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Academic Calendar 1977-78

Autumn Quarter

August

Mail registration. Consult schedule for detailed instructions.

September 7 Wednesday. In-person registration for day students.
8 Thursday. In-person registration for evening and graduate students.
12-16 Monday-Friday. Orientation program for all new day students.
15 Thursday. Late registration for day students.
16 Friday. Late registration for evening and graduate students.

October 8 Saturday. Last date to apply for Pass/Fail Option and to change to auditor status. Final date for filing for November Credit-by-Examination.
10 Monday. St. Vincent DePaul Day holiday—no classes.
14 Friday. Final date for filing for February Convocation.
17-23 Monday-Sunday. Mid-point of quarter, mid-term examinations.

November

Early/Mail registration for Winter Quarter. Consult schedule for detailed instructions.
5 Saturday. Last day to withdraw from class.
12 Saturday. Administration of Credit-by-Examination.
24-27 Thursday-Sunday. Thanksgiving holidays.

November 28-Dec. 4 Monday-Sunday. Final examinations for Autumn Quarter.

December 4 Sunday. Autumn Quarter ends.

Winter Quarter

December 6 Tuesday. In-Person registration for day students.
7 Wednesday. In-Person registration for evening and graduate students.

January 3 Tuesday. Winter Quarter begins. Change of courses.
21 Saturday. Last date to apply for Pass/Fail Option and to change to auditor status.

January 30-Feb. 5 Monday-Sunday. Mid-point of quarter, mid-term examinations.

February

Early/Mail registration for Spring Quarter. Consult schedule for detailed instructions.
5 Sunday. Mid-Year Convocation.
18 Saturday. Last date to withdraw from class. Final date for filing for June Convocation.

March 6-12 Monday-Sunday. Final examinations for Winter Quarter.
12 Sunday. Winter Quarter ends.
Spring Quarter

March
13  Monday. In-Person registration for day students.
14  Tuesday. In-Person registration for evening and graduate students.
23  Thursday. Late registration for day divisions.
24-27  Friday—Late registration for evening and graduate students.
27  Monday. Spring Quarter begins. Change of courses.

April
  7  Friday. Final date for filing for Credit-by-Examination.
15  Saturday. Last date to apply for the Pass/Fail Option and to change to auditor status.
24-30  Monday-Sunday. Mid-point of quarter, mid-term examinations.

May
4  Thursday. Feast of the Ascension. Holy Day. Special liturgical services on both campuses.
6  Saturday. Administration of Credit-by-Examination.
13  Saturday. Last date to withdraw from class.
29  Monday. Memorial Day — no classes.
30-June 5  Tuesday-Monday. Final examinations for Spring Quarter.

June
5  Monday. Spring Quarter ends.
11  Sunday. Convocation.
AN INTRODUCTION TO DE PAUL UNIVERSITY

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

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

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

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

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

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

John R. Cortelyou, C.M.
President
The PURPOSE of De Paul

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

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

The AIMS of De Paul

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

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

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

Non-discriminatory Policy

The first charter of De Paul University, over seventy-five years ago, included a statement of non-discrimination. The university, from this root, vigorously enforces this policy of non-discrimination towards students, employees, and the public: "Students, faculty, and the public are entitled to equal treatment regardless of race, sex, creed, or color."
UNDERGRADUATE
EDUCATION AT DE PAUL

THIS IS DE PAUL

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

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

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

UNDERGRADUATE PROGRAMS—A GENERAL VIEW

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

*The Lincoln Park Campus* is situated about three miles north of the Chicago Loop in the vicinity of Webster (2200 N), Fullerton (2400 N), Halsted (800 W) and Racine (1200 W). On this campus The De Paul College, The College of Liberal Arts and Sciences, The School of Music, and The School of Education offer daytime and some evening programs leading to these undergraduate degrees:

- Bachelor of Arts
- Bachelor of Music
- Bachelor of Science
- Bachelor of Science in Physical Education

*The Lewis Center Campus* is located in the Chicago Loop at 25 East Jackson Boulevard, on the corner of Jackson and Wabash. On this campus The De Paul College, The College of Commerce, The College of Liberal Arts and Sciences, The School of Education and The School for New Learning offer programs leading to these degrees:

- Bachelor of Arts (Evening)
- Bachelor of Music (Day)
- Bachelor of Science in Commerce (Day and Evening)
- Bachelor of Science in Business Education (Day and Evening)
COURSES AND CREDIT

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

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

GENERAL EDUCATION

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

EDUCATION IN THE MAJOR FIELD

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

EDUCATION IN ALLIED FIELDS AND ELECTIVES

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

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

GUIDANCE AND COUNSELING

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

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

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

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

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<thead>
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<th>GENERAL EDUCATION</th>
<th>EDUCATION IN THE MAJOR FIELD, Allied Field and Electives—27 Courses</th>
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<td>1st Year</td>
<td>General Education 6 courses</td>
<td>Major Field 3 courses</td>
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<tr>
<td>2nd Year</td>
<td>General Education 6 courses</td>
<td>Major Field 3 courses</td>
</tr>
<tr>
<td>3rd Year</td>
<td>General Education 4-6 courses</td>
<td>Major Field 3 courses</td>
</tr>
<tr>
<td>4th Year</td>
<td>General Education 0-2 courses</td>
<td>Major Field 3 courses</td>
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A Sample Freshman Program

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<td>Humanities or Behavioral-Social Science</td>
<td>Humanities or Behavioral-Social Science</td>
</tr>
<tr>
<td>Philosophy and Religion or Natural Science</td>
<td>Philosophy and Religion or Natural Science</td>
<td>Philosophy and Religion or Natural Science</td>
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<tr>
<td>Major Field</td>
<td>Major Field</td>
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<td>Allied Field, Mathematics or Language</td>
<td>Allied Field, Mathematics or Language</td>
<td>Allied Field, Mathematics or Language</td>
</tr>
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COLLEGE AND SCHOOL PROGRAMS

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

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

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

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

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

ADMISSION AS A DEGREE-SEEKING STUDENT

1. Candidates interested in admission as degree-seeking students in the undergraduate divisions of the University should direct all inquiries to the Office of Admissions, De Paul University, 25 E. Jackson Boulevard, Chicago, Illinois, 60604. Telephone: (312) 321-7600. The Admissions Office will provide each candidate with the required forms and instructions for filing the application. A non-refundable application fee of $20.00 is required of each applicant.

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

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

ADMISSION AS A FRESHMAN

Applicants for admission to the freshman class may file applications for admission after they have completed six semesters of high school work. Students planning to enroll for the first time during the autumn quarter should file for admission during or before their seventh semester of high school work.

Applicants are encouraged to have completed 4 high school units in English, 2 in mathematics, 1 in laboratory science, 2 in social sciences and additional units...
in areas related to the intended college major. Applicants should also complete either the Scholastic Aptitude Test (SAT) or the American College Test (ACT).

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

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

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

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

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

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

IV. College Course Work in High School Students who have completed college-level course work while still in high school will be awarded credit for all transferrable courses upon receipt of an official transcript.

ADMISSION AS AN INTERNATIONAL STUDENT

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

ADMISSION AS A TRANSFER STUDENT

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

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

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

1. From a Junior College freshman and sophomore level course credit earned within the first 66 semester (99 quarter) hours of completed college work is accepted.

2. From a Senior College freshman, sophomore and junior level course credit earned within the first 99 semester (132 quarter) hours of college work is accepted. Students must complete at DePaul the senior residency requirement of 32 semester (48 quarter) hours and the minimum major requirement of one-half of the courses needed in the major.
3. When a student completes hours over one of the maximums noted above, the best transfer courses to fit the student's major are accepted.

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

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

READMISSION OF FORMER DE PAUL STUDENTS

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

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

ADMISSION AS A VETERAN

Veterans can be admitted as either freshmen or transfer students. Advance credit is accepted for Service School training, CLEP, and USAFI courses following the guidelines of the American Council on Education.

ADMISSION AS A NON-DEGREE-SEEKING STUDENT

Students who do not intend to work for a degree or who have not applied for degree-seeking status may be accepted by the Director of Admissions. The following regulations apply to non-degree-seeking student applications:

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

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

3. Applicants currently enrolled in a college or university other than De Paul may be admitted, at the time of registration, upon presentation of a written permit from the Dean or Registrar of the institution where they are working for a degree. This permit must state that the student is in good academic standing and must specify the courses for which permission to register is being given.
4. Applicants refused admission as degree-seeking students may not enroll as non-degree-seeking students.

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

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

INTER-COLLEGE TRANSFER

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

COUNSELING

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

A general cost estimate of tuition, fees and books for a full-time undergraduate at De Paul University is approximately $2,700.00 for an academic year. The costs of food, transportation or housing should be added as well as personal costs.

The basic tuition for a full-time day student is $815.00 per quarter or $2,445.00 per year. Tuition for evening students is charged at the rate of $48.00 for each quarter hour.

Clifton hall charges are $1732.50 single occupancy, $1590.00 for double occupancy for the academic year. The contract provides 15 meals per week, Monday through Friday, except during the Thanksgiving break, Christmas vacation, and Winter-Spring Quarter break.

STUDENT SERVICES

FINANCIAL AID

A wide range of financial assistance is available to incoming and current students. Inquiries should be directed to the Office of Financial Aids and Placement in Room 101 of the Schmitt Academic Center or Room 1730 in the Lewis Center. A detailed statement of financial aid available at DePaul University can be found in the pamphlet “Financial Aid Programs for Undergraduate Students.” This pamphlet is available in the Admissions Office, The Office of Financial Aid and other offices of the University.

CAREER PLANNING AND PLACEMENT

Students who desire career information or assistance in the planning of their career objectives should inquire in Room 101 of the Schmitt Academic Center or in Room 1730 of the Lewis Center. Assistance in obtaining part-time, summer or full-time career employment is also offered in these offices.

Information on student housing, student health service, religious services, organizations and activities may be obtained from the Dean of Students’ Office on each campus.
Martin J. Lowery, Ph.D., Dean

Pamela A. Frierson, M.S.
Administrative Assistant to the Dean
Minority Student Counselor

Albert E. Galowitch, M.A.
Administrative Assistant to the Dean

Curriculum

Divisions

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

Albert Erlebacher, Ph.D.,
Humanities

William R. Waters, Ph.D.,
Behavioral Social Sciences

Avrom A. Blumberg, Ph.D.,
Natural Sciences and Mathematics
The De Paul College

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

DePaul University believes that a baccalaureate education involves far more than specialized training for a particular career. A fully educated person is one who has learned to engage in continuous intellectual growth—by enlarging his knowledge and horizons—throughout his entire life. Deeply conscious of himself and of his world, the person committed to a life of learning recognizes that his view of reality develops and sharpens through application of a wide range of subjects and methods. Such a person realizes his world is perplexing and complex and that the arts and history, religion and philosophy, the behavioral, social and natural sciences, all contribute to an ever more perfect personal fulfillment and vision of life.

The DePaul College offers all undergraduate students the opportunity to acquire this dynamic commitment and ability. Through its programs, the College unites faculty and students in a community of explorers, who seek the best possible understanding of man and his world. This exploration involves particular subject matters and specific facts. But its emphasis is not this limited. The DePaul College aims beyond such specificity with an integrated study of ways and processes of knowing and widely applicable methods and skills. The College seeks, through the interplay of academic disciplines, to help the student develop perceptions and the skills of analysis, synthesis, argument and judgment. The College intends its programs to encourage a zest for discovery, a tenacious desire to question, the ability to find answers beyond conventional explanations, a high consciousness of why he knows and an understanding of the processes which underlie his method of knowing.

THE CURRICULUM

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

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

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

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

General Education comprises seventy-two of the one hundred and eighty hours required for baccalaureate degrees. A minimum of four courses is required
in each of the four divisions. Students must elect their remaining requirements from the divisions of De Paul College. Courses offered through other Colleges and Schools of the University may not be substituted for divisional general education courses.

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

**BASIC SKILLS**

Students are expected to demonstrate a collegiate level of competence in mathematics and English communication. Competence will be judged by scores achieved on national as well as University administered examinations. Students who do not achieve at prescribed levels will be assigned to basic courses, at the completion of which competence will again be evaluated. A student who fails to meet minimal competence in a reasonable period will be refused further registrations until competence is demonstrated. Demonstrated competence, not course credit, will be used as the standard throughout the University.

**THE DE PAUL COLLEGE WRITING PROGRAM**

The DePaul College Writing Program seeks to insure the development of the student's writing skills within a content framework. By means of constant demand upon the student to write well throughout his four undergraduate years, the program endeavors through habituation to achieve an outcome superior to that sought in standard, required composition courses or in the basic competence program. Credit is not given, because good writing is expected of each DePaul student.

