### 1977-1978 Calendar

**Autumn Quarter**

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 1-12</td>
<td>M-F</td>
<td>Mail Registration for the Autumn Quarter. Consult schedules for detailed information.</td>
</tr>
<tr>
<td>September 8</td>
<td>Th</td>
<td>In-person registration for the Autumn Quarter.</td>
</tr>
<tr>
<td>September 19</td>
<td>M</td>
<td>Autumn Quarter begins. Late registration and program changes.</td>
</tr>
<tr>
<td>September 27</td>
<td>T</td>
<td>Feast of St. Vincent DePaul. Special liturgical services on both campuses. Holiday celebration October 10.</td>
</tr>
<tr>
<td>October 7</td>
<td>F</td>
<td>Final date for filing for February convocation.</td>
</tr>
<tr>
<td>October 10</td>
<td>M</td>
<td>St. Vincent DePaul Celebration—No classes.</td>
</tr>
<tr>
<td>October 17-22</td>
<td>M-Sat</td>
<td>Mid Term Examinations.</td>
</tr>
<tr>
<td>October 28</td>
<td>F</td>
<td>Comprehensive Examination, History and Education.</td>
</tr>
<tr>
<td>November 5</td>
<td>Sat</td>
<td>Last day to withdraw from class.</td>
</tr>
<tr>
<td>November 7-18</td>
<td>M-F</td>
<td>Mail registration for the Winter Quarter</td>
</tr>
<tr>
<td>November 24-26</td>
<td>Th-Sat</td>
<td>Thanksgiving holidays.</td>
</tr>
<tr>
<td>November 28-</td>
<td>M-Sat</td>
<td>Final examinations for the Autumn Quarter.</td>
</tr>
<tr>
<td>December 3</td>
<td></td>
<td>Autumn Quarter ends December 3.</td>
</tr>
</tbody>
</table>

**Winter Quarter**

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>December 7</td>
<td>W</td>
<td>In-person registration for the Winter Quarter.</td>
</tr>
<tr>
<td>January 3</td>
<td>T</td>
<td>Winter Quarter begins. Late registration and program changes.</td>
</tr>
<tr>
<td>January 14 &amp; 21</td>
<td>Sat</td>
<td>Comprehensive Examinations, English, June 1978 convocation. (Applicants should apply to English Department one month in advance.)</td>
</tr>
<tr>
<td>January 30-</td>
<td>M-Sat</td>
<td>Mid Term examinations.</td>
</tr>
<tr>
<td>February 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>February 5</td>
<td>Sun</td>
<td>Mid-Year Convocation.</td>
</tr>
<tr>
<td>February 6-17</td>
<td>M-F</td>
<td>Mail registration for the Spring Quarter</td>
</tr>
<tr>
<td>February 18</td>
<td>Sat</td>
<td>Last day to withdraw from class.</td>
</tr>
<tr>
<td>February 27</td>
<td>M</td>
<td>Final date for filing for June Convocation.</td>
</tr>
<tr>
<td>March 6-11</td>
<td>M-Sat</td>
<td>Final examinations for the Winter Quarter.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Winter Quarter ends March 11.</td>
</tr>
</tbody>
</table>

**Spring Quarter**

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 14</td>
<td>T</td>
<td>In-person registration for the Spring Quarter.</td>
</tr>
<tr>
<td>March 15</td>
<td>W</td>
<td>Comprehensive examinations, History and Education</td>
</tr>
<tr>
<td>March 27</td>
<td>M</td>
<td>Spring Quarter begins. Late registration and program changes.</td>
</tr>
<tr>
<td>April 24-29</td>
<td>M-Sat</td>
<td>Mid Term examinations.</td>
</tr>
<tr>
<td>May 4</td>
<td>Th</td>
<td>Feast of the Ascension. Holy Day. Special liturgical services on both campuses.</td>
</tr>
<tr>
<td>May 13</td>
<td>Sat</td>
<td>Last day to withdraw from class.</td>
</tr>
<tr>
<td>May 1-19</td>
<td>M-F</td>
<td>Mail registration for the Summer Session.</td>
</tr>
<tr>
<td>May 29</td>
<td>M</td>
<td>Memorial Day—No classes.</td>
</tr>
<tr>
<td>May 30-</td>
<td>T-M</td>
<td>Final examinations for the Spring Quarter.</td>
</tr>
<tr>
<td>June 5</td>
<td></td>
<td>Spring Quarter ends June 5.</td>
</tr>
<tr>
<td>June 11</td>
<td>Sun</td>
<td>Convocation.</td>
</tr>
</tbody>
</table>
General Information

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.
The Lincoln Park Campus

The Lincoln Park Campus (LPC) is located on the near north side of Chicago in an area bounded by Fullerton, Webster, Racine and Halsted Avenues, approximately four miles north of the Chicago Loop. Located here are most of the academic buildings of the University, residences for clerical faculty and students, and the University Church of St. Vincent de Paul. Major buildings on campus are:

(ACADEMIC)

Arthur J. Schmitt Academic Center (SAC), 2323 N. Seminary.
Library, classrooms, faculty and administrative offices. The College of Liberal Arts and Sciences and the School of Education.

Michael J. O'Connell Center, 2300 N. Kenmore.
Laboratories and offices for the Departments of Biological Sciences and Chemistry.

Thomas F. Levan Center, 2322 N. Kenmore.
Classrooms and offices for the Departments of Nursing and Geography.

Peter V. Byrne Hall, 2219 N. Kenmore.
Classrooms and offices for the Department of Psychology and facilities of the Mental Health Clinic. It also houses the Reading Clinic and the program in Reading and Other Learning Disabilities.

The Lyceum, 2235 N. Sheffield.
Offices for the School of Education's programs in Human Services and Counseling, School Administration and Supervision, and Curriculum Development.

Science Hall West, 1215 W. Fullerton.
Offices and classrooms for the Department of Physics and the experimental laboratories of the Department of Psychology.

School of Music Center, East Campus.
Offices, classrooms, practice studios, and recital hall for the School of Music.

Library, East campus.

(Athletic)

Alumni Hall, 1011 W. Belden.
A tri-level structure seating 5,240 and home of the “Blue Demons.” It also houses classrooms and offices of the Department of Physical Education.

Theodore J. Wangler Hall, East Campus.
Intra-mural athletics.

The Old Gym (Barn), 2219 N. Sheffield.
Intra-mural athletics.

(Residential)

Francis X. McCabe Hall, 900 W. Belden.
Reserved for Graduate, Law, and married students. An apartment building with 78 furnished studio, one and two bedroom apartments.

Clifton Hall, 2312 N. Clifton.
A modern residence hall with double and single rooms, accommodating up to 322 undergraduate students.

Francis V. Corcoran Hall, East Campus.
Undergraduate dorm facilities that will accommodate up to 180 students.
University Center, 2324 N. Seminary.
Cafeteria, dining rooms, recreational facilities, religious service facilities, lounge and conference rooms and student organization offices.

University Commons, East Campus.
Recreational facilities.

Concert Hall, East Campus.

The Downtown Center

The Frank J. Lewis Center, The 23 E. Jackson Boulevard Building.
These buildings are located on the corner of Jackson Boulevard and Wabash Avenue in the Chicago Loop. They contain the administration and faculty offices of the general administration, the Graduate School, the College of Law, the College of Commerce, and the School for New Learning, along with classrooms, library, theater, bookstore and chapel.

The University Libraries

The combined library facilities of DePaul University include over 350,000 volumes, over 3,500 periodical subscriptions, and extensive microcard and microfilm collections. Among the outstanding holdings are the Napoleonic and Irish collections, the Farthing Collection of Illinois Sessions and Statutes, the antiquarian treasury of St. Thomas More’s works, and the Verrona 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.

Center for Economic Education

On the second floor of the Schmitt Academic Center on the Lincoln Park Campus, the DePaul Center for Economic Education maintains a special resource center for materials related to economic education. In this collection is housed the latest and most up-to-date economic education materials from publishers, educational institutions, business and labor organizations, and government agencies. The Center, through its association with the Joint Council on Economic Education network of over 143 university centers and 49 state councils, continually receives curriculum material developed for introducing economic concepts at all grade levels from K through 12.

The Center for Economic Education is the only center in the Chicago metropolitan area and also provides special resources and personnel to assist the School of Education in in-service education of teachers interested in introducing economic education into their curriculum.
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, traineehips) 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 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, age, or sex.

Fellowships

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 $3000 is granted. There is no service requirement under the fellowship. Recipients of this type of fellowship pay their own tuition and fees.

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.

Assistantships, Traineeships, and Other Aid for Graduate Study

Graduate Teaching Assistantships. The University provides a number of graduate teaching assistantships offering 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. Stipends range from $2400-$3000.

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 $2400 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 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 repayable 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 full-time student does not pay the full cost of tuition and fees, 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 GePaul 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 ceases to be enrolled at least half-time. The minimum amount repayable is at a rate of $50 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 known 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% 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 graduate 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 $25,000.

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%.

Deferment 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. Deferment may also be granted for a period of up to 5 years for further study in nursing 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. Inquiries 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 20 hours weekly while attending classes and up to 40 hours weekly when no classes are scheduled. The basic pay rate is from $2.30 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. Rates of pay for graduate students are from $2.50 to $3.50 or more per hour. 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 positions 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 1730 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

Student housing at DePaul University offers a total environment for learning. The residence halls combine the convenience of pleasant surroundings with the stimulating atmosphere of an urban university community. Located on the Lincoln Park Campus, the residence halls are a convenient ten minutes by public transportation from the Loop and the Downtown Center. All residence halls are staffed with resident advisors (RA's) who are available to assist resident students.

McCabe Hall is reserved for graduate, law, and married students. It is an apartment building with 78 furnished studio, one and two bedroom apartments. Each apartment has its own kitchen facilities, and laundry facilities are available on every floor.

Clifton Hall is a modern residence hall with double and single rooms, accommodating up to 322 undergraduate students. Each floor has study rooms, laundry and kitchenette facilities. A limited number of rooms are available for handicapped students.

Corcoran Hall has more traditional dorm facilities and will accommodate up to 180 students. This hall also has study rooms, laundry and kitchenette facilities.

For additional information please write or call:
Director of Housing
DePaul University
2312 N. Clifton
Chicago, Illinois 60614
(312) 321-8020
Administration and Faculty

The Graduate Council

Very Reverend John R. Cortelyou, C.M., Ph.D. .................. President of the University
Rev. John T. Richardson, C.M., S.T.D. .................. Executive Vice President
Rev. William T. Cortelyou, C.M., S.T.D. .................. Dean of Facilities
 .......................................................... Dean of the Graduate School
Juritis A. Anyzas, Ph.D. ........................................... Department of Chemistry
Sally Ballenger, M.S.N. ............................................. Department of Nursing
James M. Comer, Ph.D. ............................................ Department of Marketing
Gus Economos, M.B.A. ............................................. Director, Graduate School of Business
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Lawrence Giuck, Ph.D. ............................................. Department of Mathematical Sciences
Robert A. Griesbach, Ph.D. ........................................ Department of Biological Sciences
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Edward Ignas, Ph.D. ............................................. Division of Human Services and Counseling
Thomas J. Kewley, Ph.D. ......................................... Department of Finance
John P. Koval, Ph.D. ............................................. Department of Sociology
Gerald F. Kreychc, Ph.D. ......................................... Department of Philosophy
John J. Lane, Ph.D. ............................................. Division of Educational Leadership
Frederick Miller, D.M.A. ........................................ Dean, School of Music
Dominic Parisi, Ph.D. ............................................. Department of Management
Elmer Pry, Ph.D. ............................................. Department of English
Cornelius Sipei, Ph.D. ............................................. Department of History
Eldred S. Strobel, M.P., C.P.A. .................. Department of Accountancy
Rev. F. Bruce Vawter, C.M., S.T.L., S.S.D. .................. Department of Religious Studies
William R. Waters, Ph.D. ....................................... Department of Economics
Edwin S. Zolik, Ph.D. ............................................. Department of Psychology

Faculty

Donald J. Abramoske, Ph.D. .......................... Associate Professor of History
John T. Ahern, Ph.D. ........................................... Assistant Professor of Accountancy
L. Edward Allemand, Ph.D. .......................... Associate Professor of Philosophy
Adrian J. Almaney, Ph.D. ................................ Professor of Management
Abdul J. Aliwan, Ph.D. ........................................ Professor of Management
Rev. Hugo N. Amico, S.T.D. .......................... Associate Professor of Religious Studies
Julian Andorka, Ph.D. ........................................ Associate Professor of Marketing
Juritis A. Anyzas, Ph.D. ........................................... Chairman, Associate Professor of Chemistry
Joan K. Arteberry, Ph.D., R.N. .................. Assistant Professor of Nursing
J. Marshall Ash, Ph.D. ........................................ Professor of Mathematical Sciences
Rolf K. Auster, Ph.D. ........................................... Associate Professor of Accountancy
Lynn W. Bachelor, Ph.D. .......................... Assistant Professor of Political Science
Therese L. Baker, Ph.D. .......................... Assistant Professor of Sociology
Sally A. Ballenger, M.S.N. .......................... Acting Chairman, Associate Professor of Nursing
Rosemary S. Bannan, Ph.D. ................................ Professor of Sociology
Bala N. Batavia, Ph.D. ........................................ Assistant Professor of Economics
Rev. John C. Battle, C.M., Ph.D. .................. Professor Emeritus (Philosophy)
Anthony F. Behof, Ph.D. ........................................ Associate Professor of Physics
Richard L. Benkin, Ph.D. ..................................................... Assistant Professor of Sociology
Avrom A. Blumberg, Ph.D. .................................................. Professor of Chemistry
Mary L. Boas, Ph.D. .......................................................... Professor of Physics
Darlyn W. Bock, Ph.D. ......................................................... Assistant Professor of English
Bernard J. Boelen, Ph.D. ...................................................... Professor of Philosophy
Robert J. Boewadt, Ph.D. ..................................................... Associate Professor of Marketing
John C. Bohan, M.Ed. .......................................................... Associate Professor of Education
Judith A. Bootcheck, Ph.D. ................................................... Associate Professor of Sociology
Fred W. Breitbell, III, Ph.D. .................................................. Professor of Chemistry
Rev. Walter T. Brennan, OSM, Ph.D. ................................. Assistant Professor of Religious Studies
Robert E. Brewer, Ph.D. ...................................................... Associate Professor of Psychology
Frank J. Brown, Ph.D. ......................................................... Professor Emeritus (Economics)
Mari K. Brown, Ph.D. .......................................................... Associate Professor of Psychology
Thomas A. Brown, Ph.D. ..................................................... Associate Professor of Music
Thomas S. Brown, Ph.D. ...................................................... Professor of Psychology
Bernard A. Brunner, Ph.D. ................................................... Professor of English
John E. Burns, J.D. ............................................................. Associate Professor of Management
Patrick T. Callahan, Ph.D. .................................................... Assistant Professor of Political Science
Paul F. Camenisch, Ph.D. ..................................................... Associate Professor of Religious Studies
Robert C. Camp, Ph.D. ....................................................... Associate Professor of Finance
John M. Campbell, Jr., Ph.D. ............................................... Assistant Professor of Finance
Cameron Carley, Ph.D. ....................................................... Assistant Professor of Management
Joseph L. Casey, Ph.D. ....................................................... Associate Professor of Music
Joyce Chen, Ph.D. ............................................................. Assistant Professor of Accountancy
Minkyu Cho, Ph.D. ........................................................... Assistant Professor of Political Science
James E. Ciecka, Ph.D. ....................................................... Associate Professor of Economics
Ann C. Clark, M.S.N. ......................................................... Assistant Professor of Nursing
James M. Comer, Ph.D. .................................................... Chairman, Associate Professor of Marketing
Very Rev. John R. Cortelyou, C.M., Ph.D. .............................. President, Professor of Biological Sciences
Rev. William T. Cortelyou, C.M., S.T.D. ................................. Dean of the Graduate School; and Associate Professor of Religious Studies
Sheldon Cotler, Ph.D. ......................................................... Associate Professor of Psychology
John D. Crossan, S.T.D. .................................................... Professor of Religious Studies
Closi daSilva, Ph.D. .......................................................... Associate Professor of Accountancy
Dean C. Dauw, Ph.D. .......................................................... Associate Professor of Management
Gilbert Derr, Sp.Ed. ............................................................. Lecturer in Education
Grace B. DeSantis, Ph.D. ..................................................... Assistant Professor of Sociology
Leslie G. Desmangles, Ph.D. ................................................ Assistant Professor of Religious Studies
Donald R. Dewey, Ph.D. .................................................... Associate Professor of Geography
Sanat K. Dhar, Ph.D. ......................................................... Associate Professor of Chemistry
James J. Diamond, Ph.D. ................................................... Dean, College of Commerce, Professor of Economics
Floyd R. Dill, Ph.D. .......................................................... Assistant Professor of Economics
Frank A. Dinello, Ph.D. ...................................................... Director, Mental Health Center, Professor of Psychology
Ernest J. Dolleys, Ph.D. ..................................................... Associate Professor of Psychology
Zahava K. Dorinson, Ph.D. .................................................. Assistant Professor of English
Rene Dosogne, Mus.M., A.A.G.O., Ch.M. ............................ Associate Professor of Music
Charles F. Douds, Ph.D. ..................................................... Associate Professor of Management
Diane G. Dressler, Ed.D. ..................................................... Associate Professor of Music
David Duff, J.D. ................................................................. Assistant Professor of Business Law
Gus L. Economos, M.B.A. .................................................. Director, Graduate School of Business; Associate Professor of Marketing
Zuhair M. EI-Saffar, Ph.D. .................................................. Professor of Physics
Parvis Emad, Ph.D. ........................................................... Associate Professor of Philosophy
Helmut P. Epp, Ph.D. ........................................................................ Associate Professor of Mathematical Sciences
Susanna S. Epp, Ph.D. ........................................................................ Associate Professor of Mathematical Sciences
Linda F. Erickson, Ph.D. ........................................................................ Assistant Professor of Management
Albert Erlebacher, Ph.D. ....................................................................... Professor of History
Francois H. Eterovich, O.P., Ph.D. .......................................................... Professor of Philosophy
Patricia Ewers, Ph.D. ............................................................................. Dean, College of Liberal Arts and Sciences; Professor of English

