenomena; field invariants.
(Prerequisite: 420)

440—THEORETICAL MECHANICS I. Variational principles; Lagrangian mechanics;
two-body collisions; the two-body central force problem; rigid body dynamics and
special relativity theory.

441—THEORETICAL MECHANICS II. Hamilton’s equations of motion; canonical trans-
formations; Hamilton-Jacobi Theory; small oscillations; and introduction to the
Lagrangian and Hamiltonian formulations for continuous systems and fields. (Prer-
erequisite: Physics 440)

445—STATISTICAL MECHANICS. Basic principles of statistical mechanics; applica-
tions to weakly interacting systems, such as classical plasma and Fermi gases; strongly inter-
acting systems; transport theory; fluctuations and irreversible processes, phase transi-
tions. (Prerequisite: 445, 440, 460)

454—MODERN OPTICS. An advanced optics course with emphasis on topics in coher-
ence theory, polarization of light, Fourier transform spectroscopy, optical transfer
functions and holography. (Prerequisite: 354 or equivalent)

460—QUANTUM MECHANICS I. Systematic development of the basic principles of
quantum mechanics. Experimental and historical background; wave packets; the
Schrödinger equation; eigenfunctions and eigenvalues; statistical interpretation.
The formalism of quantum mechanics; vector spaces; linear operators; observables; com-
mutators; projectors; representations.

461—QUANTUM MECHANICS II. Scattering theory; cross sections; scattering by a cen-
tral potential; phase shift analysis; scattering resonances; Born approximation. An-
gular momentum; rotations; spin; addition of angular momenta. Systems of identical
particles. Invariance. Methods of approximation. (Prerequisite: 460)

465—NUCLEAR PHYSICS. Theoretical and phenomenological approaches to nuclear
structure and strong, electromagnetic, and weak interactions of nuclei. Topics of
study include the theory of scattering and decay of nuclei, resonances, nuclear models.
(Prerequisite: 568 or equivalent)

491—SOLID STATE PHYSICS. Periodicity and classification of crystal structure—the
theory of X-ray diffraction is explained early as an introduction to the concept of the
reciprocal lattice. The other principal topics of this course are: phenomenology of crystal binding, phonons, the Debye theory of heat capacity, inelastic scattering of neutrons and of intense coherent light, anharmonic interactions and thermal conductivity. (Prerequisites: Physics 345, 368 or equivalent.)

478—SEMINAR IN SELECTED TOPICS IN PHYSICS
This course number is reserved for:
(a) Individual study at a graduate level.
(b) Special seminars organized from time to time to accommodate the needs of groups of students in specialized subjects of topical interest.

480—THESIS RESEARCH. This course number designates research performed to gather thesis material. Up to two registrations are allowed.

GRADUATE SEMINAR COURSES
Courses described as "seminars" in their titles may contain different subjects each time the course is offered. Thus multiple credit may be granted for these courses subject to departmental approval. When advisable these courses may also be offered as controlled individual study courses. Consent of the Faculty advisor is a prerequisite for every graduate seminar course.

522—SEMINAR IN ELECTRODYNAMICS. Advanced problems of electrodynamics such as: theory of dispersive media, scattering problems, magneto-hydrodynamics, wave propagation in anisotropic media. (Prerequisites: 420, 421.)

525—SEMINAR IN ADVANCED THEORY OF ELECTRIC CIRCUITS. A seminar with special emphasis on circuits using active devices. Advances in this field will be studied on the basis of recent periodical literature. Examples of applications and problems will be undertaken to demonstrate the efficiency of advanced mathematical methods.

524—SEMINAR IN MICROWAVES. A study of specialized topics in the general field of microwaves. The nature of the seminar will change from year to year. The topics to be covered in successive schedulings are: a) field theory of microwaves, b) theory of distributed circuits, and c) theory of microwave devices.

530—SEMINAR IN MATHEMATICAL PHYSICS I. A selection of topics in advanced mathematics chosen from the following list, together with physical applications to various branches of physics as appropriate. Functional analysis (linear spaces, operators, distributions); applications to boundary value problems (Sturm-Liouville theory, Green's functions, spectral theory). (Prerequisite Course 395.)

531—SEMINAR IN MATHEMATICAL PHYSICS II. Topics from the following list (see preface to course 530):
Integral equations; variational methods; advanced complex variable theory and integral transforms. (Prerequisite: 530.)

532—SEMINAR IN MATHEMATICAL PHYSICS III. Topics from the following list (see preface to course 530):
Group theory (general theory, crystallographic groups, group representations); tensor analysis. (Prerequisite: 530.)

535—SEMINAR IN GENERAL THEORY OF RELATIVITY. Tensor analysis and Riemannian geometry; the gravitational field equations and their solutions in special cases.

546—SEMINAR IN THEORIES OF MANY PARTICLE SYSTEMS. Topics of this seminar are heavily drawn from the theory of elementary excitations in solid state physics: lattice dynamics; Bose and Fermi liquids, nuclear matter, electron correlations and plasma oscillations; spin wave theory and ferromagnetism; quasi spin-
wave model of ferroelectricity; the BCS theory of superconductivity, superfluidity. (Prerequisites: 491, 445.)

562—SEMINAR IN QUANTUM MECHANICS. Relativistic single particle wave equations: Klein-Gordon, Dirac and Maxwell equations. Relativistic spin \(\frac{1}{2}\) (Dirac) particle interacting with the electromagnetic field: hydrogen atom, charge conjugation, hole theory. Lagrangians for relativistic fields: construction of field invariants from symmetries of the Lagrangian (Noether's theorem). Second quantization of free fields and its equivalence to the many particle theory of identical particles. Interaction of quantised fields: s-matrix and perturbation theory. Feynman graphical technique. (Prerequisite: Course 461.)

565—SEMINAR IN ELEMENTARY PARTICLES. Introduction to particle physics including relativistic kinematics, scattering, production and decay of particles and resonances; symmetries, conservation laws and possible dynamical symmetry classification schemes for strongly interacting particles and resonances. (Prerequisites: Physics 460, 461.)

570—SEMINAR IN NUCLEAR PHYSICS. A seminar with special emphasis on current topics in nuclear physics. Both experimental methods and their theoretical interpretations are studied with the emphasis on the latter.

592—SEMINAR IN THEORETICAL SOLID STATE PHYSICS. Topics for this seminar are selected from: the free-electron gas model; the energy band theory; intrinsic and impure semiconductors; studies of band structure of n- and p-type semiconductors; transport properties of charge carriers; dielectric and optical behavior of ions and of electron gas; ferro-electricity, dia- and para-magnetism, ferromagnetism, anti-ferromagnetism, superconductivity. (Prerequisite: 491.)

595—SEMINAR IN EXPERIMENTAL TECHNIQUES OF SOLID STATE PHYSICS. This seminar involves an introduction to several techniques employed in studying solids. These techniques may include X-ray, electron and neutron diffraction, Mössbauer, ultraviolet, visible, IR, ESR, NQR and NMR spectroscopy. For each technique a theoretical introduction is given followed by a brief description of the used equipment and a detailed discussion of the measured parameters and of the information obtained from the measurements. (Prerequisites: 491, 592.)
DEPARTMENT OF POLITICAL SCIENCE

RICHARD P. FARKAS, PH.D., Associate Professor, Chairman
BASHIR AHMAD, PH.D., Asst. Professor
MINKYU CHO, PH.D., Instructor
STANLEY J. JADOV, PH.D., Professor
GRETA W. SALEH, PH.D., Asst. Prof.
ELIZABETH H. SUCCAR, PH.D., Asst. Prof.
HARRY C. THOMSON, PH.D., Assoc. Prof.

Prerequisites as a Minor Field

Political science as a minor field may be taken in connection with economics, education, history, sociology, psychology and philosophy. Five courses in political science form the prerequisite undergraduate preparation.