Professors are expected to make regular written assignments in all DePaul College courses. Students whose writing in these courses fail to meet an acceptable standard are referred to the College Writing Program which will provide intensive tutorial and laboratory sessions. Should the student fail to make progress or should the need of improvement in other skills become evident, the director of the program will make recommendations to the dean for assignment of the student to more intensive work or courses in the areas of need.
Division of Philosophy and Religion

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

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

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

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

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

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

**REQUIREMENTS**

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

COURSES—(All courses carry four credit hours.)

LEVEL ONE—PHILOSOPHY

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

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

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

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

LEVEL ONE—RELIGION

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

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

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

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

LEVEL TWO—PHILOSOPHY

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

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

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

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

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

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

LEVEL TWO—RELIGION

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


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


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

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

PHILOSOPHY AND RELIGION—HONORS COURSES

319H Creation in Scientific and Religious Perspective. Scientific and religious perspectives and problems in regard to the creation of the universe, the solar system, and Man. Religion.

329H Approaches to World Religions. Study and comparison of world religions. Religion.

337H American Consciousness: Conflict and Dream I. Study of the literature and philosophy of the theocentric world of the Puritans, the anthropocentric world of the transcendentalists and romantics. Philosophy.

339H American Consciousness: Conflict and Dream II. Literary and philosophical implications of the alienation of man from Nature and society with the rise of science and technology during the last half of the nineteenth century. Philosophy.

340H American Consciousness: Conflict and Dream III. The emergence of realism and the attempt to achieve scientific objectivity, as reflected in literature and philosophy. Philosophy.

345H Science and Ethics. Study of selected scientific-technological problems affecting the person and society in an ethical-moral context. Philosophy or Religion.
Division of Humanities

The study of the humanities is the study of the many ways man communicates by combining his spiritual, rational, and emotional natures. Revealing and celebrating man as creator, the humanities explore those documents and subjects from the arts and history, which express the totality of the person.

This study leads the humanist to encourage the interplay of human impulses and to pursue the interaction of all men in all cultures. With these ends in mind, the humanist finds that knowledge of the visual arts, history, language and literature, and music becomes essential for a person to reach toward a complete understanding of himself and his world.

The goals of the Division are:
1) To comprehend the humanities as an integration of man’s spiritual, rational, and emotional powers; to understand this integration as a unique means of seeing the world; and to appreciate the universal impulse to create.
2) To learn the usefulness of the humanities in gaining self-respect and respect for others through witnessing man as creator.
3) To acquire the abilities for a continuing appreciation of the arts and history by developing comfort in experiencing them through a quickened capacity for wonder, sharpened perceptions, critical judgment, and verbal ability.

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

REQUIREMENTS

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

COURSES—All carry four credit hours.

100-LEVEL
110 The Visual Arts. Development of visual perceptions through the study of painting, sculpture, and related arts. Credit for art req.
120 The Literary and Dramatic Arts. Explorations into the forms and themes of creative literature. Credit for language and literature req.
121 The Literary and Dramatic Arts: Spanish. An alternate course to Humanities 120 using Spanish literature and taught in Spanish. Fluency in Spanish or four years of high school Spanish expected. Credit for language and literature req.
130 Music: Sound, Form, and Function. Examination of musical arts as communication. Credit for music req.
140 Historical Concepts and Methods. Explorations into the nature and purposes of history. Credit for history req.
150 The Art of Language. Explorations into the nature and uses of language. Credit for language and literature req.
156 The Art of Audience Communication. The application of effective public speaking principles in the preparation and delivery of basic audience communication. Credit for language and literature req.

300-LEVEL
300 Art Forms of the Western World. Formal and stylistic development of Western Art. Credit for art req.
301 Art Forms of the Non-Western World. Examination of non-Western art and its influence on Western art. Credit for art req.
302 Modern Art in Revolution. Investigation into the sources and nature of 20th-century art. Credit for art req.
303 Changing Concepts of Man in Art. Analysis of effects of change in society upon the idea of man in art. Credit for art req.
304 Film Art as Social Criticism. Explorations into the relationship between the film-maker and society. Credit for art req. (Fee: $10.00)
315 God and Man in Contemporary Literature. Study of theological themes as found in contemporary literature. Credit for language and literature req.
316 Social Criticism in Literature. Explorations into the relationship between the writer and his society. Credit for language and literature req.
318 Ethnic Literature. Analysis of the principal ethnic writings of modern America. Credit for language and literature req.
319 Man in Black Literature. Survey of the Black man's ideas and expressions in the literary arts. Credit for language and literature req.
320 Mythology and the Dramatic Arts. Major Greek and Roman myths and their treatment by dramatists. Credit for language and literature req.
321 Perspectives in Literature. Social, psychological, and archetypal approaches to literature. Credit for language and literature req.
322 Man in 19th-Century European Literature. Literary analysis of selected Italian, French, German, and Russian fiction in translation. Credit for language and literature req.
323 Art, Architecture, and Literature. Examination of Medieval and early Renaissance themes in religious and secular art and literature. Credit for either art or language and literature req.
325 Man in 20th-Century European Literature. Literary analysis of selected contemporary Italian, French, German, and Russian fiction in translation. Credit for language and literature req.
330 Literature and the Lively Arts. Study of the lively arts in theory, text, and presentation; emphasis on drama, film, and opera through texts, recordings, and live performances offered in Chicago. Credit for language and literature req.
335 The Forms and Functions of Folklore. Examination of the nature of folklore, with particular attention to folk literature and folk music. Credit for language and literature req.
340 Trends in 20th-Century Art and Music. Appreciative approach to the stylistic growth of selected 20th-century artists and composers. Credit for either art or music req.
341 Music in the Western World. Examination of correlations between the history of music and literature. Credit for music req.
344 The Art of the Performer. The dynamic relationship between the performer and the musical composition. Credit for music req.
345 Black American Music. The evolution of jazz from the 19th century to the 1960's, including the study of ragtime, blues and gospel music. Credit for music req.
355 Man and Ideas in History. Examination of ideas which have influenced the history of Western Civilization. Credit for history req.
357 Man in Africa. Analysis of social, political, and religious forms of life in African societies. Credit for history req.
358 Fascism, Counterrevolution, and Imperialism. Introduction to the major intellectual currents of the 19th and 20th centuries. Credit for history req.
370 World of the Cinema. Critical analysis of cinematic development. Credit for art req. (Fee: $15.00)
371 Contemporary Cinema. Films of innovation in relation to the heritage of the cinema. Credit for art req. (Fee: $15.00)
373 World of the Theatre. Study of the origins and development of the theatre as a dynamic institution. Credit for language and literature req.
375 Drama: Theory and Practice. Study of major dramatic criticism applied to selected plays; classroom acting and directing of scenes from the plays to discover theory carried through in practice. Credit for language and literature req.
380 Exploring Contemporary Art. Major concerns of contemporary art are analyzed by means of studio projects and lectures. Credit for art req.

HUMANITIES—HONORS COURSES

204H Language. Language and its implications for individual and social existence. Potentialities of language within the realms of semantics, communication, science, and poetry.
322H Kinship of the Arts. Study of the graphic, spatial, temporal, and dynamic elements of design in the visual aspects of the arts of the film, with appropriate references to painting, sculpture, music, theater and dance.
337H American Consciousness: Conflict and Dream I. Study of the literature and philosophy of the theocentric world of the Puritans, the anthropocentric world of the transcendentalists and romantics.
339H American Consciousness: Conflict and Dream II. Literary and philosophical implications of the alienation of man from nature and society with the rise of science and technology during the last half of the nineteenth century.
340H American Consciousness: Conflict and Dream III. The emergence of realism and the attempt to achieve scientific objectivity, as reflected in literature and philosophy.
353H The Psychology of Art. Study of the problems of the creative process as related to selected artists and their works.
357H The Artist as Humanist. Selected writings by artists on art from the Renaissance to the mid-twentieth century.
Division of Behavioral-Social Sciences

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

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

REQUIREMENTS AND RECOMMENDATIONS

The student is required to complete at least four divisional courses. A level one course is required as a prerequisite to level two courses; and, three BSS courses at levels one and two must be completed prior to registration in a level three colloquium.

Since several sections of a particular course may be offered in a given quarter, the faculty recommends that students read the course abstracts. They are available prior to pre-registration. Course abstracts describe the specific content and requirements of each section.

COURSES—(All carry four credit hours)

**LEVEL ONE**

*An introduction to scientific methodology and critical analysis.*

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

101 **An Introduction to the Individual in Society.** The nature of society and the kinds of scientists who explain it.

102 **Problem Solving in Society.** Skills of participant-observation, description, criticism and decision-making developed in seeking solution to a social problem.

**LEVEL TWO**

*Understanding how social scientists study individual and group decision-making in various sectors of society. Prerequisite BSS 100, 101 or 102.*

110 **The Computerized Society.** The computer as an aid to problem solving and its impact on society. Offered in NSM and BSS Divisions.

111 **Human Psychological Processes.** The study of human behavior from various psychological perspectives.

112 **The Human Community.** The meaning of community through examples of urban, utopian and those "communities" without geographic bases.
113 The Economy and Society. Nature of the economic sector and its relation to the society as a whole.
115 The Human Environment of the Non-Western World. Comparative studies of people and their land in Africa, Asia and Latin America.
117 Law and Society. A study of various facets of law in American Society.
119 Technology and Culture. Effects of technological change on the social organization of Western Society.
120 The Environment of the City. A study of urban environmental problems.
121 Education and Society. The relationship of education to society; the study of the school as a social institution.
122 Business in the Community. An introduction to business and a case study of a major local business.
123 Police and the Community. Student exploration of police/community decision-making concerning law, order and justice.
125 Issues and Problems of Civil-Military Relations. The interaction of the military with selected civilian institutions.
126 Work and Society. The impact of work on the individual and a study of the American job market.
127 Conflict and Consensus in America. Analysis of controversial social issues to evaluate the degree of dispute.
128 Ideas and Ideologies. Understanding the decision-making processes in society that are based upon value systems.

SPECIAL SEQUENCE

For the very limited number of students who opt to satisfy their behavioral-social science requirements with a rigorous, intellectual experience, the following track is available.

210 Great Ideas, Behavior and Society. A three-course sequence on the great ideas of human behavior and society as found in the texts of the great writers of the Western World from the ancient Greeks to William James and Sigmund Freud. The student who registers for one of these courses would ordinarily plan to complete all three. As other students in the division he will complete the divisional requirements with a third level colloquium.

LEVEL THREE

Seminars or colloquia on more specific topics that integrate the knowledge and skills of previous courses. In some cases research projects are undertaken. 
Prerequisite: three BSS courses.

303 Problems of American Democracy. Research of selected political issues in contemporary American society.
304 Political Behavior. A study of voting and non-voting; political parties and elections in the United States.
307 Population Problems. Exposure to the range of population-related issues.
309 Problems of Education in Contemporary Society. Examination of specific educational issues: university reform, alternative forms of schooling, educational freedom.
314 Problems of Social Justice. The interrelationships of science, society and morality.
316 Health Problems in Contemporary Society. The adequacy of health care delivery systems.
317 African Influences in South America. A cultural study of the long-term effects of migration from one continent to another.
320 Iberian Impact. The influence of Spain and Portugal in modern world.
324 Problems in International Affairs. A comparative study of nations and their relationships.
325 Problems of Modern Transportation. Field investigations of forms of transportation in Chicago.
327 Problems of the Quality of Life. Understanding the rights of the consumer, worker and citizen and their ability to make choices.

BEHAVIORAL-SOCIAL SCIENCES—HONORS COURSES

204H Language. Language and its implications for individual and social existence. Potentialities of language within the realms of semantics, communication, science, and poetry.
206H Education. Inquiry into processes through which people become educated.
345H Science and Ethics. Study of selected scientific-technological problems affecting the person and society in an ethical-moral context.
348H The City in the Western World. The history, function, problems, and future of the city in the Western World.
353H The Psychology of Art. Study of the problems of the creative process as related to selected artists and their works.
370H Urban Economic Analysis. Study of urban problems, and evaluation of possible solutions to those problems.
380H Man and Food. Study of the contemporary food crisis from the perspectives of biology, chemistry, geography, economics, and political science.
Division of
Natural Sciences and Mathematics

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

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

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

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

The successes and problems of a technical society in part arise from a high degree of specialization, with a widening gap between the specialist and the general citizen. It is that gap which is the root of much of today's discontent.

The program in this division is designed especially for the nonspecialist (and scientists themselves are nonspecialists in most of science and technology), for it is he who must live and contend with the problems of our scientific and technological progress. Broad goals include introducing the student to the scientific method; pointing out its power and its limitations; acquainting him with some of the major scientific achievements; emphasizing how we learn what we know, rather than storing facts; and making him a better-informed participant and more intelligent critic of our technological society.