Thomas E. Fabish, LL.D. .......................................................... Associate Professor of Music
William J. Fahrenbach, Ph.D. ............................................................. Assistant Professor of English
Richard P. Farkas, Ph.D. ...................................................................... Associate Professor of Political Science
Robert W. Faulhaber, Ph.D. ................................................................. Professor of Economics
William J. Feeney, Ph.D. ................................................................. Professor of English
Louise Ferone, M.S.W. ......................................................................... Associate Professor of Social Work
Kenneth Fidel, Ph.D. ........................................................................... Associate Professor of Sociology
Lester E. Fisher, D.V.M. ....................................................................... Adjunct Associate Professor of Biological Sciences
Rev. Edmund J. Fitzpatrick, S.T.D. ........................................................ Associate Professor of Religious Urban H. Fleege, Ph.D. ........................................................................ Professor of Education
Austin M. Flynn, Ph.D. .................................................................... Dean, Professor, School of Education
Edward C. Foth, Ph.D. ........................................................................ Associate Professor of Accountancy
Harold W. Fox, Ph.D. ......................................................................... Professor of Marketing
Robert F. Fries, Ph.D. ......................................................................... Professor of History
Mandred S. Frings, Ph.D. ................................................................. Professor of Philosophy
Robert Garfield, Ph.D. ......................................................................... Assistant Professor of History
Roberta Garner, Ph.D. .......................................................................... Associate Professor of Sociology
William T. Geary, Ph.D. .................................................................. Assistant Professor of Accountancy
Constantine E. Georgakis, Ph.D. ..................................................... Associate Professor of Mathematical Sciences
Daniel Gibbs, Ph.D. ............................................................................. Assistant Professor of Biological Sciences
Joseph S. Giganti, Ph.D. ................................................................... Professor Emeritus (Economics)
Lawrence Gluck, Ph.D. ......................................................................... Chairman, Associate Professor of Mathematical Sciences
Sigurn M. Goes, Ph.D. ......................................................................... Associate Professor of Mathematical Sciences
Dorothea Goldenberg, M.A. ............................................................. Program Director, Reading & Other Learning Disabilities; Assistant Professor of Education

Jerry I. Goldman, Ph.D. .................................................................... Professor of Mathematical Sciences
William Gorman, Ed.D. ...................................................................... Associate Professor of Education
Margaret S. Greenwood, Ph.D. ........................................................... Associate Professor of Physics
Gaylon E. Greer, Ph.D. ....................................................................... Associate Professor of Finance
Robert A. Griesbach, Ph.D. ............................................................... Chairman, Associate Professor of Biological Sciences
Jack H. Grossman, Ph.D. ................................................................... Associate Professor of Management
James A. Hart, J.D., Ph.D. ................................................................. Professor of Finance
William A. Hayes, Ph.D. ...................................................................... Professor of Economics
Fred H. Heilizer, Ph.D. ....................................................................... Associate Professor of Psychology
Roy E. Horton, Ph.D. ......................................................................... Associate Professor of Management
Richard J. Houk, Ph.D. ...................................................................... Professor of Geography
Julius J. M. Hupert, Dipl. Ing., Ph.D. ..................................................... Professor of Physics
Edward Igans, Ed.D. ........................................................................ Program Director, Human Services & Counseling; Assistant Professor of Education

Hugh J. Ingrasco, Ph.D. .................................................................. Associate Professor of English
Donald F. Istvan, Ph.D. ...................................................................... Professor of Accountancy
George M. Iwanaka, Ph.D. ............................................................... Associate Professor of Finance
Stanley S. Jados, Ph.D. ..................................................................... Professor of Political Science
Leonard Jason, Ph.D. ....................................................................... Assistant Professor of Psychology
Rita M. Jennings, Ed.D. .................................................................. Associate Professor of Education
Clarke C. Johnson, Ph.D. Associate Dean, College of Commerce; Associate Professor of Finance
Roger L. Jones, Ph.D. Associate Professor of Mathematical Sciences
Danute Juraj, Ph.D. Assistant Professor of Biological Sciences
Martin G. Kalin, Ph.D. Associate Professor of Philosophy
James W. Keating, Ph.D. Professor of Philosophy
Ellen M. Kelly, Ph.D. Associate Professor of English
J. Steven Kelly, D.B.A. Assistant Professor of Marketing
Leonore K. Ken, Ph.D. Assistant Professor of Economics
John W, Kennelly, M.B.A. Associate Professor of Accountancy
Thomas J. Kewley, Ph.D. Chairman, Professor of Finance
Nancy Klein, M.A. Assistant Professor of Sociology
Andrew T. Kopan, Ph.D. Program Director, Division of Educational Foundations; Associate Professor of Education
John P. Koval, Ph.D. Chairman, Associate Professor of Sociology
Thaddeus Kozuch, Mus. M. Associate Professor of Music
Gerald F. Krege, Ph.D. Chairman, Professor of Philosophy
Narendrakumar Ladharwala, Ph.D. Assistant Professor of Mathematical Sciences
Gienn A. Lancaster, Ph.D. Associate Professor of Mathematical Sciences
John J. Lane, Ph.D. Program Director, School Administration; Associate Professor of Education
Fred F. Lang, M.B.A. Associate Professor of Accountancy
Rev. James F. Larkin, C.S.V., Ph.D. Professor of English
Nicholas A. Lash, Ph.D. Associate Professor of Finance
Helen N. Lavan, M.B.A. Assistant Professor of Management
Irwin P. Lazarus, Ph.D. Assistant Professor of Management
John M. Leahy, S.T.D. Associate Professor of Religious Studies
Rev. Robert Lechner, C.Pp.S., Ph.D. Professor of Philosophy
Joseph H. Lehmann, Ph.D. Professor of History
Gerard P. Leitz, Ph.D. Associate Professor of Physics
Francis E. Little, D.M.A. Assistant Professor of Music
Martin J. Lowery, Ph.D. Dean, DePaul College; Professor of History
Adolph E. Mark, Ph.D. Associate Professor of Economics
Helen J. Marlow, Ph.D. Assistant Professor of English
Michael Z. Massel, Ph.D. Associate Professor of Management
John P. Masterson, Ph.D. Professor of Management
Dolores J. McWhinnie, Ph.D. Associate Professor of Biological Sciences
M. A. McWhinnie, Ph.D. Professor of Biological Sciences
Sara Steck Melford, Ph.D. Assistant Professor of Chemistry
Edwin F. Meyer, Ph.D. Associate Professor of Chemistry
Allen Mieleski, Ph.D. Assistant Professor of Psychology
Frederick Miller, D.M.A. Dean, Professor, School of Music
Robert Morris, Ph.D. Assistant Professor of Management
Rev. Thomas Munson, S.T.L., Ph.D. Professor of Philosophy
Thomas J. Murphy, Ph.D. Associate Professor of Chemistry
Mary Aileen Murray, Ph.D. Associate Professor of Biological Sciences
Norman D. Nicholson, Ph.D. Assistant Professor of Economics
Herbert A. Nishikawa, M.S.N. Associate Professor of Nursing
Robert Novak, 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
Robert D. O'Keefe, Ph.D. Assistant Professor of Marketing
Daniel G. Oldfield, Ph.D. .................................. Associate Professor of Biological Sciences
Edward K. Offenbacher, M.A. .............................. Assistant Professor of Finance
Margaret A. Oppenheimer, Ph.D. ............................ Assistant Professor of Economics
Alfred L. Papillon, Ph.D. ........................................ Program Director, Curriculum Development; Professor of Education
Dominic G. Parisi, Ph.D. .................................... Director, Administration Studies Center; Chairman, Professor of Management
William R. Pasterczyk, Ph.D. ................................. Professor of Chemistry
Herman Pedke, Mus.M., A.A.G.O. .......................... Associate Professor of Music
Peter Pereira, A.M.T. .............................................. Assistant Professor of Education
J. Irwin Peters, Ph.D. ............................................ Associate Professor of Marketing
Grace G. Peterson, M.M. ...................................... Associate Professor of Nursing
Anthony C. Petto, Ph.D. ...................................... Associate Professor of Economics
James S. Picek, Ph.D. ........................................... Assistant Professor of Psychology
Bernadine S. Pietraszek, Ph.D. ............................. Associate Professor of History
Raymond Polisarini, M.B.A. ................................. Assistant Professor of Accountancy
Walter Pranger, Ph.D. .......................................... Professor of Mathematical Sciences
John E. Price, Ph.D. ............................................. Associate Professor of English
Vernon E. Prinzinger, Ed.D. .................................. Assistant Professor of Geography
Franklin S. Prout, Ph.D. ...................................... Associate Professor of Chemistry
Elmer R. Pry, Jr., Ph.D. ....................................... Chairman, Associate Professor of English
Mahmood A. Qureshi, Ph.D. .................................. Associate Professor of Accountancy
Helene H. Ramanaravulas, Ph.D., C.P.A. .................. Professor of Accountancy
Donald W. Ramey, Ph.D. ...................................... Associate Professor of Economics
Lavinia Rasco, Ph.D. ........................................... Associate Professor of English
Lavinia C. Raymond, Ph.D. .................................. Associate Professor of Sociology
John W. Reisman, Ph.D. ...................................... Professor of Psychology
Sheila Ribordy, Ph.D. .......................................... Assistant Professor of Psychology
Aubert S. Rodwan, Ph.D. ...................................... Associate Professor of Psychology
Gerald W. Ropka, Ph.D. ....................................... Chairman, Assistant Professor of Geography
Lawrence W. Ryan, J.D. ....................................... Professor of Business Law
Hans A. Schieser, Ph.D. ...................................... Associate Professor of Education
Edwin J. Schillinger, Ph.D. .................................. Chairman, Professor of Physics
Frank E. Sherman, Ph.D. ...................................... Associate Professor of English
Milton D. Shulman, Ph.D. .................................. Associate Professor of Accountancy and Management
Sholom A. Singer, Ph.D. ..................................... Associate Professor of History
Cornelius Sipple, Ph.D. ..................................... Chairman, Associate Professor of History
Gloria P. Sjöya, M.S. ........................................ Program Director, Business Education; Associate Professor of Education
Ralph A. Sorenson, Ph.D. .................................. Assistant Professor of Biological Sciences
Leon Stein, Ph.D. .................................................. Professor of Music
Thomas G. Stinchcomb, Ph.D. .............................. Professor of Physics
Charles R. Strain, Ph.D. ..................................... Associate Professor of Religious Studies
Edred C. Strobel, M.Ph., C.P.A. ............................ Chairman, Associate Professor of Accountancy
Elizabeth H. Succare, Ph.D. .................................. Assistant Professor of Political Science
Owais R. Succare, Ph.D. ..................................... Associate Professor of Management
Charles S. Suchan, Ph.D. .................................. Associate Professor of Sociology
Howard A. Sulkin, Ph.D. ...................................... Vice President for Planning; Professor of Education and Management
Joyce A. Sweeney, Ph.D. .................................. Associate Professor of Sociology
John R. Taccarino, Ph.D. .................................. Associate Professor of Education
Stanley B. Tarr, M.B.A., C.P.A. .......................... Associate Director, Administration Studies Center
William Terris, Ph.D. ........................................... Associate Professor of Psychology
Robert C. Thommes, Ph.D. ........................................ Professor of Biological Sciences
Phyllis M. Thompson, Ph.D. ........................................ Assistant Professor of English
Harry C. Thomson, Ph.D. ........................................ Associate Professor of Political Science
Richard M. Thornton, Ph.D. ........................................ Director, Center for Economic Education;
                                                      Assistant Professor of Economics
Arthur W. Thurner, Ph.D. ........................................ Associate Professor of History
Frederick I. Tietze, Ph.D. ........................................ Associate Professor of English
Jacob Towber, Ph.D. ............................................. Professor of Mathematical Science
Robert J. Tracy, Ph.D. ........................................... Assistant Professor of Psychology
Ergun Uskup, Ph.D. ............................................... Lecturer in Management
Stephen Vagi, Ph.D. ............................................... Professor of Mathematical Science
William H. VanderMarck, Ph.D. ................................. Professor of Religious Studies
Donald O. Van Ostenburg, Ph.D. ................................. Professor of Physics
James J. Vasa, M.S. ............................................... Associate Professor of Physics
Rev. F. Bruce Wawter, C.M., S.T.L., S.S.D. ................. Chairman, Professor of Religious Studies
Wesley M. Vos, Ph.D. ............................................ Associate Dean, Assistant Professor of Music
Patricia Wagner, M.S.N. ........................................... Associate Professor of Nursing
Hilda C. Wasson, D.B.A. ........................................... Professor of Marketing
William R. Waters, Ph.D. ........................................ Chairman, Professor of Economics
Deena Weinstein, Ph.D. ........................................... Associate Professor of Sociology
Sydell Weiss, Ed.D. ............................................... Assistant Professor of Education
Kenneth E. Whittemore, Ph.D. ................................. Director, Rehabilitation Services Training Program
                                                      and Associate Professor
Michael Wichman, Ph.D. ........................................ Associate Professor of Mathematical Sciences
Raymond Wilding-White, D.M.A. ................................. Associate Professor of Music
Richard J. Wiltgen, Ph.D. ........................................ Assistant Professor of Economics
Jack B. Wollman, Ph.D. ........................................... Associate Professor of Accountancy
Y. F. Wong, Ph.D. ................................................ Associate Professor of Mathematical Sciences
James E. Woods, Ph.D. ........................................... Associate Professor of Biological Sciences
Thomas J. Wynn, J.D. ............................................ Associate Professor of Business Law
Pon-Nyong Yi, Ph.D. .............................................. Associate Professor of Physics
Jerrold R. Zisook, M.B.A., C.P.A. ............................... Associate Professor of Accountancy
Edwin S. Zolik, Ph.D. ........................................... Chairman, Professor of Psychology
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 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: 321-7870/1. 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.—7:00 p.m. Monday through Friday, and 9:00—12:00 p.m. on the first two Saturdays of each quarter.

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 department 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 79 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 regard 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. Non degree students are also admitted under this classification.

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 DePaul 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 $20.00 (check or money order payable to DePaul 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, DePaul 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 department 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 DePaul University shall complete the form for admission to the Graduate School. He should request the Registrar to forward 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.

DePaul University is an approved institute for veteran training. Veterans who wish to avail themselves of the benefits 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.
Re-admission

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 DePaul University should be included. As a general rule students are held to degree requirements that obtain at the time of registration.

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 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: General Information

**Social Security Number.** Your social security number will be required for registration. If you do not have a number, you should apply for one at your local Social Security Office. Foreign students who do not have social security numbers should contact the Registrar’s Office in person for an identification number assignment.

**Counseling.** Regular graduate students should contact their faculty adviser prior to registration to facilitate unhurried counseling. Unclassified students should contact the Graduate School
Office. All graduate registration forms must be signed by an adviser or the Graduate School Office.

Course Credit. Credit is accumulated on the basis of quarter hours. Courses carry four quarter hours credit unless otherwise noted. For comparative purposes, one quarter hour equals ⅔ of a semester hour. Graduate credit will not be granted for advanced undergraduate courses (300-level) if the recorded grade is below “B.”

Course Revisions. The University reserves the right to add or cancel courses, revise subject matter content, or make any other changes it deems necessary.

Graduate students who have attended the Graduate School within one year prior to the quarter for which they wish to register, formally admitted new students, and re-admitted students are eligible to register by mail. Students who have not attended the Graduate School for a period longer than one year may not register, but must (1) apply to the Graduate School Office for re-admission, and (2) register in person on the dates specified. Since mail registration eliminates waiting in lines and the possible closing of desired classes, it is strongly suggested that all eligible students take advantage of this procedure.

Preprinted registration forms will be mailed to graduate students who were enrolled during the quarter previous to the one for which registering (including Spring Quarter students for the following Autumn Quarter) and to formally admitted new students and re-admitted students. Graduate students eligible to mail register but not scheduled to receive preprinted forms may pick up mail registration materials at the Graduate School Office.

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.

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 these or examinations shall be registered in each quarter. Graduate students completing a masters’ degree with thesis, register in the departmental thesis research course for a total of four quarter hours applicable to the degree.

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. 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 $256.00 per quarter is charged for this registration. Students in this category retain full-time status. Laboratory fees, where applicable, will also be assessed. 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.

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 for two courses in a quarter is generally the maximum.

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.

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

Graduation

Graduation ceremonies are held in June and February. Students are required to file an application for graduation at least five months before the convocation in Room 1603. In seeking permission to graduate in absentia, the student must submit a letter to that effect to the Dean at least four weeks previous to the convocation.

Graduation “with distinction” is obtained under the following conditions: a) received the grade of “A” in at least 75% of the courses in the degree program and no grade lower than “B” in the remainder of the degree courses, b) passes the final oral or written examination “with distinction.”
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 advisers are prepared to explore with prospective graduate students the opportunities available for cross-disciplinary programs. See entry listed under Committee on Interdisciplinary Studies Program (Page 81.)

The Master’s Degree

For the Master’s degree most programs of graduate students 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 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, Credits 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 specified.

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, psychology, and sociology. 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 often 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 or more typewritten copies of it must be filed in the office of the Graduate School by a given date.