310—ADVANCED TECHNIQUES OF POLITICAL RESEARCH. Application of more sophisticated research techniques focusing on the collection of empirical data for hypothesis-testing.

320—STUDIES IN AMERICAN GOVERNMENT AND POLITICS I. Topics will vary each quarter.

321—STUDIES IN AMERICAN GOVERNMENT AND POLITICS II. Topics will vary each quarter.

322—STUDIES IN AMERICAN GOVERNMENT AND POLITICS III. Topics will vary each quarter.

323—CHICAGO GOVERNMENT AND POLITICS. The organization, issues and change in Chicago politics. The case of Chicago will be used to highlight similarities and contrasts with other major American urban settings.

324—TOPICS IN CONSTITUTIONAL LAW I. Topics will vary each quarter.

325—TOPICS IN CONSTITUTIONAL LAW II. Topics will vary each quarter.

326—TOPICS IN CONSTITUTIONAL LAW III. Topics will vary each quarter.

*327—DEVELOPMENT OF THE U.S. CONSTITUTION I.

*328—DEVELOPMENT OF THE U.S. CONSTITUTION II.

*329—DEVELOPMENT OF THE U.S. CONSTITUTION III.

*(Constitutional issues and decisions are reviewed with emphasis on their enduring impact. The course is divided chronologically—I, to 1815; II, 1815-1920; III, since 1920.)*

350—POLITICAL THOUGHT IN AMERICA. An examination of American thinking on enduring issues. Behavioralism, positivism and the value-free society will be among the ideas discussed.

351—CONTEMPORARY POLITICAL THOUGHT. A discussion of selected political thinkers of international renown. Generally, the sample will be drawn from living and currently productive scholars and critics of society.

340—COMPARATIVE FOREIGN POLICY. (Focus will rotate among “Western bloc,” “Communist bloc,” and “Third World.”) An analysis of the contrasting objectives, tools and outcomes of a series of nation’s efforts to promote their interests via foreign relations.


342—ISSUES IN AMERICAN FOREIGN POLICY. Among the issues discussed will be American participation in regional and worldwide organizations, treaties, economic diplomacy, containment of communism, and wars of national liberation.

343—SOVIET-AMERICAN RELATIONS. Examination of various forms of the unique super-power relationship including the dimensions and impact of recent developments.

344—ISSUES IN WORLD POLITICS I. Topics will vary each quarter.
345—ISSUES IN WORLD POLITICS II. Topics will vary each quarter.
346—ISSUES IN WORLD POLITICS III. Topics will vary each quarter.
352—GOVERNMENT AND POLITICS IN A DEVELOPING AREA I. Topics will vary each quarter.
353—GOVERNMENT AND POLITICS IN A DEVELOPING AREA II. Topics will vary each quarter.
354—GOVERNMENT AND POLITICS IN A DEVELOPING AREA III. Topics will vary each quarter.
391—SEMINAR IN METHODOLOGY.
392—SEMINAR IN AMERICAN GOVERNMENT AND POLITICS.
393—SEMINAR IN POLITICAL THOUGHT.
394—SEMINAR IN INTERNATIONAL RELATIONS.
395—SEMINAR IN COMPARATIVE GOVERNMENT AND POLITICS.
399—INDEPENDENT STUDY.
DEPARTMENT OF PSYCHOLOGY
EDWIN S. ZOLIK, PH.D., Professor and Chairman
THOMAS S. BROWN, PH.D., Professor
ROBERT E. BRAWER, PH.D., Associate Professor
CONRAD CHYATTE, PH.D., Associate Professor
SHELTON COTTLE, PH.D., Associate Professor
FRANK A. DINELLO, PH.D., Associate Professor
ERNST J. DOLEYS, PH.D., Associate Professor
FREDERICK H. HEILIZER, PH.D., Associate Professor
ALBERT S. KOLOW, PH.D., Associate Professor
WILLIAM TERRIS, PH.D., Associate Professor
MARI J. K. BROWN, PH.D., Assistant Professor
PHILIP F. CARACENA, PH.D., Assistant Professor
LOUISE FERONE, M.S.W., Assistant Professor
RICHARD J. HAMERSMA, PH.D., Assistant Professor
WESLEY LAMB, PH.D., Assistant Professor
ROBERT J. TRACY, PH.D., Assistant Professor
JERALD T. DADOL, M.A., Instructor

The Department of Psychology offers graduate work leading to the degrees of Master of Arts, Master of Science, and Doctor of Philosophy. Available programs leading to these degrees are as follows:

Master of Arts
General Experimental Psychology
Clinical Community Psychology
School Psychology

Master of Science
Clinical Community Psychology
School Psychology

Doctor of Philosophy
General Experimental Psychology
Clinical Community Psychology

The objective of the graduate programs in psychology is to provide qualified students with the opportunity to become thoroughly acquainted with modern methodology and content of scientific psychology and trained in the quantitative methods and scientific rigor necessary for the understanding of human behavior and personality. At the Master's level, the preparation of students is directed toward further study for the doctoral degree (in the case of Master of Arts programs), or toward employment in one of the applied fields of psychological services (in the case of Master of Science programs).

ADMISSION

The Department accepts as graduate students only those who show definite promise for completing the requirements for advanced degrees. Meeting the minimum admission standards or having extensive undergraduate course work in psychology does not guarantee acceptance, since the number of applicants who can be admitted is limited.

The applicant for graduate study in psychology must present a satisfactory undergraduate scholastic average with a minimum of twenty-one semester hours or thirty-two quarter hours in Psychology. Three of the hours must represent a course in Elementary Statistics.

Preference is given to those applicants who have a well-balanced background of psychology courses, and some background in another science and mathematics. However, students who do not have an undergraduate major in psychology but who are able to demonstrate a high level of undergraduate achievement are encouraged to apply.

The Departmental Graduate Admissions Committee will determine, on the basis of a consideration of each student's proposed program of graduate study, whether the minimum of 32 quarter hours in Psychology is sufficient for advanced study. The student
judged to be deficient in prerequisite or other respects will be required to take, without
graduate credit, such courses as necessary to remedy any deficiencies upon entering Grad-
uate School.

In addition to the admission requirements of the Graduate School, the Department
of Psychology requires all applicants to submit the following before their application for
admission will be considered complete: (a) Departmental Information Schedule, (b) the
results of the Verbal and Quantitative tests and the Advanced Test in the field of under-
graduate major of the Graduate Record Examination, and (c) three letters of recom-
mandation. Forms and detailed information may be obtained from the chairman of the
department. It is desirable, but not mandatory, that the results of the Miller Analogies
Test, if taken, also be submitted at the same time.

MASTER'S PROGRAMS AND DEGREE REQUIREMENTS

All Master's programs have in common a central series of academic courses, known
as the core sequence, which are intended to develop the student's fundamental under-
standing of psychology. These courses are relevant to all areas of psychology because they
deal with basic processes and methodologies relevant to all areas. The following courses
constitute the core sequence: Psychology 402 (Perceptual Processes), Psychology 404 (Learn-
ing Processes), Psychology 406 (Physiological Processes), Psychology 430 (Advanced Social
Psychology), Psychology 437 (Advanced Personality), and Psychology 439 (Advanced De-
velopmental Psychology). In certain of the Master of Science programs, Psychology 402 is
waived and replaced by an appropriate elective. Master of Science programs also require
one advanced course in statistics; either Psychology 409 or Psychology 410. Master of
Arts programs require three courses in statistics: Psychology 410, Psychology 411, and
Psychology 412.

All students are required to maintain a grade point average of "B" or higher and to
carry a course load of a minimum of 12 quarter hours per quarter.

Degree requirements for the various Master's programs are as follows:

1. Master of Arts in General Experimental Psychology: a minimum of 44 quarter-
hours, including 4 hours thesis credit.

2. Master of Arts in Clinical Community Psychology, and School Psychology: a min-
imum of 72 quarter-hours including 4 hours thesis credit, but not including credit
for pre-practicum or practicum courses.