The basic 100 level courses developed or sponsored by the departments of the Biological Sciences (103), Chemistry (102), Mathematics (107, 109, 110) and Physics (100, 101, 104, 113, 114, 115, 116), use the tools of these disciplines to examine the universe, and to provide experiences in scientific and mathematical discovery.

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

REQUIREMENTS
The student is required to complete four divisional offerings, at least two of which must be 300 level courses. If he should select two 100 level courses, these must relate to different disciplines. In addition to this basic program, he may
register for any other divisional courses as electives to complete the De Paul College requirements. Majors in the natural sciences or other disciplines who ordinarily take departmental Chemistry, Biology or Physics courses may not receive credit for NSM 101, 102 or 103 without the explicit permission of their department chairman and the NSM division head. Similarly, chemistry, physics and pre-engineering majors will not receive credit for NSM 101, unless so permitted.

**Courses**—All carry four credit hours unless otherwise noted.

**100-Level**

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

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

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

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

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

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

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

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

113 *The Concepts and Structure of Modern Physics*. The development and interrelations of modern physical theories.

114 *Exploring the Universe—From Constellations to Quasars*.

115 *Galaxies and Cosmology*.

116 *Great Discoveries in Astronomy—Ancient to Modern*.

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

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

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

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

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

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

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

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

308 Mathematics in Life Decisions. Decision-making for common problems through statistical and simulation techniques.

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

NATURAL SCIENCES AND MATHEMATICS—HONORS COURSES

204H Language. Language and its implications for individual and social existence. Potentialities of language within the realms of semantics, communication, science, and poetry.

319H Creation in Scientific and Religious Perspective. Scientific and religious perspectives and problems in regard to the creation of the universe, the solar system, and Man.

345H Science and Ethics. Study of selected scientific-technological problems affecting the person and society in an ethical-moral context.

380H Man and Food. Study of the contemporary food crisis from the perspectives of biology, chemistry, geography, economics, and political science.
COLLEGE OF COMMERCE

James J. Diamond, B.S.C., M.B.A., M.A., Ph.D., Dean

Clarke C. Johnson, B.S.E.E., M.S.I.M., Ph.D., Associate Dean

Abraham B. Gomez, B.A., Administrative Assistant to the Dean

Jarlis A. LaSota, B.M.E., M.B.A., Administrative Assistant to the Dean

Curriculum and Fields of Specialization

Program Acceleration

Guidance and Information

Freshman-Sophomore Curricular Pattern

Departments

Programs

Courses

Faculty

Supporting Areas

Courses

Faculty
THE COLLEGE OF COMMERCE

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

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

CURRICULUM AND FIELDS OF SPECIALIZATION

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

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

The typical degree pattern is composed of the following:

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

The College of Commerce is divided into the following major departments: Accountancy, Economics, Finance, Management, and Marketing. A major may be chosen within any one of these departments or a student may major in General Business through an inter-departmental program. Allied course work in Business Law and Mathematics-Statistics support the fields of specialization. For the necessary information on De Paul College courses see pages 20-32.

DOUBLE MAJOR

It is possible for a student to obtain a double major by meeting the requirements for two of the above specified areas. This is accomplished by choosing all of the Commerce Electives in the second major area and taking a minimum of two additional courses beyond the normal 45 courses required before the student accepts an undergraduate degree.

PROGRAM ACCELERATION

All departments provide an opportunity for acceleration through credit-by-examination in various courses. A student is encouraged to discuss with his advisor ways of accelerating or enriching his program in order to progress toward his degree at a pace more suited to his individual desires and abilities.
The College of Commerce encourages the undergraduate student to consider further studies at the graduate level. The Master of Business Administration, Master of Science in Accountancy, and Master of Science in Taxation degrees can usually be earned in a year. It is possible to earn one of these degrees in one year since a Commerce student will have completed all prerequisite work required by the Graduate School of Business. Qualified De Paul students may be admitted to the Graduate Division of the College of Commerce after completing the second quarter of their senior year and may begin graduate course work while completing their undergraduate program.

GUIDANCE AND INFORMATION

As soon as a student has selected his field of specialization, he will be assigned a faculty advisor in that major department. Until such a selection is made, the student is advised in his program by the Administrative Assistant to the Dean. A student should declare his major as soon as he feels reasonably certain of it since this facilitates early counseling by members of the faculty. Proper counseling is crucial and it is the joint responsibility of the student and his advisor to maintain continuing contact. These counseling sessions will provide the student with the specific information and guidance needed to formulate an individualized program. All departments have prepared brochures designed to acquaint prospective students with their departmental programs.

COMMERCE INTERNATIONAL PROGRAM

The Commerce International Program (CIP) is an on-the-spot opportunity for students to study international business operations of American and foreign firms operating in a foreign environment. The CIP students (usually a group of 12 to 15) examine the business problems of international business by meeting with the executives and other personnel that manage and operate in both large and small firms overseas. The credits for two courses (CIP 200 and CIP 201) may be applied as fulfilling the requirements for Management 304 and a major field course (or as business electives).

PRE-LAW STUDY

Pre-law study in the College of Commerce allows a student to pursue a major in any of the areas of specialization in Business, while at the same time preparing for the study of Law.

The Association of American Law Schools, while not prescribing specific courses for students planning to study Law, has spelled out certain skills that it believes essential for the later success of students preparing for a career in Law. These skills are: to speak and write clearly; to think clearly; to be competent in mathematical and statistical analysis; and to understand business, social and political institutions.

Consistent with developing the above skills, an education in Business stresses an understanding of the background and operation of American business institutions. Courses in Accounting, Economics, Finance, Management and Marketing are especially useful to the pre-law student. In addition the following specific courses, the first three of which are required of all Commerce students, have proven to be particularly helpful:

Business Mathematics 125 — Mathematics I
Business Mathematics 126 — Mathematics II
Business Mathematics 142 — Statistics I
Management 231 — Communications I
Management 331 — Report Writing in Business and Industry
It is well recognized that a strong background in general education and Liberal Arts is essential to the successful completion of any pre-law program. The courses listed below are suggestions for a development of the history and nature of the Law and provide a basis for the contemplated study thereof. The academic program of the pre-law student should include as many of these courses as possible, consistent with the student's program in the College of Commerce.

English 208 — Rhetoric I
Law 100 — An Introduction to Law
Speech 221 — Argumentation — Reason in Controversy
Speech 224 — Advocacy Communication
*Philosophy — P & R 101 — Sources and Problems in Thinking
Philosophy — P & R 205 — The Philosophy of Maturity
BSS 101 — Man and Men: An Introduction to Society
BSS 114 — Political Studies
BSS 117 — Law and Society
BSS 303 — Problems of American Democracy
BSS 304 — Political Behavior
BSS 306 — Problems of Man in His Urban Environment
History 396 — History of American Legislation

*The P & R and BSS courses listed above are not additional course requirements, but merely suggested courses that may be taken to fulfill De Paul College requirements.

A student intending to pursue a legal education should make this intention known to the pre-law advisor in the College of Commerce, Dr. Lawrence W. Ryan, as soon as possible to enable the student to obtain proper counseling throughout his or her years in the College of Commerce.

Admission to De Paul's College of Law is based on collegiate performance, scores achieved on the Law School Admission Test, recommendations, work experience and extra-curricular activities. Graduates of De Paul undergraduate schools are given special consideration within the constraints of the admission criteria.

FRESHMAN-SOPHOMORE CURRICULAR PATTERN

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

<table>
<thead>
<tr>
<th>Freshman Year</th>
<th>Sophomore Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accountancy 101, 103</td>
<td>Accountancy 130 (104)*</td>
</tr>
<tr>
<td>Economics 103</td>
<td>Business Law 201</td>
</tr>
<tr>
<td>Mathematics 125, 126</td>
<td>Economics 104</td>
</tr>
<tr>
<td>De Paul College: 7 courses</td>
<td>Statistics 142</td>
</tr>
<tr>
<td>De Paul College: 8 courses</td>
<td></td>
</tr>
</tbody>
</table>

*Only Accountancy majors are required to take Accty. 104. This course is taken in lieu of a Commerce elective. These majors will take 7 De Paul College Courses in the Soph. Yr.

JUNIOR STANDING

In the College of Commerce course descriptions, a prerequisite of “Junior Standing” means that in order to take that course you should have completed a minimum of 88 quarter credits of course work including the following courses: Accountancy 101, 103, 130, Economics 103, 104, Mathematics 125, 126 and Statistics 142. This applies to all students.
Department of Accountancy

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

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

PROGRAM OF CONCENTRATION*

<table>
<thead>
<tr>
<th>Junior Year</th>
<th>Senior Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting 204, 206, 303</td>
<td>Accounting 372, 380, 383, 399</td>
</tr>
<tr>
<td>Business Law 202</td>
<td>Commerce Electives: 2 courses</td>
</tr>
<tr>
<td>Finance 210, 220</td>
<td>Management 304</td>
</tr>
<tr>
<td>Management 200, 201</td>
<td>De Paul College: 2 courses</td>
</tr>
<tr>
<td>Marketing 200, 202</td>
<td></td>
</tr>
<tr>
<td>De Paul College: 2 courses</td>
<td></td>
</tr>
</tbody>
</table>

*Adjustments in programs may be made on recommendation of advisors and upon agreement with chairperson concerned. The "Commerce Electives" may be taken outside of the College of Commerce with the written approval of the student's advisor. A grade of "C" or better is required in all major field courses whether taken as an elective or as a required course.

MAJOR DECLARATION

Any student who intends to major in Accounting must formally declare his major (see the Department Chairperson) immediately after completing Accounting 204 in his Junior year. Failure to do this at the proper time may lead to your rejection as an Accounting major. Your record will be reviewed each quarter subsequent to the declaration to determine if you may continue as an Accounting major.

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

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

103 Principles of Accounting II. This course is a companion course and sequel to Accounting 101. It deals with basic accounting fundamentals, financial accounting concepts and problems, and managerial accounting concepts and problems. (Prerequisite: 101)
104 Principles of Managerial Accounting and Financial Analysis: An Extension of Basic Accounting Fundamentals. This course is an extension of the basic fundamentals developed in Accounting 101 and 103 into the areas of cost and managerial accounting. It relates all material to the basic procedures for the analysis of the financial statements. (Prerequisite: 103)

130 Introduction to Computer Technology and Methodology. This course is designed to: familiarize the student with the computer as a problem solving tool in the business environment; to develop basic skills in computer programming; and to provide a background for communication with the information processing community. (Prerequisite: none) $15.00 fee.

204 Intermediate Theory I. Application of basic accounting principles; underlying concepts of the accounts on the balance sheet and resulting effects on the related income statement; and relevant authoritative pronouncements. (Prerequisite: 104 and Junior Standing)

206 Intermediate Theory II. Continuation of Accounting 204. Discussion of underlying concepts of liabilities and owners equity; special problems arising from income determination; accounting changes; and relevant authoritative pronouncements. (Prerequisite: 204)

210 Consolidations. Home Office and Branch Accounting; Parent and Subsidiary Accounting; techniques and applications of accounting theory related to acquisitions, mergers and reorganizations and foreign exchange. (Prerequisite: 206)

303 Advanced Managerial Accounting. Cost accounting data; development of quantitative methods and techniques as an aid to managerial decision making; an examination of models in relationship to cost behavior and the internal management of a firm. (Prerequisite: 104 and Junior Standing)

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

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

333 Profit Planning and Control. Long-range and short-range planning (budgeting); forecasting techniques; coordination management information; and program-planning-budgeting (PPB). (Prerequisite: 303)

341 Governmental and Institutional Accounting. Accounting principles, practices and financial reporting problems of governments, hospitals and not-for-profit institutions, including an examination of the organizational, legal and political background of fund accounting; budget authorization and appropriations; receipts and expenditures; special assessments; property and funded debt. (Prerequisite: 206)
372 Auditing Theory. Financial audits by public accountants and internal auditors, and the resulting audit reports with emphasis on underlying concepts and accepted standards rather than procedures. Study of mathematical techniques, such as statistical sampling, and techniques applicable to auditing computerized systems. (Prerequisite: 206)

380 Taxes I. The basic provisions of the Federal Income Tax Law; reporting responsibilities and problems of individuals are given major emphasis. Basic principles of income and deductions which also govern in partnerships, corporations, estates and trusts. (Prerequisite: 206)

383 Taxes II. Continuation of Accountancy 380; technical tax problems pertaining to individuals; reporting responsibilities and problems of partnerships, corporations, estates and trusts. (Prerequisite: 380)

390 Internship Program. An opportunity to apply knowledge acquired in the classroom in an actual business environment through varied assignments under supervision at one of a number of carefully selected firms in the fields of commerce industry, and public accounting.