Final Date

<table>
<thead>
<tr>
<th>Approval of thesis topic</th>
<th>Final Approval of thesis</th>
<th>Filing of three copies</th>
<th>Convocations</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2</td>
<td>October 14</td>
<td>December 1</td>
<td>February</td>
</tr>
<tr>
<td>October 3</td>
<td>March 15</td>
<td>May 1</td>
<td>June</td>
</tr>
</tbody>
</table>

Paper on Approved Topic

The type and length of the paper is determined by the department 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.
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.

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 scholarlyness, 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 department. 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. degree 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 student 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 competently 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; Resident Candidacy Continuation, non-credit; 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 two or five copies of the doctoral dissertation.

All doctoral dissertations are to be microfilmed. The doctoral candidate submits to the Office of the Graduate School two or five 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 1977-78

Graduate Student tuition—per quarter hour:

- Courses in the 100-200 series ........................................ $48.00a
- Courses in the 300-700 series ........................................ 64.00a
  a. Applicable to Graduate Students only

Service Fees

- Graduate Application Fee (all applicants and non-refundable) .......... $20.00
- Service Fee for Deferred Payment Plan ................................ 3.00
- Deferred Payment Delinquency Fee .................................... 3.30
- Registration Fee ...................................................... 5.00
- Late Graduate Registration Fee (non-refundable) ........................ 10.00
- Change of registration made by the student ............................ 10.00

Materials fee, see individual course description

- Biology Laboratory Fee: Each Undergraduate course with laboratory ........ 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 ............... 20.00
- 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 ... 5.00
- Deferred examination fee on designated days ............................... 19.00
- Deferred examination fee on days not designated ....................... 20.00
- Dissertation Fee (for Ph.D. candidates) ............................... 40.00
- Thesis binding fee (per copies) ..................................... 5.00
- Graduation fee ................................................................ 30.00
- Service Fee, each Insufficient Fund or Stop Payment check ............ 3.00
- 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.
  d. If a student gives the University a check that is returned by the bank
     upon which it was drawn, marked 'Not Sufficient Funds', ‘Payment Stopped’,
     or ‘Account Closed’ a $3.00 charge will be assessed for each such occurrence.

When a student is permitted to audit a course, tuition and fees are charged at the regular scheduled rates and must be paid at the 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 30% 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 $3 of tuition and fees at or before the end of the first week of school.

Payment of $3 of tuition and fees at or before the end of the third week of school.

Payment of the final $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>
<thead>
<tr>
<th>Period of attendance from opening date of each quarter</th>
<th>Percentage of tuition to be charged</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two weeks</td>
<td>25%</td>
</tr>
<tr>
<td>Three weeks</td>
<td>50%</td>
</tr>
<tr>
<td>Four weeks</td>
<td>75%</td>
</tr>
<tr>
<td>Over four weeks</td>
<td>100%</td>
</tr>
</tbody>
</table>

Exceptions: For Autumn-Winter courses which run for 24 weeks with one class meeting 1 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 cancelled 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 students 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.
Administration Studies Center
Dominic G. Parisi, Ph.D., Director
Stanley B. Tarr, M.B.A., C.P.A., Associate Director
Kenneth R. Whitemore, Ph.D., Director, Rehabilitation Services Training Program

The Administration Studies Center offers advanced educational programs for professionals in social and public service leading to the Master of Science degree in Management of Public Service and the Master of Science degree in Management of Rehabilitation Services.

Applications for admission and additional information may be obtained directly from the Administration Studies Center, Lewis Center Annex, tenth floor or by calling 321-7845.

Master of Science in Management of Public Service

The program of study leading to the M.S. in management of Public Service is designed to prepare leaders and managers for administrative positions in government, civic organizations and public institutions. Students can concentrate in either Management Sciences or Behavioral Sciences. Options in the Management Sciences group enable students to specialize in operations research or systems management. Within the Behavioral Science group concentrations are available in public service administration; law enforcement administration; health care administration; and physical education administration.

Master of Science in Management of Rehabilitation Service

The primary purpose of this degree program is to prepare persons for professional careers in the management of rehabilitation services and to enable mid-career professionals already in the field to improve their skills and enhance their opportunities for advancement. With the assistance of grant funds provided by the Rehabilitation Services Administration, this course of study is offered throughout the six states of Region V on an intensive basis (weekends).
Department of Biological Sciences

Robert A. Griesbach, 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 J. McWhinnie, Ph.D., Associate Professor
Mary A. Murray, Ph.D., Associate Professor
Robert L. Novak, Ph.D., Associate Professor*
Daniel G. Oldfield, Ph.D., Associate Professor
James E. Woods, Ph.D., Associate Professor
Lester E. Fisher, D.V.M., Adjunct Associate Professor**
Daniel Gibbs, Ph.D., Assistant Professor
Danute S. Juras, Ph.D., Assistant Professor
Ralph A. Sorensen, Ph.D., Assistant Professor

*Joint appointment with Chemistry
**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 his/her career goal.
2) To provide a series of 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 further promote the existence of a scholarly environment.

Learning Objectives

1) Acquisition and understanding of knowledge to the extent expected at the master's and doctoral level.
2) Improvement in ability to synthesize, interpret and conceptualize biological information consistent with achievement of the master's and doctoral degrees.
3) Development of laboratory skills and methodologies at a level that enables the student to acquire, independently, new knowledge relating to life and the 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; (3) plan to continue study toward the Ph.D. degree.

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 4 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 based upon the results of a Colloquium between the student and the departmental faculty near the end of the second quarter of his/her first full year.

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 in 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 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) A written Ph.D. Dissertation Research Proposal approved by the Departmental Graduate Committee.

5) Successful completion of the Doctoral Candidacy Examination along with its consequent 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.

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

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

8) Presentation of a formal (public) seminar.

9) 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 offered in Michael J. O'Connell Center, 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. These courses carry quarter credit hours as designated.

308 Plant Anatomy. Differentiation, development, and structure of cells, tissues, tissue systems, and organs of vascular plants. Lecture-Laboratory. (5).


310 Vertebrate Physiology. Organ system physiology of vertebrates. Lecture-Laboratory. (5).

315 Ecology. Study of organisinal interactions, and responses of individuals, populations, and natural communities to their external environment. Lecture Only. (4); Lecture-Laboratory. (5).

318 Insect Physiology and Development. Introduction to the physiology and development of insects, including embryogenesis, hormonal control of molting, metamorphosis and reproduction. Lecture Only. (4); Lecture-Laboratory. (5).

328 Invertebrate Biology. Comparative biology of non-chorde animals. Lecture-Laboratory. (5).

330 Developmental Biology. Developmental phenomena of animals including gametogenesis, fertilization, cleavage, organogenesis, metamorphosis and regeneration. Lecture-Laboratory. (5).

Neurobiology. Introduction to the structure and function of vertebrate and invertebrate nervous systems. Lecture Only. (4).


General Physiology. Study of the chemical and physical phenomena operative in physiological processes common among living organisms. Lecture-Laboratory. (5).


Graduate Courses

The following courses carry credit hours as designated.

Discussions of Selected Topics in Biology. Required of all first-year graduate students. (0). Autumn, Winter.


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).

Cell Physiology: Interactions. Analysis of organelle interactions governing cellular growth, division, differentiation, and energy conversion processes during the cell cycle. Lecture. (3).

Cell Physiology: Interactions. Laboratory. (2).


Experimental Immunology. Laboratory. (2).

Advanced Developmental Biology. Selected topics, with emphasis on the molecular mechanisms involved in the regulation of differential gene function in developing organisms. Lecture. (3).

Advanced Developmental Biology. Laboratory. (2).

Comparative Animal Physiology. Study of physiological processes, their evolutionary base and adaptational role. Lecture. (3).

Comparative Animal Physiology. Laboratory. (2).

Physiology of the Endocrine System. Analysis of the regulatory role of hormones in vertebrates. Lecture. (3).

Physiology of the Endocrine System. Laboratory. (2).

Physiology of Reproduction. Comparative study of neuroendocrine mechanisms in vertebrate reproduction. Lecture. (3).

Physiology of Reproduction. Laboratory. (2).

Comparative Endocrinology. Comparative and phylogenetic aspects of regulatory mechanisms in the animal kingdom. Lecture. (3).

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).


466 Reproductive Physiology. Aspects of neuroendocrine regulation of reproduction in vertebrates. (4).


480 Hormonal Regulation of Mineral Metabolism. Influence of the hormonal environment on the structure and biochemistry of skeletal and soft tissues, and mineral homeostasis. (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 to graduate student laboratory assistants. One registration may be applied to the M.S. and/or Ph.D. Degree. (2). Autumn only.

Research:

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.


501 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.

701 Resident Candidacy Continuation. 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. Non-credit. $256 per quarter. (Prerequisite: Admission to candidacy).

702 Non-Resident Candidacy Continuation. 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. Non-credit. $25 per quarter. (Prerequisite: Admission to candidacy).
Graduate School of Business

Gus L. Economos, Director
Philp Kemp, 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 1207, 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.
Department of Chemistry

Jurgis G. A. Anyssas, Ph.D., Chairman, Associate Professor
Avrom A. Blumberg, Ph.D., Professor
Fred W. Breitbell, III, Ph.D., Professor
Sanat K. Dhar, Ph.D., Associate Professor
Edwin F. Meyer, Ph.D., Associate Professor
Sara Steck Melford, Ph.D., Assistant Professor
Thomas J. Murphy, Ph.D., Associate Professor
Robert L. Novak, Ph.D., Associate Professor
William R. Pastarczyk, Ph.D., Professor
Franklin S. Prout, Ph.D., Associate Professor

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 candidate's 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 sequence.
(a) 340, 342, 440 Biochemistry
   341, 343 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
(c) Two electives courses (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 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 The O'Connell Center, 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.
265 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 odd-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.
341 Experimental Biochemistry I. Two quarter hours. Corequisite: Course 340. Offered Autumn quarter.
342 Biochemistry II. Prerequisite: Course 340. Offered Winter quarter.
343 Experimental Biochemistry II. Two quarter hours. Prerequisite: Course 341. Offered Winter quarter.
356 Spectral Interpretation. Prerequisite: Course 125 or 175. Offered Winter quarter.
374 Selected Topics 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.)
385 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 of even-numbered years.
430 Polymer Synthesis. Prerequisite: Course 125 or 175. Offered in the Spring quarter of odd-numbered years.
Biochemistry III. Prerequisite: Course 342. Offered Spring quarter.

Advanced Organic Chemistry I. Courses 175 or 196. Offered Autumn quarter.

Advanced Organic Chemistry II. Prerequisite: Course 450. Offered Winter quarter.

Advanced Physical Chemistry I. Prerequisite: Course 215. Offered Autumn quarter.

Advanced Physical Chemistry II. Prerequisite: Course 215. Offered Winter quarter.

Polymer Science. Prerequisite: Course 215 or consent of instructor. Offered in the Spring quarter of even number years.

Advanced Physical Chemistry. Prerequisite: Course 212. By arrangement.

Special Topic in Analytical Chemistry. This course may be any topic related to chemical analysis, such as: mass spectroscopy, electrochemical analysis, principles of chromatography, etc. This course may be repeated if topics are different. Prerequisite: Course 261. Offered in Winter quarter.

Advanced Analytical Chemistry. Prerequisite: Course 203. Offered in Spring quarter.

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.

Independent Study. Variable credit. Prerequisite: Permission of chairman. (This course may be repeated for credit.) Offered by arrangement.
Department of Economics

William R. Waters, Ph.D., Professor, Chairman
Bala N. Batavia, Ph.D., Assistant Professor
Francis J. Brown, Ph.D., Professor Emeritus
James E. Ciecka, Ph.D., Associate Professor
James J. Diamond, Ph.D., Professor
Floyd R. Dill, Ph.D., Assistant Professor
Robert W. Fauhaber, Ph.D., Professor
Joseph G. Giganti, Ph.D., Professor Emeritus
William A. Hayes, Ph.D., Professor
Leonore K. Ken, Ph.D., Assistant Professor
Adolph E. Mark, Ph.D., Associate Professor
Norman D. Nicholson, Ph.D., Assistant Professor
Margaret E. Oppenheimer, Ph.D., Assistant Professor
Anthony C. Petto, Ph.D., Associate Professor
Donald W. Ramey, Ph.D., Assistant Professor
Richard M. Thornton, Ph.D., Associate Professor
Richard J. Wilgen, Ph.D., Assistant 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. Most students must choose an area of concentration and take at least three courses therein, unless an alternative program is worked out with the approval of the student’s advisor. (For areas, see section following course listings.)
   c. 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.
   d. Students who have completed less than 11 undergraduate courses in economics or finance are not permitted to choose a minor field.

2. A written comprehensive examination in the field of graduate study. The comprehensive examination will include questions from the following courses: Econ. 505, 506, 530, and 580 or 599; in addition, (a) at least two questions from the student’s area of concentration, or (b) if the student has not chosen a concentration, questions from two courses chosen by the student with approval of the Chairman or student’s advisor. The examinations are given in the last half of November and the last half of April. Students must notify the chairman in the last week of October or March 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, institu-
tional 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.)

330 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 developmental 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 question 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 nonhomogeneity 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 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

417 Economic Concepts for Use in Existing School Curricula. A basic survey course aimed at teachers of social studies, history and consumer education who have not had college level economics or whose exposure to economics was too far in the past to have dealt with current economic theories and policies. Teachers attending the course will become familiar with curriculum material available for teaching economic concepts at almost any grade level and within any subject content. (Prerequisite: Graduate Standing. Not applicable to a master's degree in economics. Cross listed with Education 417.)
The Teaching of Economics in U.S. History. Basic economic concepts and the tools of analysis as they appear in American history with emphasis upon topics of contemporary concern. Designed for teachers of American history, social studies and business education on a secondary level. (Prerequisite: Graduate Standing. Not applicable to a master’s degree in economics. Cross listed with Education 429.)

Basic Concepts in Economic Education. Basic economic concepts and tools of analysis by teachers for a clear understanding of the American economic system, the consumer and contemporary economic problems. (Prerequisite: Graduate Standing. Not applicable to a master’s degree in economics. Cross listed with Education 431.)

Manpower Economic Education. Basic economic concepts and tools of analysis pertinent to understanding the world of work. Stresses the nature of output, income, money, employment and unemployment, capital, and related topics. (Prerequisite: Graduate Standing. Cross listed with Education 432.)

Development of Economic Curriculum in the Schools. Examination of the concepts and tools of analysis of economics with particular reference to development of individual lesson plans for particular grade levels and their introduction into the various levels of curricula. (Prerequisite: Graduate Standing. Not applicable to a master’s degree in economics. Cross listed with Education 433.)

The Implementation of Economics in the Curriculum. Methods-oriented course with workshop sessions in curriculum development. Project development, role playing, games, examination of textural, audio-visual and other resources for the teaching and integration of economics in the schools. (Prerequisite: Graduate Standing. Not applicable to a master’s degree in economics. Cross listed with Education 434.)

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.)

Advanced Income Theory. A macro-economic analysis which examines the determinants of income, employment and prices and their interrelations arising 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.)

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. (Prerequisite: Graduate Standing and Economics 375.)

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.)

Business 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. Cross listed with Mathematics 511.)

Applied Time Series and Forecasting. Theory and computer implementation of the Box-Jenkins Techniques with emphasis on forecasting business and industrial activity. (Cross listed with Mathematics 512.)

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.)

Business and Public Policy. A critical examination of the modern business economy in terms
of the public purposes of the American people leading to consideration and development of major issues of public policy.

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: Economics 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.)

"Areas of Concentration"

I. **BUSINESS ECONOMICS**
   - Econ. 507 Macroeconomic Models
   - Econ. 510 Managerial Economics
   - Econ. 511 Business and Economic Forecasting
   - Econ. 514 Industrial Organization and Prices
   - Econ. 515 Business and Public Policy
   - Fin. 551 Problems in Corporate Financial Policy
   - Acct. 504 Financial Accounting

II. **DEVELOPMENT AND INTERNATIONAL ECONOMICS**
   - Econ. 359 Theory of Economic Development
   - Econ. 360 Economics of Underdeveloped Countries
   - Econ. 361 International Trade
   - Econ. 539 Modern Economic Systems
   - Econ. 560 Development of American Economy
   - Econ. 557 Topics in Theory of International Trade
   - Fin. 557 Problems in International Finance

III. **ECONOMICS OF MONEY AND FINANCE**
   - Econ. 507 Macroeconomic Models
   - Fin. 505 Finance and Public Policy
   - Fin. 510 Advanced Monetary Theory and Banking
   - Fin. 599 Graduate Seminar in Finance

IV. **SOCIAL ECONOMICS**
   - Econ. 320 Economics and the Common Good
   - Econ. 325 Economics of Poverty
   - Econ. 330 Economics of Socialism
   - Econ. 360 Economics of Underdeveloped Countries
   - Econ. 515 Business and Public Policy
   - Econ. 518 Labor Force Analysis and Wage Theory
   - Econ. 539 Modern Economic Systems
   - Econ. 560 Development of the American Economy

V. **URBAN AND MANPOWER**
   - Econ. 318 Labor Economics and Organization
   - Econ. 325 Economics of Poverty
   - Geo. 333 City Problems and Planning
   - Mgmt. 333 Labor Law and Legislation
   - Econ. 518 Labor Force Analysis and Wage Theory
   - Econ. 550 Regional and Urban Economics

VI. **QUANTITATIVE ECONOMICS**
   - Econ. 376 Econometrics II
   - Econ. 381 Mathematics for Economics and Business II
   - Econ. 511 Business and Economic Forecasting
   - Econ. 580 Topics in Quantitative Economics

*Social Economics treats the economy as one sub-system of the total system, society, and, therefore, extends analysis of "economic" phenomena to include the socio-political behavior and structures, positive and normative, as co-determinants of "economic" laws.
School of Education

Austin Flynn, Ph.D., Dean

The School of Education seeks to prepare students for professional positions in educational and community service settings. By presenting programs that stress concept mastery, skill development and competency achievement, the School of Education provides students with an opportunity to function effectively in a wide variety of teaching positions and public service oriented programs. Being located in a large metropolitan area, the School of Education is committed to prepare personnel for professional service in those fields that touch upon and affect the human development of persons living in an urban environment. To this end, the School of Education espouses the following goals for its graduate programs:

1. To prepare graduate students in specialized areas for assuming leadership roles in educational settings.
2. To prepare graduate students for professional service in organizations that are committed to developing human potentials and treating human problems.