3. Master of Science in Clinical Community Psychology, and School Psychology: a
minimum of 72 quarter-hours including 4 hours credit for the Master's paper, but
not including credit for pre-practicum or practicum courses.

In addition to the quarter-hour requirements noted above, all Master of Arts pro-
grams require that the student complete a research thesis on a topic approved by the
Department. Students enrolled in the Master of Science programs are required to com-
plete a Master's paper of approximately 5,000 words on an approved topic.

Upon completing at least half of the graduate course requirements, each student is
evaluated for acceptance as a candidate for a Master's degree. Only those who have
given evidence of satisfactory academic performance as graduate students will be advanced
to candidacy. The Department reserves the right to require the student to take special
written or oral examinations in fulfilling this requirement. Students whose application
for advancement to candidacy is denied will be advised to strengthen areas of scholastic
weakness or to withdraw from the Graduate School.

All students enrolled in Master's programs are also required to undertake a com-
prehensive examination, either written or oral, in the field of graduate study. This examina-
tion may be but is not necessarily limited to a defense of the student's thesis or Master's
paper.
PH.D. PROGRAMS AND DEGREE REQUIREMENTS

Doctoral programs in General Experimental Psychology and Clinical Community Psychology are offered by the Department. Within the General Experimental Program the student may specialize in learning, physiological psychology, or social psychology. All doctoral programs include a strong emphasis on research.

Students holding bachelor's degrees are not admitted directly into doctoral programs; they are required first to obtain a Master of Arts degree at DePaul University. Students who have already obtained a Master's degree in psychology from another institution and who present evidence of the level of scholarship necessary to successful completion of the doctoral program may be admitted into the program.

All students are required to complete a core sequence of courses during the first two years of graduate study. Before the end of the second quarter of residence at the Ph.D. level, the student must pass a preliminary examination, which may be written or oral. This examination, which is similar to the Master's comprehensive examination, may be waived upon recommendation of the committee representing the student's area of specialization.

In order to be admitted to candidacy for the Ph.D. the student must successfully pass the Doctoral Candidacy Examination. This written examination is designed to assess the student's competence in psychology as a whole and in his area of specialization. The examination is given in three sections. The first two sections cover the two minor areas selected by the student from the areas of learning, perception, physiological psychology, personality, developmental psychology and social psychology. The third section consists of an eight hour examination in the student's area of specialization. These examinations are administered over a period of one week. In addition to their academic programs, all doctoral level students are also required to participate in the Teaching of Psychology Program, in which they function as assistant instructors or instructors in undergraduate psychology courses. This important teaching experience must be preceded by participation in a Seminar in Teaching Psychology. As a requirement for the Ph.D., students enrolled in the Clinical Community Psychology Program are also required to complete a one-year internship in a facility approved by the Department.

Each student must demonstrate his ability to conduct independent research by the presentation of an acceptable dissertation. Research for the dissertation should normally be completed during the fourth year at the University by students in the General-Experimental Program. However, as the third year is usually the year of internship for students in Clinical Community Psychology, the dissertation normally will be completed during the fifth year by students in this program. At the final oral examination a student is required to defend his dissertation and to show his competence in the general field of psychology and in his area of specialization.

General requirements for the Doctor of Philosophy degree are:
1. A minimum of 108 quarter-hours beyond the bachelor's degree, exclusive of thesis and dissertation credit and credit for pre-practicum and practicum courses.
2. Admission to doctoral candidacy, as noted above.
3. A dissertation on a topic approved and accepted by the Department.

ADDITIONAL INFORMATION

Additional information concerning graduate programs and admission to graduate programs may be obtained by writing to the Chairman of the Graduate Admissions Committee of the Department of Psychology.

PSYCHOLOGY AS A MINOR

Psychology may be combined as a minor with Biology, Mathematics or Philosophy. Students taking a minor in psychology may elect courses on the advanced level only after
COURSES FOR ADVANCED UNDERGRADUATE AND GRADUATE STUDENTS

501—TESTS AND MEASUREMENTS. A survey of psychological testing with emphasis on test construction and interpretation of scores. (Prerequisite: Psychology 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 556 has been successfully completed (passed with a grade of C or better).

502—PERSONAL ADJUSTMENT AND MENTAL HEALTH. Introduction to psychological principles involved in personality and interpersonal adjustments. (Prerequisite: Psychology 105.)

512—INDUSTRIAL PSYCHOLOGY. The application of the psychological principles of learning, perception, and adjustment to industry. (Prerequisite: Psychology 105.)

513—PERSONNEL SELECTION. Application of psychological principles and techniques to employee selection and development in industrial and other organizations. (Prerequisite: 512.)

514—ENGINEERING PSYCHOLOGY. Introduction to the study of the role of human factors in the design and performance of man-machine systems. (Prerequisite: 275.)

575—CONSUMER BEHAVIOR AND ADVERTISING. Applications of psychology to marketing problems, product development, sales and propaganda. (Prerequisite: 512.)

533—DEVELOPMENTAL PSYCHOLOGY I: INFANCY AND CHILDHOOD. Description and evaluation of principles and theories of development from conception through childhood. (Prerequisite: Psychology 106.)

534—DEVELOPMENTAL PSYCHOLOGY II: ADOLESCENCE THROUGH MATURETY. Continuation of 533 covering development, personality organization, and adjustment. (Prerequisite: 533.)

536—HUMAN DEVELOPMENT. A survey of principles of development from conception through maturity. (Prerequisite: Psychology 105). May not be taken for credit by psychology majors.

547—SOCIAL PSYCHOLOGY. The study of the influence of group life on behavior and personality development. (Prerequisite: Psychology 105.)

551—THEORIES OF PERSONALITY. Survey of theories of personality, emphasizing distinction between clinical and scientific theories. (Prerequisite: Psychology 106.)

552—THE PSYCHOLOGY OF PREJUDICE. (Prerequisite: Psychology 106.)

553—ABNORMAL PSYCHOLOGY. Description of the nature, symptoms, and etiology of psychological disorders. (Prerequisite: Psychology 106.)

554—ECOSYSTEMS AND BEHAVIOR. (Prerequisite: 505.)

555—SMALL GROUPS AND LEADERSHIP. (Prerequisite: 347.)

556—INTRODUCTION TO PSYCHOLOGICAL MEASUREMENT. Measurement in psychology; emphasis on standardization, reliability, validity; test and scale development. (Prerequisites: 106 and 240.) (Materials fee: $5.00)

557—PSYCHOLOGY OF SOCIAL DEVIANCE. (Prerequisite: 347.)

560—THEORIES OF LEARNING. A survey of the classical and modern theories of learning. (Prerequisite: 275 or consent.)

561—HISTORY AND SYSTEMS OF PSYCHOLOGY. Historical analysis of basic concepts in psychology. (Prerequisite: 275 or consent.)

562—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: Psychology 240 or consent.) (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. The 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, and effects of language on thinking. (Prerequisite: 500.)

ADVANCED TOPICS IN PSYCHOLOGY. (Prerequisite: Senior standing and consent of Chairman.)

FIELD WORK AND STUDY. Supervised experience in selected off-campus settings and associated readings. (Prerequisite: Junior standing and consent of Chairman.)

READING AND RESEARCH. (Prerequisite: Senior standing and consent of Chairman.)

COURSES FOR GRADUATE STUDENTS ONLY

PERCEPTUAL PROCESSES. Analysis of the variables involved in the determination of perception with particular attention to the problems of space, motion, distance, size, form, the after effects and the constancies. (Prerequisite: Twelve hours in psychology.)

LEARNING PROCESSES. Basic concepts and research in acquisition, extinction, generalization, discrimination, transfer, retention in both animals and humans. (Prerequisite: Twelve hours in psychology.)