391 C.P.A. Review. Preparation of students for the Certified Public Accountant examination. Numerous problems are worked by the student, both in the classroom and at home. Problems are selected to systematically review the student's knowledge of all pertinent aspects of accounting. Open only to candidates for the next C.P.A. examination and with permission of the Director of the C.P.A. Review. (Tuition: $390.00)

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

FACULTY

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


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


Professors Emeriti: Ernest H. Weinwurm, LL.D.; Walter Young, M.B.A., C.P.A.
Department of Economics

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

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

The Department of Economics prepares students for careers in business and government service, as well as for graduate work in economics and areas such as law and graduate work in business administration. Typically, undergraduate majors in economics pursue careers in manufacturing industries, banking, insurance; federal, state and local government; consulting firms; community organizations and trade associations, as well as many other areas. Their functions usually involve some combination of the following activities: (1) forecasting national and industrial trends, (2) analysis of consumer and capital goods markets, (3) cost/benefit analysis, (4) cost and price studies, (5) public relations activities.

**PROGRAM OF CONCENTRATION**

<table>
<thead>
<tr>
<th>Junior Year</th>
<th>Senior Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Law 202</td>
<td>Commerce Electives: 3 courses</td>
</tr>
<tr>
<td>Commerce Elective: 1 course</td>
<td>Economics Electives: 3 courses</td>
</tr>
<tr>
<td>Economics 305, 306, one elective</td>
<td>Management 304</td>
</tr>
<tr>
<td>Finance 210, 220</td>
<td>De Paul College: 2 courses</td>
</tr>
<tr>
<td>Management 200, 201</td>
<td></td>
</tr>
<tr>
<td>Marketing 200, 202</td>
<td></td>
</tr>
<tr>
<td>De Paul College: 1 course</td>
<td></td>
</tr>
</tbody>
</table>

*Adjustments in programs may be made on recommendation of advisors and upon agreement with chairmen concerned. The "Commerce Electives" may be taken outside of the College of Commerce with the written approval of the student's advisor. A grade of "C" or better is required in all major field courses whether taken as an elective or as a required course.

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

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

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

210 **Economics of the Urban Environment.** Economic principles are used in analysis of problems of pollution, health, transportation, housing, and education. (Prerequisite: 104 and Junior Standing)
212 **Business and Society.** Relationships between government and private enterprise. Institutional and theoretical aspects of governmental intervention in economic life. (Prerequisite: 104 and Junior Standing)

215 **Introduction to Money and Banking.** The structure of the American banking system; role of the Federal Reserve System; private financial institutions; and the effectiveness of monetary policy. (Prerequisite: 104 and Junior Standing)

216 **European Economic History.** Major factors and institutions of influence on the economic development of European nations; impact of these nations on U.S. developments. (Prerequisite: 104 and Junior Standing)

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

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

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

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

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

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

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: 104 and Junior Standing)

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

335 **Resource, Energy, and Environmental Economics.** This course will introduce students to the fundamental problems of resource depletion and environmental deterioration. Students will examine the trade-offs between the use of natural resources, environmental pollution, and population growth. In addition, alternative methods will be investigated to achieve an optimal ecological system. Methods of economic analysis include cost-benefit techniques, the role of effluent fees, government subsidies, and legislative action. (Prerequisite: 104 and Junior Standing)

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

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

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

368 **Industrial and Commercial Location.** An analysis of the factors involved in selecting locations for the development of commercial, retail, or industrial facilities. (Prerequisite: 104 and Junior Standing) Also listed as Geog. 368 and Mktg. 368.
375 Introduction to Econometrics I. Techniques of estimation and testing of economic relationships. Probability theory, probability distributions, least squares estimation, and correlation. (Prerequisites: 104 & Stat. 142 or Econ. 242 and Junior Standing)

376 Introduction to Econometrics II. A continuation of Economics 375. Multiple regressions, hypothesis testing, and simultaneous equations systems. A knowledge of elementary calculus is required. (Prerequisite: 375) (Cross listed with Math 376).

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

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

FACULTY

Chairman: Robert W. Faulhaber, Ph.D.
Associate Professors: James E. Ciecka, Ph.D.; Adolph E. Mark, Ph.D.; Anthony C. Petto, Ph.D.; Richard M. Thornton, Ph.D.
Assistant Professors: Bala Batavia, Ph.D.; Floyd R. Dill, Ph.D.; Leonore K. Ken, Ph.D.; Norman D. Nicholson, Ph.D.; Margaret A. Oppenheimer, Ph.D.; Donald W. Ramey, Ph.D.; Richard J. Wiltgen, Ph.D.
Lecturers: Richard B. Chalecki, E.D.D.; Consuelo Williams, M.A.
Professor Emeritus: Joseph S. Giganti, Ph.D.
Department of Finance

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

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

CAREER CONCENTRATIONS—Students should consult with their faculty advisor for program planning and may use the following suggestions as a guideline in selecting major field courses.

<table>
<thead>
<tr>
<th>CAREER ORIENTATIONS</th>
<th>SUGGESTED FINANCE COURSES</th>
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<tbody>
<tr>
<td>Corporate Management</td>
<td>210, 312, 331, 333</td>
</tr>
<tr>
<td>Securities Management</td>
<td>210, 330, 333, 335</td>
</tr>
<tr>
<td>Banking and Financial Institutions</td>
<td>220, 321, 331</td>
</tr>
<tr>
<td>Government</td>
<td>220, 324</td>
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<tr>
<td>Real Estate</td>
<td>210, 352, 353, 354, 355</td>
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<tr>
<td>Insurance</td>
<td>210, 360</td>
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<tr>
<td>International</td>
<td>220, 340</td>
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In keeping with the objective of providing a flexible program of study suitable to varied student needs, the program of concentration indicated below may be adjusted through consultation with the faculty advisor.

PROGRAM OF CONCENTRATION*

<table>
<thead>
<tr>
<th>Junior Year</th>
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<tbody>
<tr>
<td>Business Law 202</td>
<td>Commerce Electives: 4 courses</td>
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<tr>
<td>Finance 210, 220, 330</td>
<td>Finance 340</td>
</tr>
<tr>
<td>Management 200, 201</td>
<td>Finance Electives: 4 courses</td>
</tr>
<tr>
<td>Marketing 200, 202</td>
<td>Management 304</td>
</tr>
<tr>
<td>De Paul College: 2 courses</td>
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*Adjustments in programs may be made on recommendation of advisors and upon agreement with chairmen concerned. The "Commerce Electives" may be taken outside of the College of Commerce with the written approval of the student's advisor. A grade of "C" or better is required in all major field courses whether taken as an elective or as a required course.

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

210 Corporate Finance. Development of the student's logic and methodology in identifying significant factors in corporate financial decision making situations and in analyzing those factors to reach supportable conclusions compatible with the objectives of the corporation. Capital budgeting, capital structure and costs; dividend policy and current asset management. (Prerequisite: Junior standing)
Money and Banking. Study of money and banking as a means to understanding how operations of our financial institutions affect functioning of our economic system and evaluation of monetary policies designed to facilitate attainment of goals for which society expresses a desire. (Prerequisite: Junior standing, Econ. 104)

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

Monetary and Fiscal Policy. I. Shows how the government works through the money markets and the banking system to influence economic activity and attain our national goals. Demonstrates the difficulties inherent in achieving those goals through macroeconomic policy, both in the definition of the goals and in the implementation of policy tools. (Prerequisite: 220)

Monetary and Fiscal Policy II. Relative impacts of monetary and fiscal policies; current use in projecting the probable effects of government policy strategies. (Prerequisite: 321)

Public Finance. The financial problems of government. Principles of taxation, borrowing and financial management; jurisdiction of taxing bodies and intergovernmental fiscal relationships; current trends in government financial policy. (Prerequisite: 220)

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

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

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

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

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

Real Estate Finance. Patterns of financing real estate property, including individual, commercial and industrial—relates to capital structure analysis. Institutional analysis, including middlemen and ultimate financing sources—relates to capital market analysis. Leverage effects, collateral and protective devices—relates to risk and return analysis. (Prerequisite: Junior standing. Recommended: 210)

Real Estate Investment. Property evaluation—relates to economics and security analysis. Real Estate Investment decisions—relates to risk analysis, portfolio construction and management, cash flow (including taxes) analysis, and investment strategy. (Prerequisite: Junior standing. Recommended: 210)

Real Estate Valuations. Analysis of basic appraisal process. Area, site and structural analysis. Basic approaches to value analysis. (Prerequisite: Junior Standing. Recommended: 210)

Income Property Valuation. Analysis of techniques of valuations of income-producing property and the various interests in the property. Application of the theory and techniques to an actual situation is an integral part of the course. (Prerequisite: Junior standing. Recommended: 210)

Principles of Insurance. This course emphasizes a study of the fundamentals of risk and insurance. It considers the nature of nonspeculative risks and the alternative methods of treating such risks; and includes discussion of the specific application of these methods to personal and business risks that arise from life, health, property and liability contingencies. (Prerequisite: 210)

Life and Health Insurance. An examination of the contracts used to provide recovery for loss of human life values. Detailed analysis of premiums, reserves, and benefits provided by life, health and disability income contracts. (Prerequisite: 360)
Property and Liability Insurance. Designed to acquaint the student with the nature of property and liability risks and the insurance coverages available to meet these risks. Emphasis in the course is placed on basic insurance principles and their application to various property and liability insurance contracts. (Prerequisite: 360)

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

FACULTY

Chairman: Thomas J. Kewley, Ph.D., C.F.A.
Professors: James A. Hart, Ph.D., J.D.; Thomas J. Kewley, Ph.D., C.F.A.
Associate Professors: Robert C. Camp, Ph.D.; Gaylon E. Greer, Ph.D.;
      George M. Iwanaka, Ph.D.; Clarke C. Johnson, Ph.D.; Nicholas A.
      Lash, Ph.D.
Assistant Professors: John M. Campbell, Ph.D.; John L. Houston, Ph.D.;
      Edward K. Offenbacher, M.A.; William M. Poppei, M.B.A.; Scott H.
      Williamson, A.B.
Adjunct Professor: Raymond E. Daly, Ph.D.
Lecturers: Richard A. Chamberlin, Ph.D.; Nicholas J. DeLeonardis, M.A.;
      Michael D. Farrell, M.S.; Theodore Kelz, M.S.; Joseph G. Kvasnicka,
      Ph.D.; Jeremiah P. Riordan, M.B.A.; Harvey Rosenblum, Ph.D.
Professors Emeriti: Frederick W. Mueller, Ph.D., LL.B.; Eugene J. Muldoon,
      M.B.A.
General Business

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

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

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

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

PROGRAM OF CONCENTRATION*

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<thead>
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<tr>
<td>Economics Elective: 1 course</td>
<td>Management 304</td>
</tr>
<tr>
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<tr>
<td>Management 200, 201, one elective</td>
<td>De Paul College: 2 courses</td>
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<tr>
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*Adjustments in programs may be made on recommendation of advisors and upon agreement with chairmen concerned. The “Commerce Electives” may be taken outside of the College of Commerce with the written approval of the student’s advisor. A grade of “C” or better is required in all major field courses whether taken as an elective or as a required course.

FACULTY

Chairman: Lawrence W. Ryan, J.D.
Department of Management

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

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

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

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

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

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

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

A student wishing to major in Management must complete at least six management courses at the 200-300 level. Four courses are required of all management majors—Management 200, 201, 202 and 304. The faculty recommends that the student follow one of the three “tracks” outlined below. Each track has two or three courses considered by the Management faculty to be basic to that area. A student should consult with his or her Management Department advisor on both the content of each track and the courses taken outside the track. The student should be aware that Commerce electives can be taken within the major field or used to develop a double major.

Personnel Management: Management 212, 353 and four electives from the following: Management 210, 231, 303, 313, 333, 334, 320 and 335.

Production Management: Management 211, 351 and four electives from the following: Management 203, 231, 305, 323 and 335.

Systems Management: 305, 306, 310 and three electives from the following: Management 203, 211, 231, 335 and 351.
PROGRAM OF CONCENTRATION*

Junior Year
- Business Law 202
- Commerce Elective: 1 course
- Finance 210, 220
- Management 200, 201, 202, one elective
- Marketing 200, 202
- De Paul College: 1 course

Senior Year
- Commerce Electives: 3 courses
- Management 304, four electives
- De Paul College: 2 courses

*Adjustments in programs may be made on recommendation of advisors and upon agreement with chairman concerned. The "Commerce Electives" may be taken outside of the College of Commerce with the written approval of the student’s advisor. A grade of "C" or better is required in all major field courses whether taken as an elective or as a required course.