To achieve these goals, the School of Education offers programs in the following areas:

Graduate Degree-Granting Programs

Business Education
Curriculum/Program Development
   Administration
   Elementary
   Secondary
   Radio and Television
   and Selected Areas
Human Services and Counseling
Reading and other Learning Disabilities
School Administration and Supervision

The School of Education seeks students who show intellectual promise, social responsibility and personal qualities suitable for working with others in a social setting. Students admitted to degree programs must demonstrate these social characteristics by working with others in tutorial projects or programs that foster human development. Completion of a program will lead to a specific degree and candidates with appropriate prior requisites may apply for State of Illinois Certification.

Accreditation

Teacher preparation programs at DePaul University were initially accredited by the Illinois Office of Education in 1963. All programs were fully approved by the State Superintendent and the State Teacher Certification Board in November 1975. Furthermore, each program is accredited by the National Council for Accreditation of Teacher Education. Each program may lead to official certification by the Chicago Board of Education after the student has passed the Board's examinations.

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, SAC, 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 master's degree program.

**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.

Application for admission to candidacy for the Master's Degree are available in the School of Education, Graduate Programs Office, Room 578, L.P.C.
Registration for Graduate Courses in Education

1. No student may register for a graduate course in education without being admitted to 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 Human Services and Counseling and the Division of Educational Foundations.

Division of Teacher Education

Business Education—Gloria Soiya, M.S., Program Director

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

Programs for the Master of Arts or Master of Education Degree in Business Education

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 courses in the sequence)
B. Office Machines (3 quarter hours)
C. Three of the following areas:
   Accountancy (8 quarter hours)
   Economics (8 quarter hours)
   Finance (4 quarter hours)
   Management (4 quarter hours)
   Marketing (4 quarter hours)

When, in the judgement 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
   Educ. 402 (or 401 or 403)
   Educ. 408
B. Business Education (20 quarter hours)
   Educ. 435, 440, and 531 or 539
   Two courses selected from: Educ. 436, 437, 438, 439, or 636
C. Electives (16 quarter hours)
   Business Administration (12 quarter hours) 3 courses
   Secondary Education (4 quarter hours) 1 course
   (Electives selected under advisement with the student's Program Director)

Division of Human Services and Counseling

Elementary Guidance—Edward Ignas, Ed.D., Program Director
Secondary Guidance—Edward Ignas, Ed.D., Program Director
Reading Disabilities and Other Learning Disabilities—
   Dorothea 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 Services 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.
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 applying to the Program for Human Services and Counseling must complete a pre-candidacy admission application and submit the application to the program director. Each person completing 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 (4 quarter hours).

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

Course Requirements

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

B. Guidance and Counseling: (36 quarter hours)
   Educ. 453       Educ. 463
   Educ. 456       Educ. 464
   Educ. 460       Educ. 562
   Educ. 401       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

Course Requirements

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

B. Guidance and Counseling: (36 quarter hours)
   Educ. 452       Educ. 461
   Educ. 453       Educ. 462
   Educ. 456       Educ. 552
Programs for the Master of Arts Degree or Master of Education Degree in Reading Disabilities and Other Learning Disabilities

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 may 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 prerequisites:

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 competence 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 appropriate topics.

Division of Educational Leadership

Elementary and Secondary School Administration and Supervision——
John Lane, Ph.D., Program Director

Curriculum Development——Alfred L. Papillon, Ph.D., Program Director

The purpose of this Division is to prepare educational personnel for administrative positions.
Program for the Master of Arts or Master of Education Degree in School Administration or Supervision

The DePaul University Administration and Supervision courses are developed from a number of perspectives. Courses in this program are: discipline-based (concepts and research findings and modes of inquiry in social sciences), theory-based (relevant theories of organization and administration), problem-based (contemporary issues and problems likely to confront administrators and supervisors), and career-based (examination of administrative functions and objectives within a variety of settings and for different purposes).

The present program is sufficiently diversified to provide leadership programs for prospective and practicing school administrators, chief school business officers, curriculum coordinators, school law consultants, and school board members.

Problem and role-centered field experiences are also available to DePaul students of school administration and supervision.

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:
1. Be a certified teacher.
2. Show evidence of two successful years of teaching experience.
3. Submit two recommendations by administrative or supervisory personnel where he/she is employed.

Course Requirements

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

B. School Administration and Supervision: (24 quarter hours selected from the following:)
   Educ. 491
   Educ. 492
   Educ. 493
   Educ. 495
   Educ. 496
   Educ. 498
   Educ. 499
   Educ. 590

C. Thesis Research or Research Seminar: (4 quarter hours)
   Educ. 591 or 592 or 599

D. Courses related to School Administration and Supervision: (8 quarter hours selected from the following:)
   Educ. 465
   Educ. 490
   Educ. 494
   Educ. 497
   Educ. 593
   Educ. 594
   Educ. 597
   Educ. 598

E. 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/Program Development

The program in Curriculum/Program Development is planned to develop leadership personnel and educational specialists with competencies for curriculum or program development and renewal. The functions for which the program provides development include administering curriculum, instructional programs, and instructional projects; directing in-service and staff development programs; curriculum and program evaluation; teaching on the elementary, secondary, and post-secondary levels; and curriculum and instruction in radio and television, and likewise for selected instructional areas.

Since the Curriculum program is approved by the Illinois State Certification Board for entitlement to the Administrative Certificate with the General Supervisory Endorsement, persons who possess the necessary experience and academic pre-requisites may apply for this certificate upon completion of this program.

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/Program Development must submit evidences of adequate background for the program.

1. Be a qualified teacher.
2. Show evidence of two years of teaching experience.
3. Submit two recommendations by administrative/technological personnel where she/he is or has been employed.

In this program Curriculum has a generic connotation, and extends to non-school institutions/agencies which have instructional programs that may be cognitive, humanistic, social, or technical in content.

For candidates seeking to acquire program-related competencies in government, other agencies, and public or private corporations, evidence is required of basic education-oriented preparation and experience in their field, and candidates must be appropriately recommended.
Course Requirements

All candidates in Curriculum/Program Development must take the courses in Foundations, Core Curriculum, and do a research paper or thesis. In addition, she/he selects an area of concentration for 16 quarter hours of credit.

I. Foundations: (12 quarter hours)
   Educ. 400
   Educ. 401 or 402
   Educ. 408

II. Core Curriculum: (16 quarter hours)
   Educ. 481
   Educ. 485
   Educ. 488
   Educ. 497

III. Thesis Research or Research Seminar Paper: (4 quarter hours)
    Educ. 580 or 589

IV. Concentrations
   A. Curriculum Administration: (16 quarter hours)
      Educ. 489
      Educ. 490
      Educ. 491
      Educ. 582
   B. Curriculum in the Elementary School: (16 quarter hours)
      Educ. 412
      Educ. 416
      Educ. 484
      Educ. 489
   C. Curriculum in the Secondary School: (16 quarter hours)
      Educ. 421
      3 Cognate Courses
   D. Curriculum in Radio and Television: (16 quarter hours)
      Educ. 482
      Educ. 486
      Educ. 487
      One (1) Elective (from Curriculum Courses only)
   E. Curriculum in Selected Areas: (16 quarter hours)
      1. Economic Education
         Educ. 431
         Educ. 433
         Two (2) Economic Education courses selected from:
         Educ. 429, 430, 432, 434, or 435
      2. English Education
         Educ. 426
         Educ. 427
         Educ. 428
         One (1) Elective to be selected under advisement
      3. Religious Studies
         Educ. 468
         Three (3) Religious Studies courses to be selected under advisement.
Division of Educational Foundations

(This Division does not contain a Degree Program)

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

The graduate program in Educational Foundations is a service unit which provides required foundational courses extracted from the disciplines 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.

Courses Offered

Education 400—Educational Research Design and Statistics
Education 401—Advanced Developmental Psychology
Education 402—Psychology of Learning
Education 403—Social Psychology
Education 408—Contemporary issues in Education

Courses Offered for Graduate Credit

(Courses below 400 not applicable toward graduate degree requirements)

(Unless otherwise indicated, all courses below are 4 quarter hours)

309  Teaching and Learning Mathematics. Theories, methods, and materials for teaching and learning mathematics. (Cross listed with Math. 309.)

310  Teaching, History and the Social Sciences. Concepts of history and other social sciences and their implications for teaching and materials development. (Cross listed with History 310.)

321  Value Clarification and Ethics. Relation of values clarification to ethics and their use in the classroom. (Cross listed with Religious Education 321.)


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

348  Methods: Teaching the Young Child, Pre-School and Kindergarten. The teaching-learning process in programs for the young child, pre-schooler and kindergartner. Laboratory experiences include observation, participation and directed teaching of small pupil groups. (Pre-requisites: Education 207, 209, 326, 331, 337, 338 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.

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.

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.)

356 **Religion and American Education.** Legal basis of their current relationship and state certification of religion teachers. (Cross listed with Religious Education 356.)

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. Motivation and methods of remediation of reading problems in secondary school.

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.

387 **Teaching Religion II, Junior High.** Theory and practice of structuring learning in religion. (Cross listed with Religious Education 387.)

389 **Teaching Religion II, High School.** Study and practice in course design, media and methods for teaching religion. (Cross listed with Religious Education 388.)

397 **Astronomy for Teachers.** Methods of observation and measurement in Astronomy on an elementary conceptual level. (May also be taken for credit in Astronomy.) (2 quarter hours.)

**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.)

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 209 or 337.)

402 **Psychology of Learning.** Learning activity is considered along with the coordinates of learning: the person, human capacities, learning materials, concept formation and motivation.

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.)

408 **Contemporary Issues in Education.** An analysis of selected issues, in their political, social, economic, religious, and cultural dimensions.

409 **Seminar: Understanding Needs and Behavior of the Elementary School Child.**

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.

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.

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.

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.

414 Exploring the Use of Mathematics Manipulatives.

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.


417 Economic Concepts for Use in Existing School Curricula. A basic survey course aimed at teachers of social studies, history and consumer education who have not had college level economics or whose exposure to economics was too far in the past to have dealt with current economic theories and policies. Teachers attending the course will become familiar with curriculum material available for teaching economic concepts at almost any grade level and within any subject content. (Cross listed with Economics 417.)

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.

419 Field Experience: British Infant School. An intensive experience in England. Students will visit schools, attend workshops and seminars conducted by British education specialists. (9 quarter hours.)

420 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.

421 Issues in Secondary Education. A careful consideration of significant and current issues in secondary education. Topics include: Curriculum theory as applied to secondary education; trends and problems in subject matter fields; functions of the secondary school; and proposals for reform of secondary schools.

426 Methods of Teaching Composition. This course focuses on important aspects of teaching written composition: the composing process, means of evaluating composition, the relationship of skills in grammar and syntax to writing, options in literary modes and audience, and the relationship between speaking and writing. Writing and responding to each other's writing are an important part of the course.

427 What is English? This course relates the traditional strands of English curriculum (reading, grammar, written and oral composition, dramatics, and literature) to a central core: language. Then it examines the implications of these relationships for classroom teaching and curriculum development.

428 Literature and the Reader. This course analyzes the interaction which occurs between the reader and the literary work and then examines implications for classroom teaching and curriculum development.

429 The Teaching of Economics in U.S. History. Basic economic concepts and the tools of analysis as they appear in American history with emphasis upon topics of contemporary concern. Designed for teachers of American history, social studies and business education on a secondary level. (Cross listed with Economics 429.)

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.

431 Basic Concepts in Economic Education. Basic economic concepts and tools of analysis needed by teachers for a clear understanding of the American economic system, the consumer and contemporary economic problems. (Cross listed with Economics 431.)
432 Manpower Economic Education. Basic economic concepts and tools of analysis pertinent to understanding the world of work. Stresses the nature of output, income, money, employment and unemployment, capital and related topics. (Cross listed with Economics 432.)

433 Development of Economics Curriculum in the Schools. Examination of the concepts and tools of analysis of economics with particular reference to development of individual lesson plans for particular grade levels and their introduction into the various levels of curricula. (Cross listed with Economics 433.)

434 The Implementation of Economics in the Curriculum. Methods-oriented course with workshop sessions in curriculum development. Project development, role playing, games, examination of textual, audio-visual and other resources for the teaching and integration of economics in the schools. (Cross listed with Economics 434.)

435 Current Issues and Trends in Business Education. An analysis of current issues, trends, and recent developments with emphasis on curriculum, objectives, media, automation, and career education.

436 Teaching Basic Business Subjects. Course content and teaching methodology in economic education.

437 Improving Instruction in Typewriting. New approaches to the teaching of typewriting with emphasis on objectives, new materials, and the changing technology in the office.

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.

439 Improving Instruction in Bookkeeping and Accounting. Materials, teaching aims, instructional methods, and analysis of current literature.


441 The Psychology of Reading. Psychological factors relating to learning to read as it differs from skilled reading. Psychological, language, experimental, and interest as casual factors of reading problems. (Prerequisite: 401 or 402.)

442 Psychological Tests and Methods in Diagnosis. Administration and interpretation of diagnostic tests including tests of intelligence, achievement, reading, language, motor ability and perception appropriate to differential diagnosis. (Prerequisite: 400.)

443 Diagnosis and Remediation of Reading Disabilities. Analysis of problems in reading to determine the factors involved in order to develop a program of remediation. The course will include the diagnostic program at all age and grade levels. Students evaluate and discuss a variety of diagnostic reading instruments. (Prerequisite: 441, 443, 402.)

444 Diagnosis and Remediation of Learning Disabilities. Students will use a case study approach in evaluation of specific learning disabilities and explore remedial techniques as well as develop appropriate materials. This course treats the assessment-remedial process as a single entity. (Prerequisite: 445, 441, 442.)

445 Characteristics of the Exceptional Learner. A survey of educational programs as well as a consideration of alternative placement appropriate to children with disabilities in the various categories of exceptionality. Characteristics of visually handicapped, auditory impaired, mentally retarded, gifted, multiple handicapped, emotionally disturbed and learning disabled children will be reviewed. (Prerequisite: permission.)

447 Speech and Language Development. A consideration of the nature of language and speech; the origin of language in man; a study of verbal communications from the prelinguistic period to adulthood in the normal; a consideration of psycholinguistic theories of child language and the psychodynamics of language acquisition.

448 Assessment and Prescription for Individualized Learning. The course is designed to familiarize students with assessment and prescription procedures. (4.5 quarter hours.)

450 The Dynamics of African-American Culture. This course is intended for teachers in order that they may examine the contribution 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. (Cross listed with Soc. 490.)

451 *Psychology and Instructional Strategies for Individualized Programs.* Examination of the psychological principles and instructional models of the individualized teacher-learner process. (4.5 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.

453 *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.

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.

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. The final two weeks of the course is to put into practice the concepts, skills, and techniques learned earlier.


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. (Prerequisite: 262. 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.

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.

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.

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.
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 the counselee. The relationship of counseling and consultation and the skills necessary to employ human services are considered. (Prerequisites: Education 468 and 462.)

464 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.

465 Administrative Planning. This course concerns program budgeting and systems analysis. Students will be introduced to operations analysis, PERT, input-output analysis and cost-effectiveness.

467 Current Trends and New Techniques in the Arts. (3 quarter hours.)

468 Curriculum for Religion Education. Recent developments in the formation of religious studies curriculum for public and private school settings, including materials, resources, and criteria.

469 Educational Finance. This course examines the bases for collecting and distributing local, state, and federal funds for education; problems and issues in financial support of education. Special emphasis: assessment and evaluation techniques for the review of individually budgeted programs and familiarization with current worksheets and formulas for computing state aid.

470 Introduction to Related Arts I & II. In depth study of Parameters of each discipline and how these are interrelated. Explore conceptual ideas through practical strategies. Second semester will include synthesis of these studies into curriculum for elementary and secondary levels. Students will be involved in direction and planning of strategies and projects. (4.5 quarter hours each—9.)

471 Visual Arts Practicum. Designed to provide basic practical experience in concept, skill and technique in Visual Arts. (3 quarter hours.)

472 Music Practicum. Designed to provide basic practical experience in concept, skill and technique in Music. (3 quarter hours.)

473 Literary Arts Practicum. Designed to provide basic practical experience in concept, skill, and technique in Literary Arts. (3 quarter hours.)

474 Movement Practicum. Designed to provide basic practical experience in concept, skill and technique in Movement. (3 quarter hours.)

475 Teaching Core Curriculum Subjects Through the Arts. A systematic exploration of how artistic expression can be used as a tool for understanding academic disciplines.

476 Human Interaction and Teaming. 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.

477 Historical Perspectives. A synthesis of the arts in history. Building on the art history background of the students, the course will focus on the force of the arts as expressions of and influences on the various movements and philosophies of each age.

478 Research Paper and Practicum in the Arts. Field experience in which the student will be required to design a program in integrated learning based on his own field of specialization and carry out the program in either an elementary or high school or a community organization. The research paper should include the development of the program, its implementation, and its evaluation.