PHYSIOLOGICAL PROCESSES. The functional role of neural systems important for the processes of motivation, emotion, sleep, memory, and cognition. (Prerequisite: Psychology 377 or equivalent.)

STATISTICS FOR THE BEHAVIORAL SCIENCES. Applied inferential statistics. (Prerequisite: 240.)

ADVANCED STATISTICS I. An introduction to sample spaces, random variables, distributions and parametric statistics. Sampling, the concept of sampling distributions of statistics. (Prerequisite: Psychology 240 or equivalent.)

ADVANCED STATISTICS II. Point estimation procedures are developed for a variety of parameters. Interval estimation and hypothesis testing are compared. Linear regression, correlation, and analysis of variance. (Prerequisite: Psychology 410.)

ADVANCED STATISTICS III. Complex analysis of variance and covariance; planned and post-hoc contrasts; orthogonal polynomials. (Prerequisite: Psychology 411.)
416—METHODS IN BEHAVIORAL RESEARCH. Principles and techniques of research design in behavioral, social and clinical research; questionnaires, interview schedules, rating scales involving multivariable analysis. Application of parametric and non-parametric tests. Application of research findings to professional practice. (Prerequisite: Psychology 411.)

418—MULTIVARIATE ANALYSIS. Theory and statistical techniques underlying the analysis of multiple measurements. (Prerequisite: Psychology 411.)

419—FACTOR ANALYSIS. Theoretical foundations, methods of analysis, and comparison of various factor analytic models. (Prerequisite: Psychology 418) (4 credits.)

420—ADVANCED EXPERIMENTAL PSYCHOLOGY. Design, analysis, and execution of psychological research. Includes philosophy of science and the role of theory in psychology.

421—INSTRUMENTATION. Design, construction and use of instrumentation in the behavioral sciences. (1 to 4 credits.)

424—THEORIES OF MOTIVATION. An analysis of the psychology of motivation in terms of instinct and psychodynamic theories, biological and acquired drives and motives. (Prerequisite: Psychology 404.)

425—COGNITIVE PROCESSES. Theories and methods in the study of concept formation, problem solving, thinking, verbal learning, psycholinguistics. (Prerequisite: Psychology 404.)

427—SENSORY PROCESSES. Receptor system processes and their relations to psychological phenomena, with attention to similarities and differences among sensory systems and to general principles of sensory integration and orientation. (Prerequisites: Psychology 402 and 406.)

430—ADVANCED SOCIAL PSYCHOLOGY. Contemporary theory and research in social behavior, emphasizing the behavior of the individual in a social context. (Prerequisite: Psychology 347.)

431—GROUP DYNAMICS. Theory, research and practice relating to group behavior. The psychological structure of the group; group leadership; group dynamics and personality dynamics. Role playing. (Prerequisite: Psychology 347 or equivalent.)

432—ATTITUDE ANALYSIS. Theory and research in attitude formation and organization, communication and persuasion, resistance to persuasion, and measurement techniques. (Prerequisite: Psychology 430.)

433—SOCIAL JUDGMENT. Theory and research in judgment of social stimuli, perceiving and evaluating persons, and social comparison processes. (Prerequisite: Psychology 430.)

434—SMALL GROUP BEHAVIOR. Theory and research in goal formation, conformity, power and communication structures, cohesion, and task performance. The emphasis is on the behavior of persons within groups. (Prerequisite: Psychology 456.)

436—THEORIES OF PERSONALITY. Intensive analysis of personality theories; typological approaches; conflict and anxiety; introduction to principles of behavior dynamics. (Prerequisite: Psychology 351.)

437—ADVANCED PERSONALITY. Critical analysis of research in personality with emphasis on the development and testability of major constructs in contemporary research. (Prerequisite: Psychology 351.)

439—ADVANCED DEVELOPMENTAL PSYCHOLOGY. Current research and theories in child development relating to the preschool child, elementary school child, and adolescent. Emphasis on the dynamics of motivation, personality, learning and socialization. Case studies and analysis of various developmental problems. (Prerequisite: Psychology or Education 333 or 334.)
442—PSYCHOLOGICAL FACTORS IN DISABILITY. Psychological principles and problems in the major mental and physical disabilities, and prolonged infirmities of children and adults; somatopsychology; psychological assessment and counseling; re-education and retraining; psychological rehabilitation and adjustment including attitudes and adjustment. (Prerequisite: Nine hours in psychology or consent of instructor.) (2 credit hours.)

450—PSYCHOLOGICAL MEASUREMENT. Logical and mathematical principles underlying test construction with emphasis on evaluating the reliability and validity of scores. (Prerequisites: Psychology 411 and 418.) (4 credits.)

454—BEHAVIOR MODIFICATION. Analysis of principles, practices, and research related to the modification of human behavior. (Prerequisite: Psychology 404.)

476—RESEARCH ISSUES IN ASSESSMENT. Analysis of research and current issues concerning intellectual and personality assessment. (1 credit.)

480—INTRODUCTION TO CLINICAL PSYCHOLOGY. Intensive survey of clinical psychology; the case-study method, importance of historical data and the process of diagnostic inference in assessment. The observation and analysis of the dyadic relationship with patients. (Prerequisites: Psychology 356 and 353 or equivalent.)

481—INDIVIDUAL INTELLIGENCE TESTING I. Theories of intelligence and cognitive development. Introduction to the administration of verbal and various non-verbal tests including the Stanford Binet, Wechsler Intelligence Scale for Children and Wechsler Adult Intelligence Scale and the clinical use of these instruments. (Prerequisites: Psychology 356. (Materials fee: $10.00)

482—PROJECTIVE TECHNIQUES. The theory of projection. Administration and scoring of the Rorschach and Thematic Apperception Test and other projective tests. Evaluation of projective tests and needed areas of research and development. (Prerequisite: Psychology 481. (Materials fee: $3.00)

483—ADVANCED PSYCHODIAGNOSTICS. Advanced study of projective techniques and other assessment methods, with emphasis on analysis, interpretation and integration of all pertinent clinical data, and report writing. (Prerequisite: Psychology 482. (Materials fee: $8.00)

485—SPECIAL PROBLEMS IN ASSESSMENT. Assessment and clinical approaches to minimal brain dysfunction and other problems of children. (Prerequisite: Psychology 483.) (2 credits.)

486—ADVANCED PSYCHOPATHOLOGY. Review of the major neurotic, psychotic, psychosomatic and somatopsychic syndromes and etiological interpretations. Mechanisms of defense and behavior dynamics. Current issues in psychopathology and evaluation of treatment methods. (Prerequisite: Psychology 353 or equivalent.)

487—PSYCHOPATHOLOGY OF THE CHILD. Deviant behavior in children: infancy through pubescence. Emphasis on differential diagnosis, etiology, family dynamics, prevention and treatment. Analysis of current theories and research. (Prerequisite: Psychology 353 and 354 or consent of instructor.)

488—PRINCIPLES OF PSYCHOTHERAPY. Analysis of theoretical approaches to psychotherapy. (Prerequisite: Psychology 486.)

489—GROUP PSYCHOTHERAPY. Principles, theories and techniques of in-group psychotherapy. Problems of selection of group members and evaluation of progress. (Prerequisite: Psychology 489.) (2 credits)

490—EGO PSYCHOLOGY. Analysis of the formulations of the major ego psychologists and their relation to other current formulations. (Prerequisite: Psychology 486.) (2 credits)

492—PRINCIPLES OF CONSULTATION. The principles and dynamics involved in the various types of consultative relationships. Techniques of consultation with parents,
teachers, agencies, physicians and others in regard to problems and deviancy, methods of management and treatment. (Prerequisites: Psychology 490 and 486 or consent.) (2 credits)

495—COMMUNITY MENTAL HEALTH. The historical antecedents, philosophy and dimensions of community mental health; theory, practice, and research. Analysis of current problems and future directions. (Prerequisite: Graduate standing.)