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

200 Management and Organization Principles and Practice. Concepts, principles, and processes of management in contemporary organizations; evolution of management principles and emergent organization theories; impact of environment and technology, structure and dynamics, decision-making and communications systems, authority, leadership, human relations, and individual motivation. (Prerequisite: Junior Standing)

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

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

203 Office Management. Organization of office force, problems of office personnel, direction and control of performance, simplification of procedures and methods, planning of physical facilities. Offered alternate years. (Prerequisite: 200)
210 Fundamentals of Industrial and Business Psychology. Psychological principles applied to business and industry. Personality development, problems of personal adjustment, principles of vocational guidance utilized in the choice of one's career; psychological factors influencing selling, advertising and consumer motivation. (Prerequisite: 200)

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

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

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

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

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

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

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

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

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

320 Psychology of Personnel. Psychological testing of the worker's individual differences, proper evaluation of job requirements, and a system of training and incentive goals. (Prerequisite: 210 or Permission)

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

330 Psychological Testing in Business and Industry. Use of psychological tests now utilized by business and industry for selection and promotion of employees. Familiarization and practice with a select group of tests. (Prerequisite: 210 or Equivalent)

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

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

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

335 Wage and Salary Administration. Wage practices, including job evaluation, wage surveys and financial wage incentive plans. Theory and practice are combined in practical projects. (Prerequisite: 200)
351 Operations Research for Management. Application of scientific and mathematical techniques such as linear programming, queuing theory and game theory in the solution of management problems. The objective is a more quantitative basis for executive decision making. This course is designed for business executives. (Prerequisite: 201 or Permission)

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

FACULTY

Chairman: Dominic G. Parisi, Ph.D.
Visiting Associate. Richard D. Babcock, Ph.D.
Professors Emeriti: Loretto Hoyt, Ph.B., A.M.; Ferdinand J. Ward, C.M., M.A.
Department of Marketing

The purposes of the undergraduate program of the Department of Marketing are first, to provide Marketing majors with the basic skills to acquire an entry level position in Marketing and, second to assist students in their own personal development through course work and personal contact with the Marketing Department faculty.

A student wishing to major in Marketing must complete at least six Marketing courses at the 300 level. The Marketing faculty recognizes that the two areas of Marketing Research and Consumer Behavior, are basic to the study of Marketing. Thus, Marketing 300 (Marketing Research) and 310 (Consumer Behavior) are required of all marketing majors. In selecting the additional four courses, the faculty also recommends that the student follow one of the five “tracks” outlined below. Each track has two or three courses considered by the Marketing faculty to be basic to that area. A student should consult with his Marketing Department advisor on both the content of each track and the courses taken in addition to the track courses. The student should be aware that Commerce electives can be taken within your major field or used to develop a double major.

TRACK 1: *Advertising.* Marketing 320, 321, 322.
Typical Occupations: copywriter, production manager, account executive, media director, space measurer.

Typical Occupations: assistant buyer, buyer, product manager, brand manager, merchandise manager.

TRACK 3: *Marketing Research.* Marketing 300, 381, 382.
Typical Occupations: analyst, survey taker, research assistant, research director.

Typical Occupations: manufacturing agent, sales representative, sales manager, purchasing agent.

TRACK 5: *General Marketing.* Any 300 level Marketing courses to satisfy major field requirements.
Typical Occupations: international marketer, industrial marketer, government specialist.

**PROGRAM OF CONCENTRATION***

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<tr>
<td>Finance: 210, 220</td>
<td>Marketing Electives: 4 courses</td>
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<tr>
<td>Management: 200, 201</td>
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</tr>
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<td>Marketing: 200, 202, 300, 310</td>
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COURSES—All courses carry four hours of credit, unless otherwise stated.

200 Principles of Marketing. Marketing as an all pervasive part of the system of business management and of the socio-economic system; emphasis on management of marketing by the individual firm’s executives; marketing problem solving and decision making required by the individual. (Prerequisite: Junior standing)

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

300 Introduction to Marketing Research. Introduction to analysis of marketing research. Emphasis is on interpretation and evaluation of research studies. Some knowledge in elementary statistics is recommended. (Prerequisites: 202 and Statistics 142)

310 Consumer Behavior. An analysis of the environmental, social, and psychological factors which influence the individual’s buying decisions. Specific areas studied will be consumer motivation, personality, attitudes, and learning processes, as well as external influences such as social class, reference groups, marketing media, and institutions. (Prerequisite: 202)

320 Principles of Advertising. Development of an understanding of the principles, processes, and methods employed in advertising and sales promotion for both business and non-profit organizations. Discussion will involve understanding the behavior of the target audience, developing advertising institutions, budgeting for advertising, creating the message and media strategy, and measuring the effectiveness of the advertising program. (Prerequisites: 202 and 310. Marketing 310 may be taken concurrently with 320)

321 Cases in Advertising Management. Building on the background developed in Marketing 320, this course explores real-life issues encountered by advertisers and their agents in developing advertising campaigns. Cases will be used extensively to allow the student to uncover problems and develop solutions for situations which he might expect would confront an advertising manager for a business or non-profit organization. (Prerequisite: 320)

322 Advertising Campaigns. Offers student opportunity to be a part of the development of an advertising campaign for a business or non-profit organization. Student will be expected to be able to integrate his understanding of advertising and marketing into a unified campaign to serve a local or national organization. (Prerequisite: 320)

330 Mass Distribution. Development of an understanding of the strategies and techniques which make an intermediate mass distributor successful. Integration of mass distribution concepts into the broader marketing framework. (Prerequisite: 202)

331 Retail Management. Retailing is one of the major marketing institutions. The marketing problems faced by these organizations and their solution is the subject of this course. (Prerequisite: 202)

350 Advanced Marketing Management. Identification and analysis of the major components of a marketing program. Discussion of cases of major problems faced by a marketing manager in designing a successful program. (Prerequisite: 202)

352 Product Management. The evolution of products and product lines serving the consumer and their use as a competitive strategy. Responsibilities and organization of the product manager system in different industry settings. (Prerequisite: 350)

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

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

365 Industrial Marketing. Comparison of industrial markets to consumer markets. Analysis of major problems and decisions. (Prerequisite: 202)
366 Cases in Industrial Marketing. Analysis and discussion of cases in industrial marketing; evaluation of alternative actions open to the marketing executive. (Prerequisite: 365)

368 Industrial and Commercial Location. An analysis of the factors involved in selecting locations for the development of commercial, retail, or industrial facilities. (Prerequisite: 202) Also listed as Geog. 368 and Econ. 368.

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

371 Sales Management and Sales Force Administration. Problems of putting an effective sales force out in the field with proper direction. Review of related policies to facilitate the work of the sales force in integrating its efforts into a marketing program. (Prerequisite: 202; 350 or 370 recommended)

381 Marketing Research Methods. In-depth analysis of research methods; experimental, quasi-experimental designs and the techniques of data analysis appropriate to such methods and designs. (Prerequisite: 300)

382 Marketing Research Field Project. Design, development, and execution of a marketing research project on an individual or team basis. The project is completed within the context of an existing marketing organization. (Prerequisite: 381)

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

399 Seminar in Marketing. Independent study in marketing. This course provides the student with the opportunity to examine interaction of marketing with other basic disciplines in business and economics. Mixture of institutional, behavioral, economic, and quantitative materials affords the student considerable flexibility in developing individual concepts. (Prerequisite: Senior standing; Permission)

FACULTY

Chairman: James M. Comer, Ph.D.
Professors: Harald W. Fox, Ph.D.; Hilda C. Wasson, D.B.A.
Associate Professors: Julian Andorka, Ph.D.; Robert J. Boewadt, Ph.D.; James M. Comer, Ph.D.; Gus L. Economos, M.B.A.; J. Steven Kelly, D.B.A.; J. Irwin Peters, Ph.D.
Assistant Professors: Roger Baran, M.B.A.; Robert D. O'Keefe, Ph.D.
SUPPORTING AREAS
Department of Business Law

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

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

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

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

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

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

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

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

FACULTY
Chairman: Lawrence W. Ryan, J.D.
Professors: Lawrence W. Ryan, J.D.; Thomas J. Wynn, J.D.
Assistant Professors: Alexander Devience, J.D.; David P. Duff, J.D.; Samuel B. Garber, J.D.
Lecturers: John Hillery, LL.B.; Michael M. Silbert, J.D.; James E. Staruck, J.D.
Business Mathematics and Statistics

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

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

125 Algebra with Applications to Business. Set theory, algebra, functions and their use in modeling, graphs, linear inequalities. (Prerequisite: none)

126 Calculus with Applications to Business. Elements of differential and integral calculus with business applications. Partial differentiation. (Prerequisite: 125)

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

155 Calculus and Statistical Analysis for Business I. Graphical analysis of linear and quadratic models, exponential and logarithmic models. Derivatives and rate of change, applications to finance and accounting, including present and accumulated value of investment and annuities. Linear programming matrix algebra, and combinatorial methods.

156 Calculus and Statistical Analysis for Business II. Continuation of 155. Partial derivatives and optimization problems with non-linear constraints (Lagrangean multipliers). Integration and applications to business. Elementary probability. (Prerequisite: 155 or consent of instructor).

157 Calculus and Statistical Analysis for Business III. Normal and binomial distributions, central limit theorem. Applications to sampling. Students' distribution, $x^2$ distribution, $F$ distribution. Hypothesis testing, and confidence intervals. Linear regression and correlation, including confidence intervals for the regression parameters. (Prerequisite: 156 or consent of instructor).

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

FACULTY

Chairman: Lawrence Gluck, Ph.D.
Associate Professors: Helmut Epp, Ph.D.; Susanna Epp, Ph.D.; Constantine Georgakis, Ph.D.; Lawrence Gluck, Ph.D.; Sigrun Goes, Ph.D.; Roger Jones, Ph.D.; Glen Lancaster, Ph.D.; Robert Ogden, Ph.D.; Michael Wichman, Ph.D.; Yuen-Fat Wong, Ph.D.
Assistant Professor: Narendar Ladhwala, Ph.D.
Visiting Associate Professor: Effat Moussa-Hamouda, Ph.D.
Instructor: James Kenevan, M.S.
Professors Emeriti: Everett McClane, M.S.; Arthur Svoboda, M.S.
COLLEGE OF
LIBERAL ARTS
AND SCIENCES

Patricia A. Ewers, Ph.D., Dean
Jack L. Fister, M.Ed.
Assistant Dean
Thomas C. Dolan, M.A.
Administrative Assistant to the Dean

Academic Programs
THE COLLEGE OF LIBERAL ARTS AND SCIENCES

Day and Evening Divisions

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

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

*The Evening Division* is designed to meet the needs of adult, part-time students earning, in the evening hours, a baccalaureate degree or advancing themselves professionally. Generally, evening part-time students will complete their academic program in six academic years.

Today's graduates from the College of Liberal Arts and Sciences must make their own judgments about what their personal values and career goals will be and what priorities they will attach to them. Through a diversity of programs, the college provides students with selected experiences in areas of specialization. These programs grow from and with the general education concentration of the De Paul College. The educational concepts implied in the program are personalism, intellectual inquiry, and social responsibility.

Students in the College of Liberal Arts and Sciences are responsible for planning their own programs and for completing all degree requirements. In their field of concentration students are urged to maintain a continuing contact with their faculty advisors.

Generally, the college operates on an optional attendance plan, i.e., students bear the responsibility for allocating their time for class study, library work, and other preparation. They assume the responsibility to meet all of the course requirements.
Biological Sciences

The Department of Biological Sciences provides its majors with a broad-based yet in-depth program of studies consisting of lecture and lecture/laboratory courses. Sufficient course options beyond the core courses exist within the program to allow for a moderate degree of specialization in any one of several areas. Extensive guidance by departmental faculty advisors is provided to help students choose courses in relation to their career goal.

Typically, students who intend to enter a medical profession such as Medicine itself, or Dentistry, Veterinary Medicine, Osteopathic Medicine, Podiatry or Optometry, find it most appropriate to major in biology, following the Standard Biological Sciences concentration. Specialized academic counseling relating to these professions is provided by the Department.

A Biology/Education program is offered cooperatively with the School of Education to prepare students for a career in teaching biology at the Secondary School level. The departmental course requirements in biology and the supporting fields for the program are listed below.

Administered through the Department of Biological Sciences, the Medical Technology program includes a course of study that is nearly identical to the Standard Biological Sciences Concentration. See page 95 of this Bulletin for details.

The Department additionally provides courses for non-biology majors (nursing, physical education, radiologic technology, biochemistry, psychology, music therapy, etc.), as well as those who intend to later apply for entrance elsewhere into specialized programs such as Physical Therapy, Occupational Therapy, Pharmacy, Dietetics, etc. The Department of Biological Sciences provides the latter students with both academic and career counseling during their one or more years at De Paul University.

PROGRAM: BIOLOGICAL SCIENCES MAJOR
(B.S. DEGREE)

General Education: 72 quarter hours (18 courses) in De Paul College.