479 Supervision and Administration in Religious Education.

480 Practicum in Material Development. A series of workshop experiences designed to explore the technology of curriculum in: social studies, language arts, science and mathematics. (4.5 quarter hours.)
481 Observation and Analysis of Teaching. This course is concerned with the ways in which teaching has been studied and analyzed. Includes discussion of formal schemes of classroom, analysis of data from classroom observation, research on teaching, methodological issues in analyzing teaching, and the use of observation and research in improving teaching. (Prerequisite: Education 497.)

482 Television and Radio Materials Production. This course will enable students to design and produce radio and television programs with emphasis on hands-on practice. It will include curriculum development, idea development, refinement of ideas for television production and evaluation.

483 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.

484 Multimedia Materials Production. The role of multimedia materials in meeting local instructional needs. Setting objectives, selecting content, format, script writing, and technological equipment to make filmsstrips, slides, transparencies, and cassettes to meet local needs. Includes a project to produce a multimedia module.

485 Curriculum/Program Evaluation. Theories of evaluation. The role of evaluation in curriculum/development materials and methods for curriculum/program evaluation in the schools and organization (Prerequisite: Education 497.)

486 Instructional Television and Radio. The use of television and radio for general and specific instructional purposes.

487 Staff Development in Instructional Television and Radio. This course deals with organization and management function, personnel management function, research theory function, and design production function.

488 Current Problems and Issues in Curriculum/Program Development. The purpose of this course is to make the student knowledgeable about curriculum/program in terms of current research and theory. (Prerequisite: Education 497.)

489 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.

490 The Administration of Curriculum/Program Planning. The course explores the issues and new developments in planning on the state, the district, and the federal level; effective leadership of teachers, students, the public, and parents; the organization and functioning of work-shops, laboratories, libraries, and study centers; research and evaluation; financing of planning; and relationships between school administration and curriculum/program planning. (Prerequisite: Education 497.)

491 Foundations in Educational Administration and Supervision. This course concerns theoretical concepts and empirical research relating to administrator behavior in organizations with special reference to educational organizations. Concepts are examined within the typical decisional framework of supervisors, chief school business officers, principals, and superintendents. Assignments are individualized.

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 of and supervision of classroom teaching, and methods of evaluating pupil progress. Economic and effective methods of administrating and supervising attendance, the school library, books, supplies, school records, the educational plant receive particular attention. (Prerequisite: Education 491 or permission of advisor.)

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 offices, class scheduling, co-curricular program, promotion policies, instructional materials, properties and finance, community relations, and other basic needs in adminstering and supervising a secondary school. (Prerequisite: Educ. 491 or permission of advisor.)

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, architec-
school in the community. The course of study should focus on the growth and development of the individual student, with emphasis on the integration of the curriculum with the community. The student will be guided in the selection of subjects and educational programs that will meet their individual needs and interests. The course will also cover the organization and management of the school, including the development of policies and procedures. (Prerequisite: Education 491, 492, or 493 or permission of advisor.)

497 **Principles of Curriculum/Program Development**. Purpose of course: to prepare the student for special roles of organizing 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 curriculum revision.

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 improvement of learning through the improvement of teaching, through satisfactory procedures. Emphasis is on basic principles. (Prerequisite: Education 491 or permission of advisor.)

499 **Problems in School Supervision**. Special problems as they affect the interrelation of teaching and learning will be discussed. A detailed study of various techniques which lead 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: Education 491, 498.)

500 **Facilitative Teaching Role**. Examination of the teacher's role as a facilitator of learning in individualized and open programs. (4.5 quarter hours.)

508 **Seminar: Current Topics in Education**. Weekly seminar focusing on student selected themes/problems in Education. (4.5 quarter hours.)

511 **Research Seminar in Elementary Curriculum**. Opportunity is provided for individual research and study of problems in elementary education. A seminar research paper is a major requirement of the course.

512 **Teaching Internship in Elementary Curriculum**. 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 Curriculum**. (Prerequisite: Permission of program director.) (2.4 quarter hours.)

519 **Thesis Research in Elementary Curriculum**. 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.)

521 **Research Seminar in Secondary Curriculum**. Opportunity is provided for individual research and study of problems in secondary education. A seminar research paper is a major requirement of the course.

525 **Teaching Internship in Secondary Curriculum**. 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 Curriculum**. (Prerequisite: Permission of program director.) (2.4 quarter hours.)

529 **Thesis Research in Secondary Curriculum**. 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.)

65
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.

Independent Study in Business Education. (Prerequisite: Permission of director.) (2-4 quarter hours.)

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.)

Seminar on the Psychopathology of Learning. A review of inter-disciplinary theories and research applicable to the typical learner. Opportunity is provided in this seminar for the Master of Education candidate to write the master's paper. (Prerequisite: Permission of instructor.)

Diagnosis and Remediation of Reading Disabilities, Practicum I. The practical application of the learnings of 441 and 443 in a supervised clinical setting. Students will be working with a variety of reading disabled clients by actually doing educational planning and treating clients. (Prerequisite: 442, 443, and approval of instructor.)

Diagnosis and Remediation of Learning Disabilities, Practicum II. Clinical observation and practical application of the diagnostic-remedial process by working in a clinical setting with children and young adults who have specific learning disabilities. (Prerequisite: 442, 444, and approval of instructor.)

Testing and Diagnosis of Reading and Learning Disabilities, Practicum III. Students participate by evaluating a selected number of children in a supervised clinical setting. (Prerequisite: 442 and approval of instructor.)

Creative Methods and Materials for Teaching Reading.

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.)

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.

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 programs only by advisement.)

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.)

Counseling the Latin Student.

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.)

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.)

580 Research Seminar in Curriculum/Program 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.

582 Practicum in Curriculum/Program Development. This student is provided directed experiences in decision-making for curriculum, participation and leadership in curriculum committee activities, planning and management of learning resource centers, and representative other aspects of administration of curriculum development in schools and school systems. (Prerequisite: Advisement by program director.)

588 Independent Study in Curriculum/Program Development. (Prerequisite: Permission of the program director.) (2-4 quarter hours)

589 Thesis Research in Curriculum/Program 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 approved.)

590 Accountability in Human Relations. Administrators, Teachers, and Community Members. This course seeks to establish criteria for those interpersonal relationships characterized by mutual respect, understanding, integrity necessary to attainment of sound educational goals.

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: Education 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: Education 400)

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 intern 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 students' 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. Topics of particular interest and concern to school administrators and supervisors will be presented in a high involvement seminar format. Primary reliance will be on written materials, however, audiovisual and role-playing mechanisms may also be used. Participation in workshops is limited to advanced students of administration and supervision. (Prerequisite: Consent of Chairman.) (4-8 quarter hours)

597 Politics of Education. This course is concerned with policy development in education as a political process; community power, state and national politics in educational decision making; role of leadership and pressure groups in the shaping of educational policy at local, state, and national levels.
Independent Study in School Administration and Supervision. (Prerequisite: Permission of program advisor.) (2-4 quarter hours.)

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.)

Workshop: How Montessori Can Help Teachers and Parents to be More Effective With Children.

Workshop in Alternative Approaches in Education.

Workshop in New Directions in Health Education.

Teaching About the Law: K-12. An examination and demonstration of a wide variety of strategies for teaching young people about the role of law in our democratic society with particular emphasis on student participation and use of the community.

Workshop in 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.

Workshop for Teachers of Office Education. New concepts in office education, teaching procedures, and course content.

Workshop in Data Processing. The teaching of the nature and function of unit record at the secondary and post-secondary levels.

Characteristics of Learning Disabilities. Presents educational, psychological, medical problems and characteristics of learning disabilities children. Focuses on the definition of learning disabilities as explored by various theorists and discusses services available to learning disabilities children and their parents.

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.


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.

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.)

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.)

Individually Guided Education (IGE) Workshop.

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.)

Human Relations—Rights and Responsibilities. An indepth 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.)
Department of English

Elmer Pry, Ph.D., Associate Professor, Chairman
Zahava Dorinson, Ph.D., Assistant Professor, Director Graduate Studies
Darlynn W. Bock, Ph.D., Assistant Professor
Bernard A. Brunner, Ph.D., Professor
Patricia Ewers, Ph.D., Professor
William J. Fahrenbach, Ph.D., Assistant Professor
William J. Feeley, Ph.D., Professor
Hugh J. Ingrassi, Ph.D., Associate Professor
Ellen M. Kelly, Ph.D., Associate Professor
Rev. James F. Larkin, S.S.V., Ph.D., Professor
Helen L. Marlborough, Ph.D., Assistant Professor
John E. Price, Ph.D., Associate Professor
Lavon Rasco, Ph.D., Associate Professor
Frank Sherman, Ph.D., Associate Professor
Phyliss M. Thompson, Ph.D., Assistant Professor
Frederick I. Tietze, Ph.D., Associate 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 to 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 of 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 in English. The student without such a major may be admitted with a passing grade on the Graduate Record Examination. Two letters of recommendation are required from academic sources.
Degree of Master of Arts Program I: Traditional

Requirements

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 300 level.

2. Two additional courses, including one seminar, of which not more than one may be on the 300 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
    403 The Twentieth Century English Language
    405 The Process of Composition
    470 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. 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) 400 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

400 Bibliography and Literary Research. A general course for the guidance 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.


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 Approaches and Problems.

485 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.


411 Studies in Chaucer and Langland. Alternating areas of emphasis include The Canterbury Tales, Chaucer's Minor Poems, Troilus and Criseyde, and Piers Plowman.

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.

421 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.


428 Studies in Shakespeare. Concentration on selected plays through various critical and scholarly perspectives. Survey of important 20th-century Shakespearean studies.

429 Seminar in Special Topics or Authors of the Renaissance. (Check current schedule for specific listing.)

Restoration and Eighteenth Century

330 Restoration and Eighteenth Century Literature. Principal poets and prose writers, 1660-1800.

430 Studies in Restoration and Eighteenth Century English Literature. Alternating areas of emphasis include The Augustan Age, the Age of Dryden, and the Age of Johnson.


432 Studies in Restoration and Eighteenth Century Drama. Reading and discussion of comedy of manners, sentimental comedy, heroic drama, and bourgeois tragedy.

71
437 Comparative Studies in the Eighteenth Century. English, American, and European thought of the century as manifested in the literature of the time, including Kant, Voltaire, Jefferson, Rousseau, Goethe, Adam Smith, and Swift.

439 Seminar in Special Topics or Authors of the Restoration and Eighteenth Century. (Check current schedule for specific listing.)

Nineteenth Century Period

346 Nineteenth Century English Literature. Survey of the major works and authors of the Romantic and Victorian periods.

342 The English Romantic Movement. Survey of the major works and authors of the Romantic period.

343 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.


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 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 listing.)

American Literature

360 Early American Literature. Survey of Puritan and national literature including Edwards, Franklin, Cooper, and Irving.


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.


360 **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.

361 **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.

362 **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.

365 **Studies in the Modern American Novel.** Alternating areas of emphasis include Fitzgerald and Hemingway, Faulkner and Southern Fiction, and the Ethnic Novel.

366 **Studies in Modern American Poetry.** Alternating areas of emphasis will focus on major poets and movements including Imagism, Eliot and Frost, and Contemporary Poets.

367 **Studies in American Drama.** Development of American drama with alternating emphasis on major movements and dramatists.

369 **Seminar in Special Topics or Authors of American Literature.** (Check current schedule for specific listing.)

**Literary Criticism**

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

370 **Studies in Literary Criticism.** Studies in the major texts in literary criticism.

375 **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.

381 **Studies in Comparative Literature: Ancient.** A consideration of the Greek, Roman, and Biblical traditions that underlie Western literature.

383 **Studies in Comparative Literature: Medieval.** Alternating areas of emphasis will include the Romance Tradition, the Work and Influence of Dante, Chaucer and Boccaccio.

385 **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.

386 **Studies in the Novel.** A comparison of individual novelists. Alternating emphasis on Faulkner and Dostoevsky, Dickens and Tolstoy, Mann and Gide, and others.

387 **Studies in Drama.** Alternating areas of emphasis will include Tragedy, Comedy, English and Irish Drama, and Modern Drama.

389 **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

Gerald W. Ropka, Ph.D., Assistant Professor, Chairman
Lorin R. Contescu, Ph.D., Lecturer
Donald R. Dewey, Ph.D., Associate Professor
Eisabeth Eisen, Ph.D., Lecturer
Richard J. Houk, Ph.D., Professor
Albert J. Larson, Ph.D., Lecturer
Ronald Pollina, Ph.D., Lecturer
Vernon R. Prinzing, 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 22 quarter hours in geography courses equivalent to Geography 100, 101, 106 or 107 or 110, 341, 342, and 395. Students minor 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—the 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, Downstate.
321 The Chicago Metropolitan Area. Extensive field trips make possible on-the-spot study of local phenomena of major importance in analyzing Chicago’s urban geography. (Transportation fee required.)

322 Eastern United States and Canada.
323 Western United States and Canada.
326 The Environments of Mexico, Central America and the Caribbean.
327 The Environments of 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 Geography 341. 2 quarter hours. Lab fee $15.00.)
350 **World of Wine.** An analysis of the factors which influence the production and distribution of wine throughout the world. (Many wines are sampled during the course.)

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.)

368 **Commercial and Industrial Location.** An analysis of the factors which influence the selection of locations for the development of commercial and industrial facilities. (May be taken as Marketing 368 or Economics 368.)

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 discussion with instructor of supervised reading and research.
Department of History
Cornelius Sippel, Ph.D., Associate Professor, Chairman
Donald Abramoske, Ph.D., Associate Professor
Albert Erlebacher, Ph.D., Professor
Robert F. Fries, Ph.D., Professor
Robert Garfield, Ph.D., Assistant Professor
Joseph J. Lehmann, Ph.D., Professor
Martin J. Lowery, Ph.D., Professor
Ralph J. Mailliard, Ph.D., Professor Emeritus
Bernadine Pietraszek, Ph.D., Associate Professor
Sholom Singer, Ph.D., Associate Professor
Arthur Thurner, Ph.D., Associate Professor

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 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 those professions, such as secondary school teaching and archival work, 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 24 quarter hours in 300-level courses; 16 quarter hours in 400-level courses in addition to 401. The remaining four quarter hours may be earned by writing an acceptable thesis (History 499, Thesis Research), or by taking another 400-level course approved by a departmental advisor. In exceptional cases a 300-level course may be substituted for a 400-level course in the same field with the consent of the student's advisor and the chairman. An exceptionally well-prepared student may substitute up to two 400-level courses for two courses at the 300-level with permission of his advisor and the chairman.
   b. At least one 300-level course must be chosen from each of the following fields: African, American, Latin American, and European.

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 successfully 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 written below. The student may elect either the written or the oral examination.

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<tr>
<th>Subject</th>
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<tr>
<td>Medieval Europe, 400-1500</td>
<td>Great Britain since 1700</td>
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<td>Modern Europe to 1850</td>
<td>Latin America</td>
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<td>Modern Europe since 1850</td>
<td>United States to 1860</td>
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<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**

**302 The Age of Alexander the Great: Greece and the Hellenistic World** (formerly 202). The Minoan and Mycenaean cultures; the development of powerful city-states, such as Sparta and Athens; the war with Persia; the spread of Greek knowledge throughout Asia by the conquests of Alexander the Great.

**303 Rise and Fall of the Roman Empire** (formerly 203). Pre-Roman Italy; transition from kingdom to republic; the wars with Carthage; the Empire and its rulers; the influences of Christianity; the moving of the capital to Constantinople.

**322 History of Medieval Europe.** The breakup of the Roman Empire, growth and development of Christianity and Islam, feudalism and the feudal states, the medieval papacy, the Slavic world, rise of urban life, transition to the modern age, decline of the influence of the church.

**328 English Constitutional History.** 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.
330 The Renaissance and the Reformation. A detailed consideration of the significant political, economic, intellectual, religious, and artistic developments of the early modern period.

332 French Revolution and Napoleon. 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, the settlement of Europe and the Congress of Vienna.

333 Europe from Metternich to Bismarck. 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.

334 Europe in the Age of German Ascendency. Continental culture, development of imperial rivalries, failure of internationalism and the coming of World War I.

335 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 dynamic of power politics.

337 The Expansion of Europe. An in-depth study of the spread of European power, culture, and peoples through the world between the 15th and 19th centuries, emphasizing its social, economic, political, and intellectual roots.

338 Modern Britain Since 1715 (formerly 346). Development of Parliamentary sovereignty; social, political, and economic reforms; political parties and the rise of the labor movement; British foreign policy during the period.

340 Cradles of Civilization: Ancient Egypt and the Near East (formerly 201). The civilizations of the Mesopotamian river valleys; the successive kingdoms of Egypt; the Hittite invasion; Syro-Phoenicia, Israel; Persia.

341 The Middle East Since 1900 (formerly 231). The roots of modern-day Arab nationalism, including the move for pan-Arab unity, with emphasis on Arab ideologies, economics, social structure, and culture.

342 The Far East Since 1900 (formerly 230). An analysis of the political, social, economic, and intellectual developments of East Asia during the 20th century.

343 The Origins of the Afro-Americans: Afro-American History to 1750 (formerly 216). Europeans in West Africa, the middle passage, slavery in the West Indies, development of the slave trade, introduction of slavery into the American colonies.

344 From Slavery to Freedom: Afro-American History, 1750-1865 (formerly 217). Black participation in frontier life, in the War of 1812, in the growth of the cotton industry, in the Civil War and Reconstruction.

345 Toward Freedom: Afro-American History, 1860 to the Present (formerly 218). Reconstruction and its aftermath, Black self-help organizations, the Black Renaissance, Black participation in the World Wars, the civil rights movements.