495—EVALUATION AND RESEARCH IN COMMUNITY MENTAL HEALTH. (1-4 credits.)

500—PROFESSIONAL AND ETHICAL ISSUES IN CONTEMPORARY PSYCHOLOGY. (2 credits.)

550—SEMINAR IN TEACHING PSYCHOLOGY. (1 to 4 credits.)

551—SEMINAR IN EXPERIMENTAL PSYCHOLOGY. (1 to 4 credits.)

552—SEMINAR IN NEUROPSYCHOLOGY. (1 to 4 credits.)

553—SEMINAR IN PERSONALITY RESEARCH. (1 to 4 credits.)

554—SEMINAR IN BEHAVIOR GENETICS. (1 to 4 credits.)

555—SEMINAR IN DEVELOPMENTAL PSYCHOLOGY. (1 to 4 credits.)

556—SEMINAR IN SOCIAL PSYCHOLOGY. (1 to 4 credits.)

552—SEMINAR IN FAMILY THERAPY. (1 to 4 credits.)

563—SEMINAR IN PSYCHOTHERAPY. (1 to 4 credits.)

564—SEMINAR IN CLINICAL RESEARCH. (1 to 4 credits.)

565—SEMINAR IN CLINICAL ASSESSMENT. Analysis of special problems and methods in diagnosis and evaluation. (1 to 4 credits.)

566—SEMINAR IN PSYCHOPATHOLOGY. (1 to 4 credits.)

567—SEMINAR IN DEVIAN BEHAVIOR OF CHILDREN. (1 to 4 credits.)

568—SEMINAR IN COMMUNITY PSYCHOLOGY. Analysis of theories of community and human behaviors from the standpoint of general systems principles. (1 to 4 credits.)

569—SEMINAR IN COMMUNITY PSYCHOLOGY RESEARCH. Analysis of major research programs dealing with social and mental health problems with emphasis on epidemiological and socio-clinical research methods. (1 to 4 credits.)

570—SEMINAR IN PSYCHOTHERAPY RESEARCH. (1 to 4 credits.)

571—CONTEMPORARY TRENDS IN PSYCHOTHERAPY. (2 credits.)

574—PRE-PRACTICUM IN CLINICAL PSYCHOLOGY. (1 credit)

575—PRACTICUM IN SCHOOL PSYCHOLOGY. Supervised experience in the diagnosis and management of problems impeding adequate functioning of the child in the school. Interviewing, assessment and consultation with parents and teachers. Minimum of 8 clock hours per week. (By arrangement with Chairman.)

577—PRACTICUM IN CLINICAL ASSESSMENT. Supervised experience in intake interviewing, psychological evaluation and case conference presentations in a clinic, hospital or community agency setting. Minimum of 8 clock hours per week. (By arrangement with Chairman.)

578—PRACTICUM IN CLINICAL PSYCHOLOGY. Supervised experience in diagnostic assessment, intervention planning, psychotherapy and report writing through varied assignments to campus or community agencies. (Minimum of two days per week. (By arrangement with Chairman.)

579—PRACTICUM IN CHILD CLINICAL PROCEDURES. Supervised practice in the diagnosis and treatment process of the problems of children and adolescents. May be repeated for a maximum credit of 8 hours. (By arrangement with Chairman.)

585—ADVANCED PRACTICUM IN CLINICAL PSYCHOLOGY.

585—PRACTICUM IN COMMUNITY MENTAL HEALTH.

590—THESIS SEMINAR. (1 credit.)
I-Psychotherapy. The course involves individual projects (non-thesis research) under
the supervision of a faculty member. (Arranged by consultation with the Chairman.)
(1 to 4 credits.)

594—PSYCHOLOGICAL RESEARCH. A course involving intensive readings in contempo-
rary psychological literature or individual research projects. (Arranged by prior
consultation with the Chairman.)

595—COLLOQUIUM. Required of all graduate students. Lectures by visiting psychol-
ogists and members of the staff. (No credit.)

596—INTERNSHIP. (No credit.)

597—MASTER'S THESIS RESEARCH. Original investigation of a specific research prob-
lem. (3 or 4 credits.)

598—MASTER'S CANDIDATE RESEARCH. Open to Master's candidates who have ful-
filled all requirements for the degree and who are devoting full time to thesis re-
search and study. (0 credits; tuition equal to one four-hour course.) (Prerequisite:
597.)

599—DISSERTATION RESEARCH. (4 to 12 credits per quarter.)
DEPARTMENT OF RELIGIOUS STUDIES

REV. FRANCIS BRUCE VAWTER, C.M., S.S.D., Professor, Chairman
DALE R. ALTHOFF, Ph.D., Asst. Prof.
REV. HUGO N. AMICO, S.T.D., Assoc. Prof.
REV. WALTER T. BRENNAN, O.S.M., Ph.D.,
ASS'T. PROF.
PAUL F. CAMENISCH, Ph.D., Assoc. Prof.
REV. WILLIAM CORNELIOU, C.M., S.T.D.,
ASSOC. PROF.
JOHN DOMINIC CROSAN, S.T.D., S.S.L., Prof.

CHARLES J. CURTIS, Ph.D., Assoc. Prof.
REV. EDMUND J. FITZPATRICK, S.T.D.,
ASSOC. PROF.
REV. JOHN L. MCKENZIE, S.T.D., Professor
REV. PATRICK O'BRIEN, C.M., S.T.D.,
ASSOC. PROF.
WILLIAM VANDERMARCK, PH.D., ASSOC. PROF.

PURPOSE

The Department of Religious Studies endeavors to continue the academic work of persons of scholarly competence toward the Master's degree in preparation for a teaching or research career.

IMPLEMENTATION

The department offers directed research, courses, seminars, symposia, and colloquia to guide and stimulate students in an investigation of different theological traditions and in a correlation of religious thought with other areas of human thought, such as sociology, philosophy, and psychology. It also stresses faculty counseling so that the program of each student can be adapted to individual needs. It has begun cooperative effort with other centers of theological learning in the Chicago area (among them McCormick Theological Seminary and the Spertus College of Judaica) to provide the student with further resources for academic enrichment.

PREREQUISITES

Applicants for the Master of Arts program must have completed satisfactorily a major sequence in religious studies or its equivalent. This sequence comprises a minimum of forty-eight quarter hours in religious studies. The chairman of the department will determine if a student has fulfilled the equivalent.

DEGREE OF MASTER OF ARTS

REQUIREMENTS

1. Completion of forty-eight quarter hours of graduate study which must include:
   a) Eight quarter hours (2 courses) in the area of Biblical Literature; four quarter hours (1 course) in the area of Ethics and Morality; four quarter hours (1 course) in the area of History and Christianity.
   b) In allied fields, two courses in: Cultural Anthropology, Phenomenology of Religion, or Rel 310 Theology of History.
   c) A seminar in the philosophy department on some philosopher pertinent to religious thought.

2. One foreign language. Evidence of the candidate's reading knowledge of theological literature in German, French, Latin, Greek, Hebrew, or with special permission, any other language in which reading or research in religious studies will be conducted. (Application for the examination must be made before the completion of twenty quarter hours in course work, or by the end of the second quarter of full-time residency, whichever is later).

3. An oral or written Integrating Critique or Examination as chosen by the student with the agreement of the chairman. (Procedures for the examination will be set in advance in each specific case through consultation between the student and department and following the timetable of the Graduate School as noted on Page 28).
4. In consultation with a departmental advisor the student will decide whether to write a master’s thesis or not. Normally this is recommended only for students planning a future doctoral program. Thesis students must:
   a) Register for ReSt 499 Thesis Research. This will constitute eight of their required forty-eight quarter hours.
   b) Conclude with a one hour oral examination as a “defense of the thesis.”