I. Standard Concentration

Biological Sciences: Eleven courses (53 quarter hours).

Required: 101 General Biology I; 102 General Biology II; 103 General Biology III; 250 Cell Biology or 380 General Physiology; 260 Genetics; 309 Plant Physiology or 310 Vertebrate Physiology; 330 Developmental Biology; and four additional Biology courses, two of which must include a laboratory.

(NOTE: Biology 202 Mammalian Physiology and 395 Biological Considerations in Current Legal Problems do not generate credit toward the major.)


Physics: 150 General Physics; 151 General Physics; and 152 General Physics.*

(NOTE: In lieu of Physics 150, 151, and 152, students may take Physics 155 and 156. These courses are offered summers only.)

*In lieu of the above-specified Chemistry and Physics courses, students may take comparable sequences of courses designed for Chemistry and Physics majors, respectively.

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Mathematics/Psychology: Mathematics 150 Calculus I; Mathematics 151 Calculus II; Mathematics 152 Calculus III*; one course from among Mathematics 148 Computer Programming in COBOL, Mathematics 149 Introduction to BASIC, Mathematics 340 Introductory Computer Science or Psychology 368 Computer Programming; and either Mathematics 242 Elements of Statistics or Psychology 240 Introductory Statistics for the Behavioral Sciences.

*Students may be advised to take one or more pre-calculus courses.

II. Teacher of Biology—Secondary Level

In cooperation with the School of Education, the Department of Biological Sciences offers a concentration of study that satisfies the basic requirements for a specific area of study, with certification for teaching that concentration of study at the junior high and secondary school levels.

Component for Teaching Specialty of Biology: (71-74 quarter hours)

Biology: 48-50 quarter hours; Chemistry: 12 quarter hours; and Physics: 12 quarter hours.

Students should consult the chairman of the Department of Biological Sciences for specific course requirements. In some cases De Paul College courses can count as part of the content for the teaching specialty.

SAMPLE PROGRAM—
STANDARD BIOLOGICAL SCIENCES CONCENTRATION

**Freshman Level**
- Biology: 101, 102, 103
- Chemistry: 117, 119, 127
- Mathematics: 3 courses
- De Paul College: 3 courses

**Junior Level**
- Biology: 3 courses
- Physics: 150, 151, 152
- De Paul College: 6 courses

**Sophomore Level**
- Biology: 3 courses
- Chemistry: 121, 123, 125
- Mathematics: 2 courses
- De Paul College: 4 courses

**Senior Level**
- Biology: 2 courses
- De Paul College: 5 courses
- Electives: 0-1 courses

COURSES

(All courses carry 5 quarter hours credit unless otherwise specified.)

101 **General Biology I.** Phylogenetic trends and diversity in the plant and animal kingdoms; unity of living organisms as evidenced by their chemical composition. Lecture-Laboratory.

102 **General Biology II.** Structural organization of living organisms at the cellular level; cellular metabolism; development, heredity and evolution; structure and function of tissues, organs, and organ systems of higher animals. Lecture-Laboratory. (Prerequisite: 101 or consent of department.)

103 **General Biology III.** Structure and function of tissues and organs of higher plants; immune, nervous, and reproductive systems of higher animals; ecology and the role of biology in human endeavors. Lecture-Laboratory. (Prerequisite: 102 or consent of department.)

201 **Mammalian Anatomy.** Structure of the mammalian vertebrate. Lecture-Laboratory. 4 quarter hours.

202 **Mammalian Physiology.** Function of the vertebrate organ systems with special emphasis on mammals. Lecture-Laboratory. 4 quarter hours.

210 **Microbiology.** Biology of microorganisms with special emphasis on bacteria. Lecture-Laboratory. 4 quarter hours.

250 **Cell Biology.** Fundamentals of cell form and function studied at the molecular and organellar level, including basic cellular biochemistry, microstructure and physiology. Lecture-Laboratory (Prerequisite: 103 or consent of instructor.)

260 **Genetics.** Nature of genetic material and the manner of its expression; its mutability; and its significance with respect to organismal and species variation. Lecture-Laboratory (Prerequisite: 103 or consent of instructor.)
308 Plant Anatomy. Differentiation, development, and structure of cells, tissues, tissue systems, and organs of vascular plants. Lecture-Laboratory. (Prerequisite: 103 or consent of instructor.)

309 Plant Physiology. Functional and developmental aspects of plants, especially of vascular autotrophs. Lecture-Laboratory. (Prerequisite: 103 or consent of instructor.)

310 Vertebrate Physiology. Organ system physiology of vertebrates. Lecture-Laboratory. (Prerequisite: 250 or 380 and Chemistry through organic.)

315 Ecology. Study of organismal interactions and responses of individuals, populations and natural communities to their external environment. Lecture only/4 quarter hours; Lecture-Laboratory/5 quarter hours. (Prerequisite: 103 or consent of instructor.)

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 quarter hours; Lecture-Laboratory/5 quarter hours. (Prerequisite: Junior/Senior standing or consent of instructor.)

328 Invertebrate Biology. Comparative biology of non-chordate animals. Lecture-Laboratory. (Prerequisite: 103 or consent of instructor.)

330 Developmental Biology. Developmental phenomena of animals including gametogenesis, fertilization, cleavage, organogenesis, metamorphosis and regeneration. Lecture-Laboratory. (Prerequisite: 250 or 380, and 260 or consent of instructor.)

335 Concepts in Evolution. Study of continuity, change, and diversity in the animal kingdom. Lecture only. 4 quarter hours. (Prerequisite: Junior/Senior Biology standing.)

340 Neurobiology. Introduction to the structure and function of vertebrate and invertebrate nervous systems. Lecture only. 4 quarter hours. (Prerequisite: Junior/Senior standing or consent of instructor.)

360 Professional Study. Medical Technology. Internship in Clinical training and study in preparation for a career in Medical Technology. No credit. (Prerequisite: Completion of 135 quarter hours of collegiate work and departmental approval.)

368 Cell Physiology: Metabolism. Analysis of organelle enzyme systems, unit structures, and physiology relating to cellular metabolism, transport, and energy conversion processes. Lecture only/4 quarter hours; Lecture-Laboratory/5 quarter hours. (Prerequisite: 250 or 380 or consent of instructor.)

370 Immunobiology. Basic factors governing immune phenomena and antigen-antibody reaction. Lecture only/4 quarter hours; Lecture-Laboratory/5 quarter hours. (Prerequisite: Junior/Senior standing or consent of instructor.)

380 General Physiology. Study of the chemical and physical phenomena operative in physiological processes common among living organisms. Lecture-Laboratory. (Prerequisite: 103 or consent of instructor.)

386 Introduction to Endocrinology. Study of hormonal regulation in animals. Lecture only/4 quarter hours; Lecture-Laboratory/5 quarter hours. (Prerequisite: Junior/Senior standing or consent of instructor.)

390 Developmental Genetics. Prokaryotic and eukaryotic gene expression; regulation of differential gene expression in developing organisms. Lecture only. 4 quarter hours. (Prerequisite: 330 or consent of instructor.)

395 Biological Considerations in Current Legal Problems. Contributions of biology to the understanding of selected medico- and environmental-legal problems. Lecture only. 4 quarter hours.

NOTE: Certain graduate-level courses, including 401 (Independent Study) are open to qualified advanced undergraduate students with the approval of the Chairman of the Department. See the Graduate School Bulletin for course offerings. Students planning to complete a graduate program at De Paul University should inquire of their academic advisor how they, as juniors or seniors, may initiate studies in the Graduate School which become applicable toward a master's degree.
FACULTY

Chairman: Robert A. Griesbach, Ph.D.

Professors: John R. Cortelyou, C.M., Ph.D.; M. A. McWhinnie, Ph.D.; Robert C. Thommes, Ph.D.

Associate Professors: Robert A. Griesbach, Ph.D.; Dolores J. McWhinnie, Ph.D.; Mary A. Murray, Ph.D.; Robert L. Novak, Ph.D. (Joint appointment with Chemistry); Daniel G. Oldfield, Ph.D.; James E. Woods, Ph.D.; Lester Fisher, D.V.M. (Adjunct Associate Professor)

Assistant Professors: Daniel Gibbs, Ph.D.; Danute S. Juras, Ph.D.; Ralph A. Sorensen, Ph.D.

Professor Emeritus: Joseph E. Semrad, Ph.D.
Chemistry

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

In meeting these responsibilities, the Department offers a standard concentration in the disciplines, and administers and contributes to interdisciplinary concentrations in Biochemistry and Environmental Chemistry. Students can also complete a concentration accredited by the American Chemical Society for which they will receive a Certificate of Merit. Many of these students continue their studies in chemistry for advanced degrees.

A Chemistry/Education program is also offered cooperatively with the School of Education to prepare students for a career in teaching science (including chemistry in junior high and secondary schools).

**PROGRAM: CHEMISTRY MAJOR**

*(B.S. DEGREE)*

**General Education:** 72 quarter hours (18 courses) in De Paul College.

**Core Courses for All Concentrations:**

**Chemistry:** 131 General Chemistry I (or 117 Basic Chemistry); 133 General Chemistry II (or 119 Qualitative Analysis); 171 Mechanistic Organic I (or 121 Bio-Organic Chemistry I); 173 Mechanistic Organic II (or 123 Bio-Organic Chemistry II); 175 Mechanistic Organic III (or 125 Bio-Organic Chemistry III); 192 Mathematical Methods of Chemistry; 203 Analytical Techniques (or 127 Quantitative Analysis); 190 Analytical Equilibrium Chemistry; 196 Physical Chemistry I; 211 Physical Chemistry II; 215 Physical Chemistry IV; and 261 Instrumental Analysis.

**Physics:** 176 General Physics I; 177 General Physics II; and 275 General Physics III.

**Mathematics:** 150 Calculus I; 151 Calculus II; and 152 Calculus III.

1. **Standard Concentration**

**Chemistry:** Core courses, plus 320 Intermediate Inorganic Chemistry; and one course from 265 Air Chemistry, 267 Aqueous Chemistry, 278 Environmental Chemistry, or 325 Solid Waste Chemistry.

**Additional:** Nine courses in advanced chemistry or supporting fields.

**NOTE:** For the Standard Concentration to be accredited by the American Chemical Society and for the students to be eligible to receive a Certificate of Merit, they must also complete the following requirements:

**Chemistry:** 212 Physical Chemistry III; 356 Spectral Interpretation; and two four-quarter hour chemistry courses numbered above 300.

**Mathematics/Physics:** Mathematics 210 Calculus IV; and any two courses from Mathematics 211 Differential Equations, Physics 276 General Physics IV, Physics 295 Mathematics for Physical Scientists I, and Physics 296 Mathematics for Physical Scientists II.

**German:** 101 Basic German; 102 Basic German; and 103 Basic German.

(Student are placed within this sequence on the basis of their high school language background. See the Modern Languages section of this Bulletin for the placement guide.)
II. Biochemistry Concentration

Chemistry: Core courses, plus 340 Biochemistry I; 341 Experimental Biochemistry I; 342 Biochemistry II; and 343 Experimental Biochemistry II.

Biology: Three four-quarter hours selected in consultation with the chairman of the Biological Sciences and the Chemistry Departments.

Physics: Either the sequence of core courses 176, 177 and 275 or 150 General Physics; 151 General Physics; and 152 General Physics.

Mathematics: Core courses.

Supporting Fields: Four four-quarter hour courses selected in consultation with the chairman of the Biological Sciences and the Chemistry Departments.

III. Environmental Concentration

Chemistry: Core courses, plus 265 Air Chemistry; 267 Aqueous Chemistry; 320 Intermediate Inorganic Chemistry; 325 Solid Waste Chemistry; and 356 Spectral Interpretation.

Physics: Core courses.

Mathematics: Core courses.

Geography: 225 Weather, Climate, and Man.

Psychology: 368 Computer Programming.

Supporting Fields: Three four-quarter hour courses selected in consultation with the chairman of the Chemistry Department.

IV. Teacher of Chemistry—Secondary Level

In cooperation with the School of Education, the Department of Chemistry offers a concentration of study that satisfies the basic requirements for teaching a specific area of study, with certification for teaching the concentration of study at the junior high and secondary levels.

Component for Teaching Specialty of Chemistry: (72 quarter hours)

Chemistry: 48 quarter hours; Biology: 12 quarter hours; and Physics: 12 quarter hours.

NOTE 1: For students planning careers in fields such as science writing, patent law, library science, criminology, marketing, science education, clinical chemistry, the Chemistry curriculum will be tailored to individual requirements through the student's departmental advisor. In general, a minimum of 52 quarter hours (12 courses) in chemistry, 12 quarter hours (3 courses) in physics, and 12 quarter hours (3 courses) in calculus must be completed. The student has 32 quarter hours (8 courses) in which to develop an allied specialty or a double major in physics or mathematics.