346 The Black Mind in America (formerly 387). Black contributions in the areas of philosophy, theology, politics, literature, and art from 1519 to the present.

348 Themes in Afro-American History (formerly 389). Presents the historical roots of the conflict of the Black and White races in America and considers means proposed for resolving it.

349 Africa: The Age of Empires, African History to 1800 (formerly 305). A study of African history from earliest times, concentrating on the political, social, and religious aspects of major African States and empires.

350 Africa: The Age of Conquest; African History 1750-1900 (formerly 306). The focus is on the origins of Afro-European relations and the political, economic and military causes of the European partition and occupation of the continent.

351 Africa: The Age of Revolution; African History 1900 to the Present (formerly 307). The workings of the colonial system, the rise and course of independence movements, and the history of individual African states since independence.

352 Themes in the History of Africa (formerly 304). In-depth studies in the political, religious, cultural, and economic aspects of African history; relates past development to present-day problems in the area.

355 Russia Under Khans and Tsars. The Kievan period, the Mongol Invasions, Ivan the Terrible, the emergence of modern Russia, 19th century Tsarist autocracy and the formation of the radical tradition.
356 Soviet Russia, 1905 to the Present. The Bolshevik revolution, Stalin’s rise to power, the Five Year Plans, the Second World War and Russia’s place in the modern world.

357 History of Spain and Portugal. An analysis of the social, economic, political, and intellectual development of the Iberian Peninsula from the time of Ferdinand and Isabella.

361 Colonialism and Independence in Latin America. A thorough analysis of Spanish and Portuguese colonizing techniques and comparative development of institutions under the Hapsburgs and Bourbons.

362 Liberalism and conservative Response in Latin American Republics. A study of the enlightenment and the various causes behind the revolt of the Spanish and Portuguese colonies from the mother country, including foreign intervention; revolutionary leaders, their ideals and effectiveness.

363 Contemporary Latin American Republics. An analysis of the major domestic and foreign problems confronting the new republics, including a study of liberalism, conservatism, federalism, socialism, and communism.

364 Dictatorships and Militarism in Latin America. A study of causes, characteristics, and effects of dictatorships in Latin America, emphasizing the role of the military.


366 Topics in Contemporary United States-Latin American Relations. 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.

367 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.

370 The Beginnings of American Civilization to 1760. The discovery, exploration, and settlement of the eastern seaboard, with discussion of significant political, economic, and social consequences.

371 The Age of the American Revolution. The establishment of American independence, adoption of the Constitution; the first years of the republic considered in analytical detail.

372 Jefferson, Jackson, and the Coming of the Civil War. The historical forces that shaped the early growth and development of the republic.

373 Civil War and Reconstruction, 1860-1877. The causes of the war, its development, and major problems of the peace.

374 The Emergence of Modern America, 1877-1914. New culture patterns, political party battles, growth of big business, and organized labor, Populism and the Progressive period.

375 America in the Age of World War, 1914-1945. A consideration of World War I, the Twenties, the Great Depression, the New Deal, World War II.

376 The United States Since 1945. Significant developments in American life during the period after World War II.

378 America in the Nineteenth Century: The Development of the Pragmatic Tradition. A study of the social development of the American people and of patterns of thought, religion, and art.


380 United States Constitutional History to 1815. Examines the English colonial charters and governments in the 17th and 18th centuries, the constitutional aspects of the American Revolution, the Articles of Confederation, the federal constitution.

381 United States Constitutional History, 1915-1920. Explores the concepts of federalism and separation of powers with reference to major Supreme Court decisions; constitutional aspects of Civil War and Reconstruction; problems of industrial regulation.

382 United States Constitutional History since 1920. Problems of civil liberties in the post-World War I era, constitutional issues of the New Deal, and the controversies arising during and after World War II, including the major decisions of the Warren court.

384 **Topics in American Studies** (formerly 315). Taught in cooperation with the English Department. May carry credit in English or History.

393 **Teaching History and the Social Sciences.** (formerly 310). Introduces methods, techniques, and basic problems encountered in the teaching of history and the social sciences.

394 **The Law, the State, and Freedom in America.** A pre-law discussion course dealing with major ideas of the law, government, and civil liberties in the United States from 1620 to 1896.

395 **Historical Sources and Evidence: Nuremberg to My Lai.** Designed to develop in the pre-law student analytic and adversary skills useful in the practice of law and to confront controversial issues dealing with values of the lawyer and the citizen.

396 **History of American Legislation.** A study of the nature of American laws and the reciprocal influences of law and society upon each other in the context of national legislation in the 19th and 20th centuries.

397 **Coordinating Seminar.** Open only to seniors majoring in History.

399 **Independent Study.** Prerequisites: Junior standing, approval of instructor and chairman.

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**Courses for Graduate Students**

401 **Historical Method and Bibliography.**

402 **Colloquium in Latin American History.** (Prerequisite: one 300-level course in Latin American History or consent of the instructor.)

403 **Colloquium in African History.** (Prerequisite: one 300-level course in African History or consent of the instructor.)

404 **Colloquium in American History.** (Prerequisite: one 300-level course in American History or consent of the instructor.)

405 **Colloquium in European History.** (Prerequisite: one 300-level course in European History or consent of the instructor.)

492 **Extramural Internship.** Internships in alternative careers for history majors. Students are placed in work-study positions under faculty supervision to help prepare themselves for non-teaching careers which require background in historical technique. Credit variable.

499 **Thesis Research.**
Committee on Interdisciplinary Study Programs

Advisory Faculty
Elmer Pry, Chairman, English
Paulis Anstrats, Modern Languages
Therese Baker, Sociology
Fred Breitbeil, Chemistry
Sally Chappell, Art
Dominic Crossan, Religious Studies
Leslie Desmangles, Religious Studies
Zahava Dorinson, English
Helmut Epp, Mathematics
Robert Fauthaber, Economics
Austin Flynn, Education
William Hoffman, Modern Languages
Richard Houk, Geography
Julius Hupert, Physics
James Keating, Philosophy
Edward Malone, Military Science
John O'Malley, Speech and Drama
Cornelius Sippel, History
Stanley Tarr, Administration Studies Center
Wesley Vos, School of Music
Edwin Zolik, Psychology

Purpose
The Committee on Interdisciplinary Programs offers qualified students the opportunity to develop individualized programs with inter- or multi-disciplinary bases. The Committee thus formally recognizes the academic and professional potential in combining the methods and materials of several disciplines; and it demonstrates its commitment to that potential and to DePaul's students by helping them develop programs in such varied fields as American Studies, Urban Studies, Communications Arts, or in other meaningful combinations of courses which will help a student meet specific educational and/or vocational goals. The purposes of this Committee are: (1) to recognize the academic respectability of inter- and multi-disciplinary study and provide this educational opportunity for those who desire it; (2) to serve the community by preparing leaders in such diverse fields as urban studies, ethnic studies, communications, and other interdisciplinary areas; (3) to prepare those individuals whose interests and abilities may suit them to advanced work at the doctoral level in interdisciplinary studies by providing a sound academic program at the master's level.

Application for the Program
Students applying for admission to the Committee on Interdisciplinary Studies program must: (1) have been admitted to the graduate school; (2) have earned an undergraduate degree in a field appropriate as preparation for that program which he or she expects to enter (or have completed additional course work as recommended by the Chairman of the Committee); (3) prepare a rationale for a program of study, the rationale to include both a statement of educational and/or vocational objectives and a proposed listing of courses to make up that program; (4) meet with the Chairman of the Committee (or a designated member of the Committee) to have the program evaluated; and (5) have the program accepted by the Committee.
Degree Requirements

Students may earn either a Master of Arts or Master of Science degree; both thesis and non-thesis programs are available.

1. All students in the program must complete forty-eight quarter hours of graduate credit.
   a. Students in a thesis program may apply up to eight hours of "ISP 499, Thesis Research" to the program.
   b. Students in non-thesis programs must include at least one graduate seminar in their programs.
   c. The Committee recommends that "ISP 400, Theories of Interdisciplinary Study" be a part of each student's program of interdisciplinary study.
   d. Students may enroll for as much as twelve quarter hours credit in 300 level courses, as approved by the Committee.

2. Foreign Language or Research Tool Requirements. The need for specific proficiencies in a foreign language, in computer sciences, or in statistics will be determined as part of the initial program evaluation and approval.

3. Final oral examination by a committee of three faculty members appointed by the Chairman of the Committee will be required of all candidates for the inter- or multi-disciplinary degree.

Course Offerings

ISP 400: Theories of Interdisciplinary Study. A course which considers a variety of theoretical assumptions about interdisciplinary study, then examines some practical applications of some interdisciplinary methods.

ISP 499: Thesis Research. Registration for either four or eight quarter hours credit, student must have approval before registering of both the Chairman of the Committee on Interdisciplinary Programs and his or her thesis director.
Department of Mathematical Sciences

Lawrence Gluck, Ph.D., Associate Professor, Chairman
J. Marshall Ash, Ph.D., Professor
Helmut Epp, Ph.D., Associate Professor
Susanna Epp, Ph.D., Associate Professor
Constantine Georgakis, Ph.D., Associate Professor
Sigrun Goess, Ph.D., Associate Professor
Jerry Goldman, Ph.D., Professor
Roger Jones, Ph.D., Associate Professor
James Kenevan, M.A., Instructor
N. R. Ladha, Ph.D., Assistant Professor
Glen Lancaster, Ph.D., Associate Professor
Robert Ogden, Ph.D., Associate Professor
Walter Pranger, Ph.D., Professor
Jacob Towber, Ph.D., Professor
Stephen Vagi, Ph.D., Professor
Michael Wichman, Ph.D., Associate Professor
Y. F. Wong, Ph.D., Associate Professor

Purpose

The Department of Mathematical Sciences offers Master’s Degree programs in pure and applied mathematics to assist the student in the pursuit of intellectual, academic and career goals. The aim of the Department is to provide the student with the mathematical knowledge required for future study and research in mathematics and for the attainment of career goals in professions which require a thorough mastery of either pure or applied mathematics.

The graduate student in mathematics may choose one of three areas of concentration: 1) the standard mathematics concentration; 2) statistics; 3) actuarial science. Each of these concentrations has its own special degree requirements. Students preparing for further graduate study are recommended to pursue the standard concentration as are those who are interested in teaching mathematics. Students interested in computer science should also follow this concentration, using their electives for computer science courses. In planning a program of study, the student should consult a departmental advisor.

Degree of Master of Science in Mathematics

The department offers graduate and advanced undergraduate courses at the Schmitt Academic Center, 2323 North Seminary and at the Lewis Center campus located at 25 East Jackson Boulevard. The library which has a sizable collection of mathematical books and journals is located in the Schmitt Academic Center. 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, 335, 336 and 337 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 the four basic courses: Math 400, 401, 410, and 411 with a grade of B or better. These are the only specifically required courses. Eight elective courses may be selected according to interest from among the 400 and 500 level courses and the 300 level courses admissible for graduate credit.

2. The student must pass a comprehensive exam in one of the following areas of specialization:

If the student feels that he is sufficiently prepared to take any of these exams, he may do so irrespective of whether he has taken the indicated courses. A complete syllabus of the exams is available from the department.

Graduate Courses

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: 335 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.)
413 Advanced Complex Analysis. Complex integration and calculus of residues, maximum modulus principle; analytic continuation and the monodromy theorem; conformal mapping. (Prerequisite: 411 and 335 or consent.)
481 Applied Fourier Analysis and Special Functions I. (prerequisite: Graduate Standing.)
482 Applied Fourier Analysis and Special Functions II. (Prerequisite: 481.)
Statistics and Actuarial Science

451 Probability and Statistics I. Probability spaces; random variables and distributions; laws of large numbers and central limit theorems. (Formerly 351)

452 Probability and Statistics II. Joint probability distributions and correlations; sampling distributions; theory of estimation. (Prerequisite: 451)

453 Probability and Statistics III. Testing of hypotheses; simple linear regression; one-way analysis of variance; nonparametric statistics. (Prerequisite: 452)

454 Multivariate Statistics. The general linear model for multivariate regression and analysis of variance; principal components and factor analysis. (Prerequisite: 453)

455 Stochastic Processes. Markov chains; branching processes; Poisson process; queuing theory; telephone traffic problems; Brownian motion. (Prerequisite: 451)

461 Actuarial Science I. Actuarial numerical methods; theory and applications of compound interest.

462 Actuarial Science II. Theory and application of single-life and other contingencies. (Prerequisite: 461)

463 Actuarial Science III. Multi-life contingencies, mortality and demographic statistics. (Prerequisite: 462)

464 Actuarial Statistics. Mortality statistics and risk theory. (Prerequisite: 463)

470 Methods of Mathematical Proof. Basic concepts of set theory and logic. The emphasis will be on practice in proving theorems and manipulation of definitions. These techniques are essential in all graduate mathematics courses.

472 Logical Deduction and Computers. Deduction in formal language; the extent to which such deductions may be handled by computers and Turing machines; models and consistency; decidability; Godel's Theorem. (Prerequisite: Some familiarity with formal mathematical reasoning)

511 Business 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) (Cross-listed with Econ 511)

512 Applied Time Series and Forecasting. Theory and computer implementation of the Box-Jenkins Techniques with emphasis on forecasting business and industrial activity. (Prerequisite: Math 353 or consent) (Cross-listed with Econ. 512)

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 actively linear analysis, linear programming, game theory, input-output analysis, growth theory, and inventory and portfolio analysis. (Prerequisite: Graduate Standing) (Cross-listed with Econ. 580)

300 Level Courses Admissible for Graduate Credit

301 History of Mathematics.

320 Geometry I. Incidence and separation properties of plane; congruence; parallel postulate; area theory; ruler and compass construction.

321 Geometry II. Reimannian and hyperbolic geometry; metric axioms; triangles and angle sums; consistency of hyperbolic postulates. (Prerequisite: 320)
description language. Special emphasis on modern large scale computer systems as well as
mini computer systems. (Prerequisites: 344 or 395 or consent.) Laboratory fee.

Concepts of Programming Languages. A comparative study of computer languages such as
ALGOL, PL/I, FORTAN, APL, COBOL, LISP, and SNOSOL. Information binding, semantics,
context free grammars. (Prerequisites: 342 or consent.) Laboratory fee.

Linear Algebra with Applications II. Spectral theorem for self-adjoint operators in
finite-dimensional inner product spaces; techniques for computation of eigen values and their
applications to physics, statistics, and other fields.

Introduction to Econometrics II. Continuation of Economics 375. The topics covered in that
course are treated in greater detail. Multiple regression, hypothesis testing, and simulataneous
equation systems emphasized. Knowledge of elementary calculus is required. (Cross-listed
with Econ. 376.) (Prerequisite: Econ. 375.)

Introduction to Topology. Definition of topological space; sub-spaces; continuity; separation
axioms; axioms of countability; metric spaces; products and quotients; connectedness and
compactness.

Numerical Analysis. Use of a digital computer for numerical computation. Error analysis,
Gauss-Seidel, and Gauss-Seidel procedure for linear systems, solution of non-linear
equations, function evaluation, approximation of integrals and derivatives, Monte Carlo
methods. (Prerequisites: 220 and a programming course.) Laboratory fee.

Linear Programming. Linear Programming problem and its dual; the simplex method;
transportation and warehouse problems; computer algorithms and applications to various fields.
(Prerequisites: 220 and 149 or 340.) Laboratory fee.

Random access machines and Turing machines. Recursive functions. Algorithms and com-
putability. Computational complexity. (Prerequisites: 342 and 310.)

Information Theory. An introduction to the basic concepts of information theory and coding
(Prerequisites: 311, 351 or consent.)

Level Courses

Information Technology. A treatment of the computer and its relationship to procedures
involved in gathering, recording, and processing information. The principles of automatic
computation, information-retrieval, and the organization and evaluation of high-speed comput-
ing systems are stressed. Flow charting, programming, and problems and operation research
problems. 4 Quarter Hours.

Operations Research. An advanced treatment of production management activity, incorporat-
ing an intensive consideration of recent developments in management application of opera-
tions research. The techniques of operations research are examined and applied to production
from the management point of view. 4 Quarter Hours.

Sample Survey Methods. Sampling from finite populations, multi-stage sampling, stratifica-
tion and clustering; sampling and non-sampling errors, design of sample surveys. (Prerequi-
site: 242 or any introductory statistics course.)

Elements of Statistics II. Advanced statistical methods: introduction to computer statistical
packages; applications of health and social sciences. (Prerequisite: 242 or any introductory
statistics course.)

Design of Experiments. Analysis of variance in experiments involving randomized designs,
block designs; Latin square and factorial designs. (Prerequisite: 327 or 627.)

Calculus and Analysis for Secondary School Teachers I.

Calculus and Analysis for Secondary School Teachers II.

Calculus and Analysis for Secondary School Teachers III.

Data Bases and Data Management. Integrated data bases, architecture of data base sys-
tems, storage structures, integrated management systems, on-line file organization, telepro-
cessing. (Prerequisite: 304, 342, 442, or consent.) Laboratory Fee. (Cross-listed with MGT
573.)
School of Music

Frederick Miller, D.M.A., Dean
Wesley Vos, Ph.D., Associate Dean

The Music Division of the Graduate School offers a program of courses and research leading to the degree of Master of Music. In concurrence with the general purposes of the Graduate School, such an advanced program offers opportunity for the development of greater proficiency in the following areas: Music Performance, Music Education, Composition, Church Music, and Music Theory. The administration of these programs is under the supervision of the Graduate Council, the Dean of the Graduate School and the Dean of the School of Music.