AREAS & COURSES

BIBLICAL LITERATURE

330—OLD TESTAMENT PROBLEMS.* (Prerequisite: 232).
331—NEW TESTAMENT PROBLEMS.* (Prerequisite: 233).
332—THE PARABLES OF JESUS. Original meaning and subsequent change in this most characteristics area of the teaching of Jesus (Prerequisite: 233).
333—THE PROBLEM OF THE HISTORICAL JESUS. Contemporary problems, methods, and solutions to the search for the authentic words and deeds of Jesus (Prerequisite: 233).
401—GENESIS AND THE THEOLOGY OF HISTORY. Genesis is used as the principal outline for a study of the theology of history of major Pentateuch sources (excluding the Deuteronomistic history).
402—DEUTERONOMIC THEOLOGY. The origins and emphasis of the Deuteronomistic theology as reflected in the Deuteronomistic history and editing of other Old Testament material.
403—ISRAELITE HISTORY BEFORE THE MONARCHY. The rise of the covenantal amphictyony and its theological implications in the context of its history.
404—FOUNDATIONS OF THE ISRAELITE MONARCHY. The historical and theological roots of Israel’s coming to nationhood with a sacrificial monarchy.
405—SOCIAL JUSTICE AND PRE-EXILIC PROPHECY. A study of the prophecies of Amos, Hosea, Micah, Isaiah, and Jeremiah (selected passages), with emphasis on their social message and contemporary relevance. Questions of general prophetic theology and historical development are incorporated.
406—POST-EXILIC PROPHECY AND APOCALYTIC LITERATURE. Apocalypticism and apocalyptic thought in the background of post-exilic history and prophecy.
407—PROBLEMS IN WISDOM BOOKS. Selected writings from the wisdom literature of the Old Testament and a study of the resulting contrasts and issues.
408—THEOLOGY OF THE PSALTER. Some of the more important theological themes that emerge from an historical and literary critical study of selected Psalms.
411—SEMINAR IN PROBLEMS IN LUKE-ACTS.
412—SEMINAR IN PROBLEMS IN MATTHEW’S GOSPEL.
411—THE RESURRECTION OF JESUS. By concentrating on the terminal chapters of the gospels, the opening chapters of Acts, and the ecstatic experiences of Paul and others in the primitive communities, the genesis of Easter faith is investigated and its meaning clarified.
415—THE STRUCTURE AND THEOLOGY OF MARK’S GOSPEL. An analysis of the meaning and intention of Mark’s gospel using the methods of redactional criticism. The theological vision of the evangelist is thus differentiated from the tradition.
416—CHRIST IN THE THEOLOGY OF ST. PAUL. Consideration of the names of Jesus in St. Paul; the work of Jesus according to Paul in his earthly lifetime, in the church, and at the parousia.
417—PRE-PAULINE CHRISTOLOGY. A study of the earliest Christological formulations recoverable from the tradition together with the use and adaptation made of them by Paul and other canonical writers.

418—JOHANNINE PROBLEMS. Some chief areas of concern in the study of the history and theology of the Fourth Gospel.

448—SOCIOLOGICAL DIMENSION OF WISDOM IN BIBLICAL AND NON-BIBLICAL RELIGIONS. The “wisdom” tradition common to biblical and non-biblical religions studied as a sociological phenomenon.

ETHICS AND MORALITY

320—PROBLEMS IN CHRISTIAN ETHICS.*

450—METHODOLOGY OF RELIGIOUS ETHICS. The “doing” of ethics from a religious or theological viewpoint involves problems not encountered in other methods of arriving at, defending, and explaining moral judgments. It is these peculiarly religious difficulties, primarily of an epistemological and philosophical character, as they evidence themselves in both traditional and emerging styles of theological ethics that will be studied.

451—RECENT DEVELOPMENT IN ROMAN CATHOLIC AND PROTESTANT ETHICS.

452—THEOLOGICAL ETHICS AND CONTEMPORARY PROBLEMS. An examination of the ways in which theological ethics have been and might be applied to selected moral problems currently facing Christians in modern society.

LITURGY AND SACRAMENTS


422—THE SACRAMENTAL ENCOUNTER. A study of the psychological, sociological and theological elements of a sacramental system.

HISTORY AND CHRISTIANITY

310—THEOLOGY OF HISTORY. Representative Christian and non-Christian concepts of history and the interrelation of Christianity and history.

311—THE CHANGING FACE OF THEOLOGY. The history of the discipline of theology.

312—STUDIES IN PROTESTANT THEOLOGY.*

313—THEOLOGICAL ISSUES IN EASTERN CHRISTIANITY. Crucial theological themes in non-Latin Christianity following the separation of East and West.

314—STUDIES IN THE THOUGHT OF GREAT THEOLOGIANS.*

421—NATURAL KNOWLEDGE OF GOD AND ROMANS I. A chapter in the histories of biblical interpretation and Christology.

424—DYNAMICS OF DOCTRINAL CHANGE. A study of theories of doctrinal development.

425—THEOLOGY OF ESCHATOLOGY. Consideration of the questions involved in the ultimate reality, death, judgement, reward and punishment.

427—THEOLOGICAL ANTHROPOLOGY. Some differing theological views of man will be studied in order to highlight leading themes and crucial areas such as image dei, fall and original sin, body-soul language, etc.

449—FAITH. A re-examination of its meaning in the Christian tradition, with special regard to rather limited periodic emphases such as those on acceptance of dogmatic propositions, confidence, and personal encounter.
450—REVOLT AND REACTION IN THIRTEENTH CENTURY THEOLOGY. Theological change viewed in the context of thirteenth-century urbanization, cultural revolution, the influx of new scientific thought following the Spanish *reconquista*, etc.

451—THE CONSTANTINIAN ECCLESIOLOGY. Study of the impact on the structure of the Church in practice and theory by its emergence from the catacombs.

456—THE THEOLOGY OF THE EASTERN CHURCH. A study of the Eastern theological tradition before and after the division between Rome and Constantinople.

457—ISSUES IN REFORMATION THEOLOGY. An investigation of the theological elements leading to the Reformation and resulting from the Catholic-Protestant polemic.


463—SEMINAR IN THE THOUGHT OF A CLASSICAL THEOLOGIAN.*

*Contemporary Questions in Religion*

350—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.

366—THE THOUGHT OF TEILHARD DE CHARDIN. Major themes of Teilhard’s thought evaluated (Cross-listed with Phil 342).


420—ANALOGY AND THE RECENT QUEST FOR THE HISTORICAL JESUS. The "quest" examined particularly in the light of the theological and epistemological presuppositions of the seekers.

426—THE PROBLEM OF DEATH. Death is studied from different standpoints in order to discover significant theological structures and their relation to cultural contexts.

461—SEMINAR IN THE SYSTEMATIC THOUGHT OF PAUL TILLICH.

462—SEMINAR IN THE THOUGHT OF ALFRED NORTH WHITEHEAD AND PROCESS THEOLOGY.

464—SEMINAR IN THE THOUGHT OF EARL BARTH.

468—SEMINAR IN THE THOUGHT OF KARL RAHNER.

469—SEMINAR IN THE THOUGHT OF A CONTEMPORARY THEOLOGIAN.*

*Independent Study and Thesis Research*

399—INDEPENDENT STUDY.

499—THESIS RESEARCH (Eight quarter hours).