NOTE 2: For students planning to integrate a B.S. and M.S. degree program at DePaul University, they should inquire of the chairman of the Department of Chemistry as an undergraduate junior, whether they can begin studies in the Graduate School that are applicable toward a master's degree.
SAMPLE PROGRAM—STANDARD

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

Sophomore Level
Chemistry: 171 (121*), 173 (123*), 175 (125*), 190, 196, 211
Physics: 275
De Paul College: 5 courses

Junior Level
Chemistry: 192, 215, 261, 320, 278
Electives: 2 courses in Advanced Chemistry and/or others
De Paul College: 6 courses
*Courses in parenthesis may be substituted.

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

GENERAL AND INORGANIC CHEMISTRY
117 Basic Chemistry. Chemical principles governing behavior of matter.
119 Qualitative Analysis. Chemical principles related to qualitative analysis of ions in aqueous solutions. (Prerequisite: 117)
131 General Chemistry I. Rigorous introductory course emphasizing basic physical and inorganic chemistry. (Prerequisite: Mathematics 150)
133 General Chemistry II. Continuation of Chemistry 131. (Prerequisite: 131 or 117 with consent)
320 Intermediate Inorganic Chemistry. Lecture course emphasizing descriptive aspects of synthesis, structure and reactions of metal ligand compounds of general and biological interest. (Prerequisite: 125 or 175)

ANALYTICAL CHEMISTRY
127 Quantitative Analysis. Utilization of quantitative nature of chemistry to solve practical problems of analysis. (Prerequisite: 119 or 133)
190 Analytical Equilibrium Chemistry. Lecture course dealing with equilibrium involved in quantitative analysis. (Prerequisite: 133 or consent)
203 Analytical Techniques. Lecture and laboratory course involving quantitative chemical analysis. (Prerequisite: 133 or 119)
261 Instrumental Analysis. Lecture and laboratory course which involves modern instrumentation in chemical analysis. (Prerequisite: 215)

SPECIAL COURSE
390 Forensic Chemistry.

ORGANIC CHEMISTRY
121 Bio-Organic Chemistry I. Carbon compounds, especially aliphatic monofunctional types. (Prerequisite: 119 or 133)
123 Bio-Organic Chemistry II. Continuation of Chemistry 121 with emphasis on functional groups important in biological systems. (Prerequisite: 121)
125 Bio-Organic Chemistry III. Chemistry of products found in natural systems: lipids, carbohydrates, proteins, nucleic acids and enzymes. (Prerequisite: 123)
171 Mechanistic Organic I. Introduction to organic chemistry: Stereochemistry, free radical substitution and electrophilic addition. (Prerequisite: 133 or consent)
173 Mechanistic Organic II. Aromaticity and electrophilic and nucleophilic substitution. (Prerequisite: 171)
175 Mechanistic Organic III. Carbonyl and the preparation and reactions of many organic compounds including those of biological interest. (Prerequisite: 173)
356 Spectral Interpretation. Analysis and interpretation of the different types of spectra obtained from organic compounds. (Prerequisite: 125 or 175)

PHYSICAL CHEMISTRY
192 Mathematical Methods of Chemistry. (2 quarter hours) A problem-solving course concentrating on mathematical techniques needed for chemical calculations. (Prerequisite: Math. 152.)
196 Physical Chemistry I. Thermodynamics: Concepts of heat, work and energy; meaning of enthalpy, free energy and entropy; equilibrium constants, dependence of thermodynamic properties on temperature. (Prerequisites: 119 or 153; Mathematics 152; or consent.)

211 Physical Chemistry II. Thermodynamics continued; electrochemistry, transport processes and crystal structure. (Prerequisite: 196.)

212 Physical Chemistry III. Quantum chemistry, electronic structure of atoms and molecules, molecular spectroscopy. (Prerequisite: 211; Corequisite: 192; or consent.)

215 Physical Chemistry IV. Surface chemistry, statistical thermodynamics, kinetics. (Prerequisite: 211, 192.)

ENVIRONMENTAL CHEMISTRY

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

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

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

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

BIOCHEMISTRY

128 Medical Biochemistry. An introduction to the molecular basis of disease. (Prerequisite: 117)

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

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

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

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

ADVANCED STUDY

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

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

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

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

FACULTY
Chairman: Fred W. Breitbeil, III, Ph.D.
Professors: William R. Pasterczyk, Ph.D.; Avrom A. Blumberg, Ph.D.; Fred W. Breitbeil, III, Ph.D.
Associate Professors: Jurgis A. Anysas, Ph.D.; Sanat K. Dhar, Ph.D.; Edwin F. Meyer, Ph.D.; Thomas J. Murphy, Ph.D.; Robert L. Novak, Ph.D. (Joint Appointment with Biological Sciences); Franklin S. Prout, Ph.D.
Assistant Professor: Sara Steck Melford, Ph.D.
Economics

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

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

The department seeks to prepare students majoring in economics for future careers in business, law and government service, as well as for graduate work in economics and business administration.

In addition to its departmental program, the department offers an interdisciplinary program for students who want to major in economics and also focus on urban studies.

**PROGRAM: ECONOMICS MAJOR**
(B.A. DEGREE)

**General Education:** 72 quarter hours (18 courses) in De Paul College.

I. **Standard Concentration**

**Economics:** 103 Principles I Introduction to Economics; 104 Principles II Economics of the Market Place; 242 Statistics for Economics; 305 Pricing and Distribution Analysis; 306 National Income Analysis; and six additional economics courses.

**Political Science:** 120 American National Government; 121 State and Local Government.

**Psychology:** 105 General Psychology I; 106 General Psychology II; 347 Social Psychology.

**Sociology:** 201 Introductory Sociology and 303 Minority Relations.

**Mathematics:** 130 College Algebra; 131 Elementary Functions; and 150 Calculus I.

**Electives:** Courses are to be chosen in consultation with the student's advisor.

**NOTE:** For the prospective student who wants to pursue a graduate degree in economics, the following courses are strongly recommended: Economics 361 International Trade; Economics 375 Introduction to Econometrics I; Finance 321 Monetary and Fiscal Policy I; Finance 324 Public Finance; Mathematics 151 Calculus II; Mathematics 152 Calculus III; and Mathematics 220 Linear Algebra with Applications I.

II. **Urban Studies Concentration**

**Economics:** 103 Principles I, Introduction to Economics; 104 Principles II, Economics of the Market Place; 242 Statistics for Economics; 325 Economics of Poverty; 395 Seminar in Selected Economic Topics; and five additional economics courses.

**Geography:** Two courses from 133 Urban Geography; 321 Chicago Metropolitan Area, and 333 City Problems and Planning.

**Sociology:** Two courses from 201 Introductory Sociology; 300 Sociology of Metropolitan Areas; 303 Minority Relations, and 345 Urban Sociology.

**Electives:** Courses to be chosen with assistance of student's departmental advisor.
SAMPLE PROGRAM—STANDARD  ECONOMICS CONCENTRATION

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

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

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

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

COURSES
(All courses carry 4 quarter hours credit.)

PRINCIPLES AND THEORY

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

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

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

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

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

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

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

ECONOMIC HISTORY AND THOUGHT

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

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

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

ECONOMIC INSTITUTIONS AND PROBLEMS

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

212 Business and Society. Relationships between government, business and society. Both the institutional and theoretical aspects of governmental intervention in economic life examined. (Prerequisite: 104)
318 Labor Economics and Organization. Examines historically and theoretically the principal problems confronting labor groups; particular reference to the dynamic economy of the United States. (Prerequisite: 104)

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

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

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

335 Resource, Energy, and Environmental Economics. Introduction to the fundamental problems of resource depletion and environmental deterioration; tradeoffs between the use of natural resources, environmental pollution, and population growth; alternative methods to achieve an optimal ecological system. Economic analysis of cost-benefit techniques, the role of effluent fees, government subsidies, and legislative action. (Prerequisites: Economics 104 and Junior standing.)

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

368 Industrial and Commercial Location. Analysis of the factors involved in selecting locations for the development of commercial and industrial facilities. (Prerequisites: Economics 104 and Junior standing) (Cross-listed with Geography 368 and Marketing 368.)

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

QUANTITATIVE TECHNIQUES IN ECONOMICS

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

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

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

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

SPECIALIZED STUDY

399 Independent Study. Students consult appropriate faculty member and obtain written permission of chairman.

FACULTY

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


Associate Professors: James E. Ciecka, Ph.D.; Adolph E. Mark, Ph.D.; Anthony C. Petto, Ph.D.; Richard M. Thornton, Ph.D.

Assistant Professors: Bala N. Batavia, Ph.D.; Floyd R. Dill, Ph.D.; Lenore K. Ken, Ph.D.; Norman D. Nicholson, Ph.D.; Margaret A. Oppenheimer, Ph.D.; Donald W. Ramey, Ph.D.; Richard J. Wiltgen, Ph.D.

Lecturers: Richard B. Chalecki, Ed.D.; Consuelo Williams, M.A.

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

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

The goals for the English major are: to probe the human problems and values depicted in literary works in order to expand experience, insight, and compassion; to learn to write with competence and style; to use research methods intelligently; to understand the basic facts of the English language; to be familiar with the major authors, works, seminal literary movements and prominent genres of English and American literature; to read literature from more than one critical perspective, including comparative and textual; and to see the study of literature in relation to other fields of learning.

To achieve these goals, the department organizes series of courses in the study of the English language itself; in the use of this language in various forms and levels of communication and composition, both practical and creative; and in the literature produced in twelve centuries of British English and three centuries of American English. These goals can be pursued either through a standard English concentration or through the American Studies program.

In addition to its departmental concentrations the department offers an interdisciplinary concentration for students who wish to major in English and focus upon communications. Developed in cooperation with the Department of Speech and Drama, this concentration provides students with the opportunity to gain knowledge and skills for many careers and professions. The goals of the concentration in communications are: to develop speech skills and writing abilities at an advanced level; to know relationships between and to explore the natures of written and non-written communications; to know the nature and uses of mass media; and to learn the ways in which literary masters have used language to express effectively whatever they wished. The concentration has three kinds of courses: skills, theory, and literature, at both basic and advanced levels.

Also, in cooperation with the School of Education, the department offers a program to prepare students for a career in teaching in junior high and secondary schools.
PROGRAM: ENGLISH MAJOR
(B.A. DEGREE)

General Education: 72 quarter hours (18 courses) in De Paul College.

Core Courses for Standard English and American Studies Concentrations

English: 200 Expository Writing; 202 American English; 220 Understanding Literature; 328 Shakespeare; 361 Romanticism in American Literature; and 362 Realism and Naturalism in American Literature. [Note: English majors with grade of “A” or “B” in Communications 102 will substitute Eng. 300 or 305 for Eng. 200.]

I. Standard English Concentration

English: Core courses plus, 310 English Literature to 1500; 320 English Renaissance Literature; 330 Restoration and 18th Century English Literature; 340 Nineteenth Century English Literature; and three English course electives.

History: Two courses.

Modern Languages: Competency in a foreign language which may be attained by a minimum of 12 quarter hours of credit at the college level or by two years of high school study in any one foreign language.

Philosophy or Religious Studies or Modern Languages or Speech and Drama: One course.

Speech and Drama: 203 Interpretative Reading.

Visual Arts: Two courses.

Electives: Courses are to be chosen in consultation with the student's advisor.

II. American Studies Concentration

English: Core courses plus 222 Introduction to American Culture; three courses from 310 English Literature to 1500, 320 English Renaissance Literature, 330 Restoration and 18th Century Literature, and 340 Nineteenth Century English Literature; 367 Topics in American Studies; and two additional courses in American Literature or Topics in American Studies.

History: Two courses in American History.

Modern Languages: Competency in a foreign language which may be attained by a minimum of 12 quarter hours of credit at the college level or by two years of high school study in any one foreign language.

Philosophy or Religious Studies: One course.

Speech and Drama: 203 Interpretative Reading.

Visual Arts: 320 American Art, and one additional visual arts course.

Electives: Courses are to be chosen in consultation with the student's advisor.

III. Communications Concentration (Interdisciplinary)

Skill Courses

English: 200 Expository Writing; 300 Advanced Composition or 309 News-writing and Reporting. [Note: English majors with grade of “A” or “B” in Communications 102 will complete two of the following to fill this requirement: Eng. 300, 305, 309.]

Speech and Drama: 100 Basic Speech Communication; 202 Group Discussion or 204 Public Speaking; 205 Interpersonal Communication; 221 Argumentation—Reason in Controversy or 321 Persuasion.
Theory of Communication

**English:** 202 American English; *two* courses from 212 Communications Media I, 214 Communications Media II, 216 Communications Media III.