Requirements for Admission

A. The applicant for admission should have successfully completed the requirements for the bachelor's degree in an accredited institution of higher learning.
B. The applicant's undergraduate preparation should be related to the graduate music curriculum he seeks to enter.
C. The applicant should demonstrate by examination knowledge skills in the following:
   1. harmony-written, aural, and keyboard
   2. sight-singing, and melodic, harmonic, and rhythmic dictation
   3. history and literature of music, and analysis of music
D. Demonstrate sufficient pianistic ability to meet the needs relevant to the student's program.

Applications for admission and additional information may be obtained directly from the School of Music, on the Lincoln Park Campus.
Department of Nursing

Sally Bartinger, M.S.N., Associate Professor, Acting Chairman
Joan K. Arteberry, Ph.D., Assistant Professor
Ann C. Clark, M.S.N., Assistant Professor
Herbert A. Nishikawa, M.S.N., Associate Professor
Grace G. Peterson, M.N.A., Associate Professor
Patricia A. Wagner, M.S.N., Associate 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 with upper division Nursing Major.
3. Completion of a basic statistics course or its equivalent.
4. Acceptable baccalaureate and/or graduate G.P.A. performance.
5. Current Licensure as a registered professional nurse in Illinois with professional liability insurance.
6. Written the Graduate Record Examination.
7. A preferred academic background to include strength in social/cultural, and in human physiology/pathophysiology.
8. Applicants who completed other curricula will be considered individually.

Admission

1. Complete application to Graduate School and return it as directed.
2. Submit results of Graduate Record Examination (GRE).
3. Request transcripts of previous schooling be sent to Graduate School (two copies). Graduates of DePaul must also request transcripts be sent to Graduate School.
4. In addition, to the above, submit with the application:
   a) Statement of your philosophy of nursing;
   b) Reasons for pursuing advanced degree;
   c) One page biographical sketch.
5. Applications are reviewed on or about March 1st. Notification of acceptance or non-acceptance will be made after that date. There are limited number of openings in the master's program. After March 1st, students should check with the department concerning unfilled places in the graduate program.

Degree of Master of Science

Requirements

1. Completion of a minimum of 58 quarter hours with an overall G.P.A. of 3.00 on all graduate work attempted.
2. Completion in written form a faculty research project.
3. Satisfactory performance on a comprehensive examination (Requirements for admission for the comprehensive examination include:)
   a) Completion or concurrently enrolled in cognates.
b) Completion of research project.
c) Overall graduate G.P.A. of 3.00.

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, 401, 405, 436, 437, 438
                  Psychology 409
Selected Cognate Courses

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

Graduate Course Offerings

400 Theoretical Components in Nursing. Investigation of the nature, development, and components of theories. 4 quarter hours.

401 Research in Nursing I. Exploration of the research process with special emphasis on research in nursing. 2 quarter hours. (Prerequisite: Psychology 409 and Nursing 400.)

405 Research in Nursing II. Selection, development and longitudinal testing of a nursing problem. The student identifies a nursing problem and then proceeds to study the problem following a basic research design. 4 quarter hours. (Prerequisite: Nursing 401.)

436 Advanced Clinical Nursing I. Clinical investigation and application of concepts and theories that are appropriate for utilization in the episodic setting with focus on client’s health care. Identification and critical examination of clinical nursing phenomena within the framework of the nursing process. 6 quarter hours. (Prerequisite: Nursing 400 and Psychology 409.)

437 Advanced Clinical Nursing II. Continuation of Nursing 436 with focus on the distributive setting. Clinical investigation centers on utilization of theories in expanding the framework used in the nursing process. 6 quarter hours. (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. 4 quarter hours.
Seminar in Selected Topics in Nursing. This course is reserved for
a) Individual study at a graduate level.
b) Special seminars organized from time to time to accommodate the needs of groups in
specialized subjects of topical interest. 4 quarter hours.

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. 4 quarter hours. (Prerequisite: Nursing 437 or consent
of instructor.)

Nursing Service Administration II. Components of the role of director of nursing service.
Aspects of nursing service including disaster planning, staff development, professional stan-
dards board, research and its utilization; management by objectives; unions. 4 quarter hours.
(Prerequisite: Nursing 451 or consent of instructor.)

Issues and Trends in Curriculum for Nurses. Basic elements of curriculum with emphasis on
theoretical and conceptual frameworks. Analysis of the historical, social, and professional
issues which influence curriculum change. Strategies for change and evaluation are consid-
ered. 4 quarter hours. (Prerequisite: Nursing 437 or consent of instructor.)

Practicum in Nursing Service Administration. Guided experience and observation in an
ongoing hospital department of nursing service with emphasis on the activities of the director
and assistant director of nursing service. 8 quarter hours. (Prerequisite: Nursing 452.)

Dynamics of Teaching. Theories, principles and methods of teaching and learning for applica-
tion in schools of nursing. Emphasis on role development, value clarification, and decision-
making processes as influences on teaching dynamics. Investigation of existing and emerging
methods. 4 quarter hours. (Prerequisite: Nursing 437 or consent of instructor.)

Practicum in Teaching. Observation, investigation, and application of theories, principles, and
methods of teaching and learning in selected educational settings. Emphasis is on individual
student learning needs. Intended as an extension of investigative aims developed in Nursing
458. 8 quarter hours. (Prerequisite: Nursing 455, 458.)

Seminar in Communications Theories and Human Services Roles. An exploration of
various communication theories and models as applied to functional nursing roles. Emphasis
on the emerging role of nurse-advocate with attention to issues of free expression, communi-
cation in organizations, the obligation of professionals, and the rights of consumers. Some field
observation is anticipated. 4 quarter hours. (Prerequisite: Senior Standing or Graduate Stand-
ing or consent of instructor. Open to non-nurse students.)
Department of Philosophy

Gerald F. Kreyche, Ph.D., Professor, Chairman
L. Edward Allemand, Ph.D., Associate Professor
Rev. John Battle, C.M., Ph.D., Professor Emeritus
Bernard J. Boelen, Ph.D., Professor
Parvis Emad, Ph.D., Associate Professor
Rev. Francis H. Eterovich, O.P., Ph.D., Professor
Manfred S. Frings, Ph.D., Professor
Martin Kain, Ph.D., Associate Professor
James Keating, Ph.D., Professor
Robert Lechner, C.P.P.S., Ph.D., Professor
Rev. Thomas Munson, Ph.D., Professor
Rev. Bruno Switalski, Ph.D., S.T.D., Professor Emeritus

Purpose

The purposes of the department are several: 1) to prepare those for teaching and research, who have the scholarly competence to pursue academic 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 incentive 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

I. 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 400 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 philo-
sophical literature in German, French, Latin, Greek, or with special permission, 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 an Independent
Study tutorial in a foreign language 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 quarters 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 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 re-
quirements 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 com-
   prehensive 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 400 and over. These must include courses, seminars, and independent study. Each graduate fellow/assistant must register for 682, Teaching Colloquium. Registration may be made in two different quarters for two credits each on a Pass/Fail basis.

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 an Independent Study tutorial in a foreign language may be substituted for this requirement. 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.

7. A dissertation. (Committee approval of the topic and outline will not be given prior to completion of requirements 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 as resident or non-resident candidacy continuation (Cf., Page 28) 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 300 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. The 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 Communistic 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.

- **310 History of Greek Philosophy.** A survey of the development of philosophy from the 6th century B.C. to the 4th century A.D. The Pre-Socratic schools, Socrates, Plato, Aristotle, Stoicism, Scepticism, Epicureanism, and Neo-Platonism.

- **311 History of Medieval Philosophy.** A study of the origins and developments of Medieval philosophies. Emphasis on: St. Augustine, Boethius, Erigena, St. Anselm, Averard, Maimonides, Aquinas, Averroes, St. Albert the Great, St. Thomas Aquinas, St. Bonaventure, John Ouns Scotus, and William of Occam.

- **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.

333 Phenomenology of Love.

342 The Thought of Teilhard de Chardin. (May be applied to theology credit.) An expose 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.”

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 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 social background of philosophical development.

369 American Philosophical Thought. A study of the major philosophical influences in American thought, including such movements as the “Theoligism” 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, athletics, 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 thought, 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.

383 Phenomenology of Art and 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.
416 Philosophy of Aristotle II: A study of Aristotle’s practical and productive philosophy: Ethics, politics, Rhetoric, and Poetics.
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, its 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.
435 Philosophy of Descartes: An examination of Descartes’ role as the father of modern philosophy; a study of the Regulae, the Discours, and the Meditationes.
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.
453 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.
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.
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.

Advanced Symbolic Logic. A study of modal logic, multi-valued logics, logical antimonies, 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:

Kant I. Critique of Pure Reason.
Kant II. Critique of Practical Reason.
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:

Hegel I. Phenomenology of Spirit.
Hegel II. Science of Logic.
Hegel III. Philosophy of Right.

The Philosophy of Marx. A critical study of the man and the movement.

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

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.

Marx III. Contemporary developments in Marxism ("1956 to date). East and West representatives will be studied. These include Bloch, Lukacs, Marcuse, Fromm, Hook, etc.

Philosophy of Schelling. A study of Schelling's thought by focusing on fundamental themes such as Ego, Spirit, Nature, History, God, Freedom and Being.

Nietzsche I. The reversal of values and criticism of morality.

Nietzsche II. The conceptions of Eternal Recurrence, Will to Power, German, Nihilism and Justice. One of the following themes will also be incorporated: art, space, perspectivism or Christianity.

The Philosophy of Karl Jaspers. An investigation of the Philosophy of Existenz as distinguished from Existentialism, by focusing on:

Jaspers II. Thoughts on History, Truth and Philosophical Faith.

The Philosophy of Husserl. Representative Problems.

Husserl I. Phenomenology of Consciousness. An investigation of basic constitutional problems of acts and objectivities of consciousness and eidetic and transcendental reductions.

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.

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:

Scheler II. Phenomenology of Sociology.
Scheler III. Philosophical Anthropology and Metaphysics.

The Philosophy of Nicolai Hartmann.
Hartmann I. A study of his ethics and discussion of his relation to the phenomenological movement.
Hartmann II. A study of Hartmann’s Ontology of Reality.

The Philosophy of Heidegger.
Heidegger I. Thoughts from Being and Time to the Essence of Truth.
Heidegger II. Thoughts from Comments on Holderlin to Time and Being.
Heidegger III. Presocratic thought.

Hermeneutics I. A critical study of Gadamer’s principles of the philosophical hermeneutic by focusing on his Truth and Method.
Hermeneutics II. A continuation of Philosophy 553 stressing Gadamer’s Shorter Essays.

Section B: French Philosophers
The Philosophy of Gabriel Marcel. A study of Marcel’s Philosophy of existence with special attention given to his major work, The Mystery of Being.
Merleau-Ponty I. A study of the Phenomenology of Perception with consideration of Merleau-Ponty’s place and influence in contemporary philosophy.
Merleau-Ponty II. A study of the themes of his social philosophy and final ontology.

The Philosophy of Sartre
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.
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.
The French Spiritualist Tradition. A study of the “philosophers of the spirit,” beginning with Mane de Biran and ending with a study of Louis Levelle’s work, Dialectic of the Eternal Present, as particularly representative of this philosophic tradition.
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.
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.

Trends in Contemporary French Philosophy. A look at the increasing importance of structuralism, philosophy of language, and hermeneutics in Contemporary French Philosophy.

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 (1977-1979)

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, Rahnner and Lonergan; (c) developmental Thomism.
Seminar on the Person. Scheler’s view on the moral, religious, and metaphysical dimensions of the human person as individual and as member of society.
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 and 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.


627 Seminar on the Phenomenology of Language. A study of the problems of language and 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.)


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.

642 Seminar on Theories of Value.

655 Seminar on American Social Philosophy.


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' Totality and 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.


682 Teaching Colloquium. (2 hours credit; Pass/fail basis.) May be taken twice. Once offered at theoretical level; once as practicum.

685 Seminar on Phenomenology of Art and Beauty.

687 Seminar on Textual Exercises. 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 program 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.

701 Resident Candidacy Continuation. 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. Non-credit, $256 per quarter. (Prerequisite: Admission to Candidacy.)

702 Non-Resident Candidacy Continuation. 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. Non-credit, $25 per quarter. (Prerequisite: Admission to candidacy.)
Department of Physics

Edwin J. Schilling, Ph.D., Professor, Chairman, Physics Education
Donald O. Van Ostenberg, Ph.D., Professor, Chairman, Graduate Committee, Solid State Physics
Mary L. Boas, Ph.D., Professor, Mathematical Physics
Anthony F. Behof, Ph.D., Associate Professor, Experimental Nuclear Physics
Zuhar M. El Saffar, Ph.D., Professor, Solid State Physics
Julius J. Hupert, Ph.D., Professor, Electrophysics
Gerald P. Lietz, Ph.D., Associate Professor, Experimental Nuclear Physics
Margaret Staufberg Greenwood, Ph.D., Associate Professor, Nuclear Physics
Thomas G. Stinchcomb, Ph.D., Professor, Nuclear Radiation Physics
James J. Vasa, M.S., Associate Professor, General Physics
Pon-Nyong Yi, Ph.D., Associate 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 in each individual case 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 eight "secondary core" courses: 421, 441, 445, 454, 461, 465, 491, 492.
   (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 background 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. Rupert);
   - 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 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, 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. (See Committee on Interdisciplinary Studies Program.)

Background Courses

The following list represents courses scheduled as undergraduate courses judged to be suitable for building the background for study towards 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 materials; b) assignments of exercises 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 student.

Courses Intended Primarily for Teachers’ Program:

The following courses are offered primarily for the Master of Science in the Teaching of Physics

101
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.
413 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 quarterly.

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 multiple radiations and radiation from systems of radiators.
421 Electrodynamics II. More involved problems in radiation, concentrating on the use of Green's functions. Charged particle radiations, phenomena of bremsstrahlung and of Cerenkov radiation. Special theory of relativity and four-vectors as applied to electrodynamics 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 transformations; Hamilton-Jacobi Theory; small oscillations; and introduction to the Lagrangian and Hamiltonian formulations for continuous systems and fields. (Prerequisite: Physics 440.)
445 Statistical Mechanics. Basic principles of statistical mechanics; applications to weakly interacting systems, such as classical plasma and Fermi gas: strongly interacting systems; transport theory; fluctuations and irreversible processes, phase transitions. (Prerequisite: 345, 440, 460.)
454 Modern Optics. An advanced optics course with emphasis on topics in coherence 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 mechan-
ics, Experimental and historical background; wave packets; the Schrödinger equation; eigenfunctions and eigenvalues; statistical interpretation. The formalism of quantum mechanics; vector spaces; linear operators; observables; commutators; projectors; representations.


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: 368 or equivalent.)

491 Solid State Physics I. 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 bonding, 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 of Physics. This course number is reserved for:
(a) Individual study at the 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. (Prerequisite: 420, 421.)

523 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 undertken 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.)
533 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, 446.)


562 Quantum Mechanics IV. Relativistic single particle wave equations; Klein-Gordon, Dirac and Maxwell equations. Relativistic spin \( \frac{1}{2} \) (Dirac) particle interacting with electromagnetic field: hydrogen atom; charge conjugation, hole theory. Lagrangians for relativistic fields: construction of field invariants from symmetries of Lagrangian (Noether's theorem). Second quantization of free fields and its equivalence to the many particle theory of identical particles. Interaction of quantized fields: s-matrix and perturbation theory. Feynman graphical technique. (Prerequisite: Course 461.)

563 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: dielectric and optical properties of solids, magnetic resonance, topics in metallurgy and defects in solids, solid state chemistry, solid state biophysics, photoelectric effects, superconductivity, the junction field effect transistor (FET), surface controlled devices, surface field-effect transistors (MOSFETs).

593 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, Mossbauer, 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

Lynn Bachelor, Ph.D., Assistant Professor
Patrick Callahan, Ph.D., Assistant Professor
Minkyu Cho, Ph.D., Assistant Professor
Richard P. Farkas, Ph.D., Associate Professor
Stanley S. Jodors, Ph.D., Professor Emeritus
Greta W. Salem, Ph.D., Assistant Professor
Elizabeth H. Suco, Ph.D., Assistant Professor
Harry C. Thomson, Ph.D., Associate Professor

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.*

330 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.

331 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 nations' 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. (Each time the course is given it will focus on one or more major topics.)

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.
Government and Politics in a Developing Area II. Topics will vary each quarter.
Government and Politics in a Developing Area III. Topics will vary each quarter.
Topics in Comparative Politics I. Topics will vary each quarter.
Topics in Comparative Politics II. Topics will vary each quarter.
Topics in Comparative Politics III. Topics will vary each quarter.
Seminar in Methodology.
Internship in American Government and Politics.
Seminar in Political Thought.
Seminar in International Relations.
Seminar in Comparative Government and Politics.
Department of Psychology

Edwin S. Zolik, Ph.D., Professor and Chairman
Thomas S. Brown, Ph.D., Professor
Frank A. Dinello, Ph.D., Professor
John M. Reisman, Ph.D., Professor
Robert E. Brewer, Ph.D., Associate Professor
Mari J. K. Brown, Ph.D., Associate Professor
Sheldon Cotler, Ph.D., Associate Professor
Ernest J. Doleys, Ph.D., Associate Professor
Louise Ferone, M.S.W., Associate Professor of Social Work
Frederick Heilizer, Ph.D., Associate Professor
Albert S. Rodwan, Ph.D., Associate Professor
William Terri, Ph.D., Associate Professor
Robert J. Tracy, Ph.D., Associate Professor
Leonard Jason, Ph.D., Assistant Professor
Allen Milewski, Ph.D., Assistant Professor
James S. Picek, Ph.D., Assistant Professor
Sheila Ribordy, Ph.D., Assistant Professor

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 the 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 prerequisites or other respects will be required to take, without graduate credit, such courses as necessary to remedy any deficiencies upon entering Graduate 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 undergraduate major of the Graduate Record Examination, and (c) three letters of recommendation. 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 understanding 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 (Learning Processes), Psychology 466 (Physiological Processes), Psychology 430 (Advanced Social Psychology), Psychology 437 (Advanced Personality), and Psychology 439 (Advanced Developmental Psychology). Students in Master of Arts programs may waive two courses in the core sequence, and replace them with graduate courses in experimental psychology. In certain Master of Science programs, students may waive two courses in the core sequence, and replace them with appropriate electives. 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 minimum 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 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 programs 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 complete 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 comprehensive examination, either written or oral, in the field of graduate study. This examination 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, doctoral level students are encouraged 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 may elect courses on the advanced level only after completion of certain other requirements, to be determined by the chairman of the department of psychology and chairman of the department of the student’s major field.