*Check the current schedule of classes for specific listing of the subject matter to be treated.
DEPARTMENT OF SOCIOLOGY

JOHN KOVAL, PH.D., ASSOC. PROFESSOR, CHAIRMAN
ROBERTA ASH, PH.D., ASSOC. PROFESSOR
THERESA BAKER, PH.D., ASST. PROFESSOR
ROSEMARY BANNAN, PH.D., PROFESSOR
KENNETH FIDEL, PH.D., ASSOC. PROFESSOR
NANCY KLEIN, M.A., ASST. PROFESSOR

SOCIOLGY

LAVERNA RAYMOND, PH.D., ASSOC. PROFESSOR
CHARLES SUCHER, PH.D., ASST. PROFESSOR
JOYCE SWEEEN, PH.D., ASSOC. PROFESSOR
DEEWA WIGGENSTRA, PH.D., ASSOC. PROFESSOR
JUDITH WILLIAMS, PH.D., ASSOC. PROFESSOR

PURPOSE

The objective of the graduate program in Sociology is to enable students to apply the findings of sociology to concrete social issues and problems. The program emphasizes the learning of sociological principles, the strategies and methods of evaluative research and the implications of sociological findings for policy planning. These intellectual and practical skills are oriented toward the needs of individuals involved in social research, evaluative work settings and policy decision making and implementation.

A Core Program provides a basic knowledge of sociological principles, findings, research strategies and modes of analysis. Three specialized areas offer more detailed training in applied sociology: Urban Studies; Law and Society; and Health, Education and Welfare. As an alternative to specialized training, the student may develop a program in general sociology.

Training at the Master's level in Sociology is applicable to employment in such areas as law enforcement, correction services, urban planning, public and private administration, health and welfare services, community organizations, and education.

Graduate courses in the Department of Sociology are given primarily in the evenings and on Saturday mornings.

There are a limited number of assistantships and traineeships available to graduate students as well as internships for minority students. Additional information will be given upon written request to the Chairman of the Department of Sociology.

ADMISSION

The Department accepts as graduate students only those who show definite promise for completing the requirements for the advanced degree. Preference is given to applicants who have had undergraduate study in social science, who are currently employed in jobs related to the Departmental areas of specialization or who have an expressed interest in the three specialized areas.

In addition to the general admission requirements of the Graduate School, the Department of Sociology requires that the following supportive evidence be submitted with the application: (a) two letters of recommendation and (b) a one page written statement describing the applicant's reasons for wishing to undertake graduate study in sociology.

DEGREE OF MASTER OF ARTS

REQUIREMENTS

For graduation, a student must successfully complete a minimum of 44 quarter hours of graduate credit, a qualifying examination, and a thesis.

1. Core Courses. Students must complete a series of courses which introduce the student to sociological concepts and methodology. The following four courses (18 quarter hours) constitute the core sequence:
   Sociology 401—Sociological Theory; Concepts and Perspectives
   Sociology 402—People: Interactional and Structural Approaches
   Sociology 411—Logic and Design of Research
   Sociology 412—Data Evaluation

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2. Qualifying Examination. Upon completion of four core courses, the student takes a qualifying examination for continuance in the graduate program.

3. Specialized or General Study Courses. Students must complete a total of 20 quarter hours (five courses) in a specialized or General Study Program. Students may upon consultation with their advisor, supplement their training by taking additional courses in other Departments.

4. Thesis. Approval of a thesis proposal by the Student’s Thesis Committee is necessary for advancement to candidacy. The candidate for a Master’s degree, registers for a minimum of 8 quarter hours credit in Thesis Research (Sociology 500). Students failing to complete the thesis in 8 quarter hours may be required to continue registering in Thesis Research until the thesis is completed.

Courses for Advanced Undergraduate Students
(Credit earned in 500-level courses is not applicable toward the M.A. in sociology.)

302—CULTURAL ANTHROPOLOGY. A comparative study of modes of human life under the cultures of a variety of societies ranging from the primitive to the industrial. The material and ideological culture traits of the different societies are analyzed in order to discover both unique and common features. Special attention is given to the roles of invention and diffusion in the process of cultural change.

304—SOCIAL DEVIATION. The course attempts an analysis of the various theoretical positions in the sociology of deviant behavior, with emphasis upon such topics as the labeling of deviants and the multiple social consequences of that labeling, the analysis of deviant careers and deviant patterns of socialization, the roles of agents or agencies of social control, etc., as well as an analysis of the research implications of these theoretical issues.

305—SOCIAL PSYCHOLOGY. The study of the influence of group life on the personality development and social behavior of humans. Emphasis is placed on the interpersonal and intra-group origins of feelings, beliefs, attitudes, social controls, social roles, and social movements. (This course may be taken for Psychology credit.)

320—CRIMINOLOGY. A review and evaluation of theories regarding the causes of crime: biological, economic, association, social psychological, and psychiatric. Consideration is given to both the actual amount of crime and the reported amount as influenced by community tolerance and the accuracy of police statistics. The problem of equality before the law, occasioned by importance of wealth, status, and influence in avoiding arrest and conviction is also treated. Moreover, the distinction between professional and non-professional criminals is clarified. Although crime is a serious problem, the purpose of the course is to show it in perspective as part of the broader problem of social disorganization.

321—THE TREATMENT OF DELINQUENTS: PUBLIC AGENCIES. There will be one late afternoon weekly class meeting at the Frank J. Lewis Downtown Center. An average of two hours a week must be reserved for visits and field trips to institutions. This course is designed to acquaint the student with public services and public programs available for the treatment of delinquents and the prevention of delinquency; law-enforcement agencies, custodial institutions, special schools, probation and parole systems, and youth commissions. Particular attention will be given to the assumptions, techniques, and procedures of these facilities.

325—SOCIALIZATION. This course attempts to synthesize relevant psychological and sociological perspectives concerning the process whereby neophytes acquire the values, beliefs, role expectations, etc. of a group, or a life style, into which they are being initiated.

330—HISTORY OF SOCIAL THOUGHT. Introduction to early social philosophers and “classical sociologists” concerned with man and society. Emphasis on non-Christian sources.
SOCIOLGy

331—SOCIOLOGICAL THEORY. A critical survey of the attempts of various schools of sociological thinkers and individual sociologists to construct a theoretical framework that would organize sociological knowledge into an integrated scheme. The strengths and weaknesses of sociological theories patterned after those of physics, biology, and other sciences are especially considered.

368—COMPUTER PROGRAMMING. Principles of programming for large-scale digital computers including program planning, writing and debugging of programs in compiler and symbolic assembly languages. Emphasis on scientific applications; examples and problems will be adapted to the University's computer. (Equivalent to Mathematics 200.)

380—RESEARCH METHODS IN SOCIOLOGY I: A study of major pieces of research in several fields of sociology in order to gain understanding of the processes of selecting and formulating research problems, designing research plans, and collecting and interpreting relevant data. Attention will be given to the use of computers. Research is stressed as a creative process and as the principal means of expanding sociological knowledge. The student begins a project to be completed in Sociology 381.

381—RESEARCH METHODS IN SOCIOLOGY II: A continuation of Soc. 380.

390—SPECIAL TOPICS IN SOCIOLOGY. The intensive study of a selected specialized area in sociology, designed for a group of mature students. (Prerequisite: consent of Chairman.)

392—PRACTICUM IN DELINQUENCY PREVENTION. Observations of and active participation in the structuring and evaluating of community programs to prevent and reduce delinquency and crime. This is done under the guidance of experienced sociologists. Arrangements will be made with the heads of agencies. While weekly reports will be required, the end product must be a high-grade overall written report and analysis.

Courses for Graduate Students Only

Core Courses

401—SOCIOLOGICAL THEORY: CONCEPTS AND PERSPECTIVES. Introduction to the major theoretical and conceptual perspectives of sociology and the ways in which they are applied to research and analysis—with an emphasis upon implications for social application.

402—PEOPLE WORK: INTERACTIONAL AND STRUCTURAL APPROACHES. Analysis of the nature of work with people in various agencies, institutions and organizations that provide services to specific social groups in the urban community.

411—LOGIC AND DESIGN OF RESEARCH. Examination of analytic logics of contemporary sociology, the relationships between theory and hypotheses, experimental and quasi-experimental research designs; interpretation of research findings and an evaluation of their validity and reliability.

412—DATA EVALUATION. Evaluation and proper utilization of research instrumentation and statistical techniques; includes an introduction to library computer programs as an aid to research.

Courses in Specialised Areas

(i) Urban Studies

420—URBAN SOCIOLOGY. Comprehensive introduction to advanced level studies in applied and evaluative aspects of urban sociology. This course introduces the student to contemporary urban theory and research and presents an evaluation of selected urban issues.

422—URBAN ANALYSIS. Quantitative analysis of urban issues including social area analysis, patterns of segregation, neighborhood change and other selected topics.
DE PAUL UNIVERSITY

425—URBAN CULTURAL AREAS. Ethnological approach to urban life stressing the qualitative analysis and evaluation of different types of urban communities, community organizations and urban life styles.

424—THE SOCIOLOGY OF HOUSING—An in-depth approach to a major area of urban problems and policy stressing the use of techniques of analysis and the formulation of social policy and policy analysis.

Other courses recommended for students in this area include Population Trends, Intergroup Relations, Social Deviation and Collective Behavior.

(ii) Health, Education, and Welfare

431—MEDICAL SOCIOLOGY. Analysis of the social system of health care: practitioners, organizations, patients, and their multiple inter-relationships. An evaluation of problems in health care delivery systems.

432—THE SOCIOLOGY OF WELFARE AND WELFARE SERVICES. Analysis of the concept of welfare, evaluation of the social organization of welfare and the problems of welfare service systems. The interrelationships between welfare and the family, employment, health and crime are explored.

433—THE SOCIOLOGY OF EDUCATION. Analysis of educational organizations and their effects—including characteristics of institutional structures, teaching as an occupation, and the relationship between educational attainment and social mobility.

438—RESEARCH STRATEGIES IN HEW. Examination of special and general research techniques; an assessment of procedures, strategies, data sources related to evaluative research.

Other courses recommended for students in this area include Sociology of Youth, Socialization, Social Deviation, Formal Organizations, Social Psychology and Social Stratification.

(iii) Law and Society

440—LAW AND SOCIAL SCIENCE. Analysis of the American legal system as an instrument of social control, social change and social reform. The impact of social science research on public policy decisions.

442—CRIME, DELINQUENCY AND SYSTEMS OF CORRECTION. Study of major criminological theories and their application to systems of corrections. Present trends at federal, state, city, and private correctional institutions.

443—LAW AND ADMINISTRATION OF JUSTICE. Analysis of legal systems and their implementation; jurisprudence and its role in the development and change of legal systems; role of the courts and the police as related to community social problems.

448—RESEARCH STRATEGIES IN LAW AND SOCIETY. Techniques used for evaluating agencies, policies and problems of law enforcement, corrections, and legal systems.

Other courses recommended for students in this area include Intergroup Relations, Social Deviation and Collective Behavior.

Elective Courses

450—ADVANCED STATISTICS I. An introduction to sample spaces, random variables, distributions, and parametric statistics and sampling. (Cross-listed with Psychology 410.)

451—ADVANCED STATISTICS II. Point estimation procedures are developed for a variety of parameters. Interval estimation and hypothesis testing are compared. Linear regression, correlation, and analysis of variance are studied. (Cross-listed with Psychology 411.)

461—SOCIOLOGY OF YOUTH. Review and critical analysis of selected theories and findings relating to high school and college-age populations, emphasizing the concepts of a generation, subculture, and counterculture.
SOCIOLOGY

462—SOCIALIZATION. A synthesis of relevant psychological and sociological perspectives relating to the individual's acquisition of patterns of behavior and culture in social groups.

463—INDIVIDUAL IN SOCIETY. The influence of group life on personality development, social interaction, and social behavior.

464—SOCIAL STRATIFICATION. An analysis of inequalities in power, wealth and prestige with an emphasis on the concept of social class, trends in social mobility and relationships to current social topics such as housing, welfare, and political participation.

465—INTERGROUP RELATIONS. Theoretical perspectives on minority groups emphasizing processes of group formation, patterns of prejudice and discrimination, and an evaluation of methods to reduce prejudice and/or discrimination.

466—COLLECTIVE BEHAVIOR. Study of social trends, social movements, communications, and crowd behavior. Emphasis on processes of social change. Includes examination of historical and cross cultural case material.

467—FORMAL ORGANIZATION. A consideration of important current problems faced in organizations and of selected theoretical and empirical studies related to them.

468—SOCIAL DEVIATION. An analysis of the various theoretical positions and findings in the sociology of deviant behavior, emphasis upon such topics as the labeling of deviants, the analysis of deviant careers and patterns of deviant socialization and the roles of agents or agencies of social control.

469—POPULATION TRENDS. An examination of demographic variables—birth, death, and migration, their measurement, current trends and their implications, projections and forecasts.

471—SOCIOLOGY OF KNOWLEDGE. An analysis of the social forms of knowledge and the social processes by which individuals acquire this knowledge. The institutional organization and social distribution of knowledge.

472—SOCIOLOGY OF RELIGION—An historical and contemporary analysis of the inter-relationship between religion and society. Emphasis upon the sacred-secular and church-secular typologies, new religious movements and religion's contributions to societal values, beliefs and meaning systems.

495—SPECIAL TOPICS IN SOCIOLOGY. Special courses will be offered as students and faculty identify selected topics of common interest.

495—INTERNSHIP. Students may be placed with agencies where they will have the opportunity to participate in typical sociological research. Credit may vary but is subject to the limit of eight quarter hours.

499—INDEPENDENT STUDY.

500—THESIS RESEARCH.
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UNDERGRADUATE COLLEGES & UNIVERSITIES
REPRESENTED BY NEW GRADUATE STUDENTS
IN THE ACADEMIC YEAR 1974-75.

Alabama A&M University
Alcorn University
Alliance College
Anderson College
Andrews University
Augustana College
Ball State University
Beloit College
Benedictine College
Bethel College
Boston University
Boston State University
Bowling Green State University
Bradley University
Brown University
Bucknell University
California State Univ. Long Beach
Cardinal Glennon College
Carroll College
Carthage College
Catholic Theological Union
Catholic University of Ponce (Puerto Rico)
Chicago State University
Cheyney State College
Clarke College
Clarkston College
College of St. Francis
College of St. Thomas
College of William & Mary
Colorado College
Concordia Senior College
Cornell College
DePaul University
DePauw University
Dillard University
Douglass College
Duquesne University
Drake University
Drexel University
Drury College
Eastern Illinois University
Edgewood College
Elmhurst College
Evangel College
Florida Atlantic University
George Mason College
George Williams College
Georgetown University
Georgia State University
Governors State University
Grambling College
Greenville College
Grinnell College
Harding College
Hope College
Howard University
Hunter College
Illinois Institute of Technology
Illinois State University
Illinois Wesleyan University
Indiana University
Indiana State University
Iowa State University
Ithaca College
Jamestown College
John Carroll University
Kansas State University
Kent State University
Kentucky State University
LaCrosse State University
Lafayette College
Lewis University
Lehigh University
Lincoln University
Loras College
Loretto Heights College
Louisiana State University
Loyola University of Chicago
Loyola University of Los Angeles
Luther College
Marian College
Marquette University
McMurry College
Metropolitan State University
Miami University
Michigan State University
Michigan Tech
Miles College
Millikin University
Monmouth College
Morningside College
Mundelein College
National College of Education
New York University
North Carolina Central University
Lincoln Park Campus

1. The Old Gym
2. The Lyceum Building
3. St. Vincent de Paul Church
4. Educational Psychology Building
5. Faculty House
6. Alumni Hall
7. ROTC
8. Science Hall East
9. Liberal Arts Building
10. Arthur J. Schmitt Center
11. University Center
12. Main 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.