Courses for Advanced Undergraduate and Graduate Students

301 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 356 has been successfully completed (passed with a grade of C or better).

302 Personal Adjustment and Mental Health. Introduction to psychological principles involved in personality and inter personal adjustments. (Prerequisite: Psychology 105.)

303 Human Development. A survey of principles of development from conception through maturity. (Prerequisite: Psychology 105.) May not be taken for credit by psychology majors, or if Psychology 333 has been completed with a grade of C or better.

312 Industrial Psychology. The application of the psychological principles of learning, perception, and adjustment to industry. (Prerequisite: Psychology 105.)

313 Personnel Selection. Application of psychological principles and techniques to employee selection and development in industrial and other organizations. (Prerequisite: 312.)

314 Engineering Psychology. Introduction to the study of the role of human factors in the design and performance of man machine systems. (Prerequisite: 275.)

315 Consumer Behavior and Advertising. Applications of psychology to marketing problems, product development, sales and propaganda. (Prerequisite: 312.)

333 Developmental Psychology I: Infancy and Childhood. Description and evaluation of principles and theories of development from conception through childhood. (Prerequisite: Psychology 106.)

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

347 Social Psychology. The study of the influence of group life on behavior and personality development. (Prerequisite: Psychology 106.)

351 Theories of Personality. Survey of theories of personality, emphasizing distinction between clinical and scientific theories. (Prerequisite: Psychology 106.)

352 The Psychology of Prejudice. (Prerequisite: Psychology 106.)

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

354 Ecosystems and Behavior. (Prerequisite: 347.)

355 Small Groups and Leadership. (Prerequisite: 347.)

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

357 Psychology of Social Deviance. (Prerequisite: 347.)

370 Theories of Learning. A survey of the classical and modern theories of learning. (Prerequisite: 276 or consent.)

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

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

366 Behavior Problems of Children. (Prerequisite: 333.)

367 Psychology of Exceptional Children. (Prerequisite: 333.)

368 Computer Programming. Development of FORTRAN programs for computing statistics. (Prerequisite: Psychology 240 or consent.) (Laboratory fee $15.00.)

370 Research Methods in Developmental Psychology. (Prerequisite: 334.)
372 Research Methods in Social Psychology. (Prerequisite: 275.) (Laboratory fee: $5.00.)
375 Perception. Environmental and stimulus control of behavior: chemical control of perception. (Prerequisite: 277.)
377 Physiological Psychology. The nervous system and endocrine functions as related to behavior. (Prerequisite: 275.)
378 Comparative Psychology. Patterns of behavior shown by various animal species. (Prerequisite: 106.)
390 Statistics for the Behavioral Sciences. Applied inferential statistics. (Prerequisite: 240.)
392 Psychology of Alienation. Causes of individual and group alienation, and the resultant behavior. (Prerequisites: 347 and 351.)
393 Psychology of Language. Development of language in children, and effects of language on thinking. (Prerequisite: 360.)
394 Advanced Topics in Psychology. (Prerequisite: Senior standing and consent of Chairman.)
395 Field Work and Study. Supervised experience in selected off-campus settings and associated readings. (Prerequisite: Junior standing and consent of Chairman.)
398 Reading and Research. (Prerequisite: Senior standing and consent of Chairman.)

Courses for Graduate Students Only

402 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.)
404 Learning Processes. Basic concepts and research in acquisition, extinction, generalization, discrimination, transfer, retention in both animals and humans. (Prerequisite: Twelve hours in psychology.)
406 Physiological Processes. The functional role of neural systems important for the processes of motivation, emotion, sleep, memory, and cognition. (Prerequisite: Psychology 377 or equivalent.)
409 Statistics for the Behavioral Sciences. Applied inferential statistics. (Prerequisite: 240.)
410 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.)
411 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.)
412 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.)
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, psycho linguistics. (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 430.)

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 profound infirmities of children and adults; somato-psychology; 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: $3.00.)

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 somato-psychic syndromes and etiological interpretations. Mechanisms of defense and behavior dynamics. Current issues in psychopathology and evaluation of treatment methods. (Prerequisite: Psychology 355 or equivalent.)


488 Principles of Psychotherapy. Analysis of theoretical approaches to psychotherapy. (Prerequisite: Psychology 436.)

489 Group Psychotherapy. Principles, theories and techniques of in-group psychotherapy. Problems of selection of group members and evaluation of progress. (Prerequisite: Psychology 436.) (2 credits.)

490 Ego Psychology. Analysis of the formulations of the major ego psychologists and their relation to other current formulations. (Prerequisite: Psychology 436.) (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 430 and 486 or consent.) (2 credits.)

493 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.)

Seminars numbered 551 through 570 may be taken for credit more than once with the consent of the instructor.

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.)

562 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 Deviant Behavior of Children. (1 to 4 credits.)

568 Seminar in Community Psychology. Analysis of theories of community and human behavior 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 presentation 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.)

582 Advanced Practicum in Clinical Psychology.

583 Practicum in Community Mental Health.

590 Thesis Seminar. (1 credit.)

592 Directed Research. A-Experimental, B-Learning, C-Social, D-Physiological, E-Personality, F-Psychopathology, G-Community Mental Health, H-Perception, 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 contemporary psychological literature or individual research projects. (Arranged by prior consultation with the Chairman.)

595 Colloquium. Required of all graduate students. Lectures by psychologists and members of the staff. (No credit.)

596 Internship. (No credit.)

597 Master’s Thesis Research. Original investigation of a specific research problem. (3 or 4 credits.)

598 Master’s Candidate Research. Open to Master’s candidates who have fulfilled all requirements for the degree and who are devoting full time to thesis research and study. (0 credits; tuition equal to one four-hour course.) (Prerequisite: 597.)

599 Dissertation Research. (4 to 12 credits per quarter.)

701 Resident Candidacy Continuation. 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. Non-credit, $256 per quarter. (Prerequisite: Admission to Candidacy.)

702 Non-Resident Candidacy Continuation. This registration provides for doctoral candidates who have been admitted to candidacy who are not in residence and need only occasional use of the University facilities, including the libraries. Non-credit, $25 per quarter. (Prerequisite: Admission to Candidacy.)
Department of Religious Studies

Rev. Francis Bruce Vawter, C.M., S.S.D., Professor, Chairman
Rev. Hugo N. Amico, S.T.D., Associate Professor
Rev. Walter T. Brennan, O.S.M., Ph.D., Assistant Professor
Paul F. Camensisch, Ph.D., Associate Professor
Rev. William T. Corthelyou, C.M., S.T.D., Associate Professor
John Dominic Crossan, S.T.D., S.S.L., Professor
Leslie G. Desmangles, Ph.D., Assistant Professor
Rev. Edmund J. Fitzpatrick, S.T.D., Associate Professor
John T. Leddy, S.T.D., M.Ed., Associate Professor
Rev. John L. McKenzie, S.T.D., Professor
Rev. Patrick O'Brien, C.M., S.T.D., Associate Professor
Charles R. Strain, Ph.D., Associate Professor
William VanderMarck, Ph.D., Professor

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.

Students planning careers in Religious Education as supervisors, administrators, department chairpersons, coordinators, etc., please consult the School of Education programs in "School Administration and Supervision" and "Curriculum Development" in this Bulletin.

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 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 of Christianity.
   b) In allied fields, two courses in: Cultural Anthropology, Phenomenology of Religion, or RelSt 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
3. An oral or written Integrating Critique or Examination as chosen by the student and the chairman. (Procedures for the examination will be set in advance in each specific case through consultation between the student and the 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 RelSt 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.”

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 characteristic 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 Deuteronomic history).
402 Deuteronomic Theology. The origins and emphasis of the Deuteronomic theology as reflected in the Deuteronomic history and editing of other Old Testament material.
403 Israelite History Before the Monarchy. The rise of the covenantal monarchy 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 theocratic monarchy.
405 Social Justice and Pre-Exilic Prophecy. A study of the prophetic books 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 Apocalyptic Literature. Apocalypticism and apocalyptic thought in the background of post-exilic history and prophethood.
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.
412 Seminar in Problems in Matthew’s Gospel.
414 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 early 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 Dimensions 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.*

430 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.

431 Recent Development in Roman Catholic and Protestant Ethics.

432 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.

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.
Studies in the Thought of Great Theologians.

Natural Knowledge of God and Romans I. A chapter in the history of biblical interpretation and Christology.

Dynamics of Doctrinal Change. A study of theories of doctrinal development.

Theology of Eschatology. Consideration of the questions involved in the ultimate reality, death, judgement, reward and punishment.

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.

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.

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.

The Constantinian Ecclesiology. Study of the impact on the structure of the Church in practice and theory by its emergence from the catacombs.

Theology of the Eastern Church. A study of the Eastern theological tradition before and after the division between Rome and Constantinople.

Issues in Reformation Theology. An investigation of the theological elements leading to the Reformation and resulting from the Catholic-Protestant polemic.


Seminar in the Thought of a Classical Theologian.

Contemporary Questions in Religion

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.

Cult and Cultism. A systematic study of the significant messianic and millenarian cults in modern society.

Hindu Religious Thought. A study of the history and development of religious thought in the dominant culture of India.

The Thought of Teilhard de Chardin. Major themes of Teilhard's thought evaluated. (Cross-listed with Phil 342.)

The Biblical Structure of the Church. Some aspects of ecclesiology viewed and criticized in the light of the biblical evidence.

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.

The Problem of Death. Death is studied from different standpoints in order to discover significant theological structures and their relation to cultural contexts.

Seminar in the Systematic Thought of Paul Tillich.

Seminar in the Thought of Alfred North Whitehead and Process Theology.

Seminar in the Thought of Karl Barth.

Seminar in the Thought of Karl Rahner.

Seminar in the Thought of a Contemporary Theologian.

Independent Study and Thesis Research

Independent Study.

Thesis Research. (Eight quarter hours.)

*Check the current schedule of classes for specific listing of the subject matter to be studied.
Department of Sociology

John Koval, Ph.D., Associate Professor, Chairman
Therese Baker, Ph.D., Assistant Professor
Rosemary Sam, Ph.D., Professor
Richard Benkin, Ph.D., Assistant Professor
Judith Bootcheck, Ph.D., Associate Professor
Grace DeSantis, Ph.D., Assistant Professor
Kenneth Fidel, Ph.D., Associate Professor
Roberta Garner, Ph.D., Associate Professor
Nancy Klein, M.A., Assistant Professor
Lavinia Raymond, Ph.D., Associate Professor
Charles Suchar, Ph.D., Associate Professor
Joyce Sween, Ph.D., Associate Professor
Deena Weinstein, Ph.D., Associate 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 Department 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 evidence be submitted with the application: (a) two letters of recommendation and (b) a one page written statement describing the applicant’s reason 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 (16 quarter hours) constitute the core sequence:
   Sociology 401—Sociological Theory; Concepts and Perspectives
   Sociology 402—People Work: Interactional and Structural Approaches
   Sociology 411—Logic and Design of Research
   Sociology 412—Data Evaluation

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 Course.** Students must complete a total of 20 quarter hours (five courses) in a specialized or General Study Program. Students may seek consultation with their advisor, to 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 300-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 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, associational, social psychological, and psychiatric. Consideration is given to 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.
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.

History of Social Thought. Introduction to early social philosophers and "classical sociologists" concerned with man and society. Emphasis on non-Christian sources.

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 integral scheme. The strengths and weaknesses of sociological theories patterned after those of physics, biology, and other sciences are especially considered.

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.)

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.

Research Methods in Sociology II. A continuation of Sociology 380.

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.)

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 action.

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 logic 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 Specialized 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.

423 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.

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.

470 Sociology of Knowledge. An analysis of the social forms of knowledge and the social processes by which individuals acquire thesis knowledge. The institutional organization and social distribution of knowledge.

471 Sociology of Religion. An historical and contemporary analysis of the interrelationship between religion and society. Emphasis upon the sacred- secular and church- sect typologies, new religious movements and religion’s contributions to societal values, beliefs and meaning systems.

490 Afro-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. (Cross-listed with Education 450.)

495 Special Topics in Sociology. Special courses will be offered as students and faculty identify selected topics of common interest.

498 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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American University
Anderson College
Andrews University
Augustana College
Aurora College
Ball State University
Barat College
Beloit College
Benedictine College
Bethel College
Boston University
Boston State University
Bowling Green State University
Bradley University
Brown University
Bucknell University
Calvin College
Cardinal Glennon College
Carroll College
Carthage College
Case Western Reserve University
Catholic Theological Union
Catholic University of Ponce (Puerto Rico)
Central State University
Chicago State University
Clarke College
Clarkston College
Colgate University
Columbia University
College of St. Francis
College of St. Scholastic
College of Theresa
College Of William & Mary
Colorado College
Concordia Senior College
Cornell College
Culver College
DePaul University
DePauw University
Dillard University
Douglass College
Duke University
Duquesne University
Drake University
Drexel University
Drury College
Eastern Illinois University
Edgewood College
Elmhurst College
Florida A&M University
Florida State University
George Mason College
George Williams College
Georgetown University
Georgia State University
Governors State University
Grambling College
Greenville College
Harvard University
Howard University
Hunter College
Illinois Benedictine College
Illinois Institute of Technology
Illinois State University
Indiana Wesleyan University
Indiana University
Indiana State University
Iowa State University
Jackson State University
John Carroll University
Kansas State University
Kent State University
Kentucky State University
Knox College
LaCrosse State University
Lafayette College
Lake Forest College
LaSalle College
Lewis University
Lincoln University
Loras College
Louisiana State University
Loyola University of Chicago
Luther College
Manchester University
Marian College
Marquette University
Mary Manse College
McMurry College
Miami University
Michigan State University
Michigan Tech
Miles College
Mildred University
Mississippi Valley State University
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
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The National Catholic Educational Association
The Association of American Colleges
The Association of Urban Universities
The American Association of Colleges for Teacher Education
Index

Accountancy, Master of Science in . . . 38
Accreditation .......... 127
Administrative offices . . . . 124
Administration Studies Center . . . 32
Admission . . . . . . . . 20
American Studies . . . . . 81
Assistantships, Fellowships, and Scholarships . . . . . . 8
Biological Sciences, Department of . . . . . . 33
Buildings and Facilities . . . . 5
Business Administration, Master of . . . . . . 38
Calendar, Graduate School . . . . 3
Chemistry, Department of . . . . . . 39
Classification of Students . . . . . . 20
Communications Arts . . . . . . 81
Comprehensive Examinations . . . . . . 26
Counseling . . . . . . . . 22
Degree Requirements . . . . 25
Doctor of Philosophy Degree . . . . 26
Doctoral Candidacy . . . . . . 27
Economics, Department of . . . . 42
Education, School of . . . . . . 49
English, Department of . . . . . . 69
Ethnic Studies . . . . . . . . 81
Faculty . . . . . . . . 13
Fees . . . . . . . . 29
Financial Aid . . . . . . 7
General Information . . . . 4
Geography, Department of . . . . 74
Grades, Courses, Credit . . . . 24
Graduate Council . . . . . . 13
Graduate School of Business . . . . 38
Graduation . . . . . . . . 23
History, Department of . . . . 76
Housing . . . . . . . . 11
Interdisciplinary Studies . . . . 81
International Students . . . . 22
Libraries . . . . . . . . 6
Master's Degree . . . . . . 24
Mathematical Sciences Department of . . . . 83
Music, School of . . . . . . 87
Nursing, Department of . . . . 38
Office of the Graduate School . . . . 19
Philosophy, Department of . . . . 91
Physics, Department of . . . . 99
Political Science, Department of . . . . 105
Psychology, Department of . . . . 107
Purpose of the University . . . . 4
Purpose of the Graduate School . . . . 19
Refunds . . . . . . . . 30
Registration Regulations . . . . 22
Religious Studies, Department of . . . . 115
Residence Requirements . . . . 26
Sociology, Department of . . . . . . 119
Students-at-large . . . . . . 20
Student Services . . . . . . 7
Taxation, Master of Science in . . . . 38
Tuition . . . . . . . . 29
Unclassified Students . . . . . . 23
Urban Studies . . . . . . 81
Withdrawals . . . . . . . . 30

128
Lincoln Park Campus

1 Science Hall West
2 Clifton Hall
3 University Center
4 Arthur J. Schmitt Center
5 Levin Hall
6 O'Connell Hall
7 ROTC
8 Alumni Hall
9 Faculty Hall
10 Byrne Educational/ Psychology Building
11 St. Vincent DePaul Church
12 The Old Gym
13 The Lyceum Building
14 Tennis Courts
15 Chicago Public Library
16 Rapid Transit Station
17 Wangler Hall
18 Corcoran Hall
19 Commons
20 McCabe Hall
21 School of Music Center
22 Library
23 School of Music Recital Hall
P Parking

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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, and the School for New Learning.

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General and law libraries, chapel, bookstore, lounges and calendar.