**Literature**

**English:** 220 Understanding Literature; *two* courses from 310 English Literature to 1500, 320 English Renaissance Literature, 328 Shakespeare, 330 Restoration and 18th Century Literature, 340 Nineteenth Century Literature; *one* course from 361 Romanticism in American Literature, 362 Realism and Naturalism in American Literature.

**Supporting Fields and Electives:** Courses are to be chosen in consultation with the student's advisor.

**IV. Teacher of English—Secondary Level**

In cooperation with the School of Education, the English Department offers a concentration of study that satisfies the basic requirements for a specific area of study, with certification for teaching that concentration of study at the junior high and secondary school levels.

**Component for Teaching Specialty of English:** (52 quarter hours)

**English:** 200 Expository Writing; 202 American English; 300 Advanced Composition; *three* courses from 310 English Literature to 1500, 320 English Renaissance Literature, 330 Restoration and 18th-Century Literature, 340 Nineteenth Century English Literature; 328 Shakespeare; 361 Romanticism in American Literature; 362 Realism and Naturalism in American Literature; 391 Teaching of English; additional course in American Literature; and *one* other English course.

**Speech and Drama:** 203 Interpretative Reading.
SAMPLE PROGRAM—STANDARD ENGLISH CONCENTRATION

Freshman Level
English: 200, 202, 220
Supporting Fields: Speech 203; Visual Arts 302; History 213
Elective: one course
De Paul College: 4 courses

Junior Level
English: 320, 330, 340
Supporting Fields: History 329
Electives: 2 courses
De Paul College: 5 courses

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

Senior Level
English: 351, 362, 369, 370
Supporting Fields: French 101, 102, 103
Elective: one course
De Paul College: 5 courses

COURSES
(All courses carry 4 quarter hours credit.)

English majors must take English 200, 202, and 220 before entering 300-level courses.

LANGUAGE
302 Grammar and Composition in American English. An introduction to basic linguistic concepts with an emphasis upon the implications for grammar and composition. (Prerequisite: Eng. 202)
303 English Language Studies for Elementary Teachers. An overview of the history and structure of the language with emphasis upon both the traditional and transformational approaches.

COMPOSITION AND COMMUNICATION
100 Developmental English. Introduction to the basic patterns of usage, syntax, and vocabulary of American English.
101 Fundamentals of Communication. Emphasis upon modern usage, sentence and paragraph structure and development.
200 Expository Writing. Study and practice in rhetorical forms, patterns, and styles as well as an introduction to the research paper. (Prerequisite: Eng. 101 or demonstrated ability to be ascertained by the chairman or the instructor.)
204 Specialized Writing. Technical writing, writing for the Social and Behavioral Sciences, and Business Writing will be the alternating areas of emphasis. (Prerequisite: Eng. 101 or demonstrated ability to be ascertained by the chairman or the instructor.)
208 Rhetoric I. Study of interpretation of texts and of principles and theory of rhetoric, especially topics of argument. (Prerequisite: Eng. 200 or equivalent.)
212 Communications Media I. Study of the nature, uses, and effects of mass media with emphasis on newspapers and periodicals.
214 Communications Media II. Study of the nature, uses, and effects of mass media with emphasis on radio and television.
216 Communications Media III. Study of the nature, uses, and effects of mass media with emphasis on cinema and the arts.
300 Advanced Composition. Further development of writing skills, whether expository, argumentative, descriptive, or narrative. (Prerequisite: Eng. 200.)
305 Creative Writing. Regular writing of original manuscripts. Critical guidance by instructor.
306 Rhetoric II. Study of practical problems of reasoned argument emphasizing invention and construction of arguments. (Prerequisite: Eng. 208.)
309 Newswriting and Reporting. Study of investigative, interpretative and in-depth reporting with emphasis on practical application.

LITERATURE
220 Understanding Literature. Study of particular and important critical approaches to literature as well as the application of these theories to selected literary texts.
222 Introduction to American Culture. Introduction to the primary methods and materials for the study of American culture.
Popular Fiction. Analysis for appreciation of selected stories and novels. Alternating areas of emphasis include detective fiction, science fiction, contemporary fiction, and fiction of mythic lands.

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

Chaucer and Langland. The study of selections from the Canterbury Tales and Pilgrims as literary genre and as examples of medieval life.

Studies in Medieval Literature. Alternating areas of emphasis include Medieval drama, Alliterative poetry, Chaucer's Troilus and Cressyde and minor poems.


Shakespeare. Study of representative Comedies, Histories, Tragedies, and Romances with a survey of biographical and critical materials.


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

Studies in the Restoration and Eighteenth Century. Alternating areas of emphasis include the 18th Century Novel, Johnson and his Circle, and Pope and Dryden.

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

Studies in Nineteenth Century English Literature. Alternating areas of emphasis include Wordsworth and Coleridge, the Victorian Novel, and the Prose of the Nineteenth Century.


Topics in Irish Studies: Authors. Intensive study of one or two significant Irish writers. Alternating subjects include Yeats, Joyce, O'Casey, Synge, Lady Gregory.

Topics in Irish Studies: Genres. Intensive study of a single genre. Alternating topics include poetry, fiction, drama, folklore.

Topics in Irish Studies: Seminar. Concentrated study of an event or era in Irish history, examining both historical and literary documents. Alternating topics include rise and fall of Parnell; famine of the 1840's; Easter Week rising, 1916.
359 Studies in Modern British and Irish Literature. Alternating areas of emphasis include Modern English and Irish Drama, James Joyce, and Yeats.

360 Early American Literature. Survey of Puritan and National literature including Edwards, Franklin, Cooper and Irving (c. 1620-1830)


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 American Novel. Narrative prose from beginnings to modern novel; emphasis on sentimental and gothic novels, travel and adventure narratives, and romances.

365 Modern American Fiction. Survey of major trends since 1920 including Fitzgerald, Hemingway and Faulkner.


367 Topics in American Studies. Alternating areas of emphasis include Literature of the Frontier, Hollywood, Development of American Folklore and Humor.

368 Afro-American Literature. Representative selections from significant prose, poetry and drama, with emphasis on works by Black authors since 1920.

369 Special Topics in American Literature. Alternating areas of emphasis include Contemporary Fiction (60's and 70's), Fitzgerald and Hemingway, Mark Twain and Henry James.

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

379 Historical Development of a Literary Genre—Short Story, Novel, Poetry, Biography, etc. Alternating areas of emphasis in literary genres.

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

384 War: Man's Ultimate Moral Test. Analysis of representative texts which explore man's attitude toward war.

389 Studies in Comparative Literature. Alternating on an author, a period or a genre.

PROFESSIONAL

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

392 English Internship. Selective placement of students in work-study situations to prepare for professional careers in communications and teaching areas. Credit variable.

SPECIALIZED STUDY

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

FACULTY

Acting Chairman: Elmer Pry, Ph.D.

Professors: Bernard A. Brunner, Ph.D.; Patricia Ewers, Ph.D.; William J. Feeney, Ph.D.

Associate Professors: Hugh J. Ingrasci, Ph.D.; Ellin M. Kelly, Ph.D.; John E. Price, Ph.D.; Elmer R. Pry, Jr., Ph.D.; Lavon Rasco, Ph.D.; Frank Sherman, Ph.D.; Frederick I. Tietze, Ph.D.

Assistant Professors: Darilyn W. Bock, Ph.D.; Stanley L. Danberger, M.A.; Zahava Dorinson, Ph.D.; William Fahrenbach, Ph.D.; Helen Marlborough, Ph.D.; Lawrence A. Ragan, M.A.; Rachael M. Romano, M.A.; Phyllis Thompson, Ph.D.

Instructor: Malachy Walsh, M.A.

Geography

Geography as a modern discipline is concerned as much with man as with his planet of residence—and with relationships and analyses at least as much as with description and distribution. All the things geographers study depend upon two basic criteria—a location and reasons for the location.

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

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

In addition to its standard concentration, the department offers three other areas of concentration: urban studies, environmental studies, and geography education.

PROGRAM: GEOGRAPHY MAJOR
(B.A. DEGREE)

General Education: 72 quarter hours (18 courses) in De Paul College.

Core Courses for All Concentrations

Geography: 100 Nature of Geography; 101 Physical Geography; 341 Cartography and Computer Graphics; 342 Cartography Laboratory; 395 Seminar in Selected Topics; and one course from 106 Food and Famine, 107 The Geography of Manufacturing, and 110 Cultural Geography.

I. Standard Concentration

Geography: Core courses, plus six additional courses.

Supporting Fields: Nine courses in education, economics, history, sociology, political science and any other discipline selected by consultation with the student's advisor. Every major potentially interested in graduate study is urged to take Mathematics 242 Elements of Statistics or Economics 242 Statistics for Economics or Sociology 242 Elements of Statistics.

II. Urban Studies Concentration

Geography: Core courses, plus 106 Food and Famine or 107 The Geography of Manufacturing or 110 Cultural Geography; 133 Urban Geography; 321 Chicago Metropolitan Area; 333 City Problems and Planning; and three additional geography courses.

Supporting Fields: Nine courses to be selected from the following: Econ. 103 Principles I. Introduction to Economics; Econ. 104 Principles II. Economics of the Market Place; Econ. 242 Statistics for Economics; Econ. 325 Economics of Poverty; Pol. Sci. 120 American National Government; Pol. Sci. 121 State and Local Government; Pol. Sci. 223 Government and Politics in Urban and Metropolitan Areas; Pol. Sci. 224 Public Administration; Soc. 201 Introductory Sociology; Soc. 300 Sociology of Metropolitan Areas; and Soc. 303 Minority Relations.
III. Environmental Studies Concentration

Geography: Core courses plus, 125 Elements of Geology; 225 Weather, Climate and Man; 301 Introduction to Oceanography; 390 Environmental Quality; two additional geography courses.

Supporting Fields: Nine courses to be selected from the following: Biol. 201 Mammalian Anatomy; Biol. 315 Ecology; Chem. 117 Basic Chemistry; Chem. 119 Qualitative Analysis; Chem. 127 Quantitative Analysis or Chem. 203 Analytical Techniques; Chem. 265 Chemistry of Air Pollutants; Chem. 267 Aqueous Chemistry; Chem. 278 Environmental Chemistry; Econ. 103 Principles I. Introduction to Economics; Econ. 210 Economics of the Urban Environment; Econ. 242 Statistics for Economics.

IV. Teacher of Geography—Secondary Level

In cooperation with the School of Education, the Department of Geography offers a concentration of study that satisfies the basic requirements for a specific area of study, with certification for teaching that concentration of study at the junior high and secondary school levels.

Component for Teaching Specialty of Geography: (48 quarter hours)

Geography: Core courses (with the exception of 395 Seminar in Selected Topics), plus 354 Contemporary Methods in the Teaching of Geography; one course from 106, 107 and 110; two courses from 125, 225 and 301; one course from 133, 201, 333, 335 and 370; three courses from 124 and the courses 311-327.
SAMPLE PROGRAM—STANDARD GEOGRAPHY CONCENTRATION

Freshman Level
Geography: 100, plus 106 or 107 or 110, plus course of choice
Supporting Fields and Electives:
2 courses
De Paul College: 6 courses

Junior Level
Geography: 341, 342 and 1 course of choice
Supporting Fields and Electives:
4 courses
De Paul College: 4 courses

Sophomore Level
Geography: 101 and 2 courses of choice
Supporting Fields and Electives:
2 courses
De Paul College: 6 courses

Senior Level
Geography: 395 and 2 courses of choice
Supporting Fields and Electives:
6 courses
De Paul College: 2 courses

COURSES
(All courses carry 4 quarter hours credit.)

GEOGRAPHIC CONCEPTS
100 The Nature of Geography. An introduction to the discipline of geography, including its methods and sub-fields of investigation.
106 Food and Famine. Fundamental factors affecting the present and future ability of the earth to satisfy the needs of its rapidly expanding population.
107 The Geography of Manufacturing. Industrial location theory and transportation facilities are used to analyze the development of our major industrial facilities relative to raw materials and markets.
110 Cultural Geography. Characteristics of mankind's distribution and culture examined at the local, regional and world scale.
133 Urban Geography. Basic concepts and principles necessary for an understanding of the spatial factors involved in city structure.
201 Geography of World Affairs. Develops a basic understanding of the international problems of today based upon analyses of their geographic backgrounds.
333 City Problems and Planning. Development of cities as geographic forms and the role of City Planning in preventing or solving urban problems.
335 Political Geography. Geographic influences upon political decisions and resulting spatial organization.
350 World of Wine. An analysis of the factors which influence the production and distribution of wine, both domestic and foreign.
368 Industrial and Commercial Location. Analysis of the factors involved in selecting locations for commercial and industrial facilities.
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.

TOOLS AND TECHNIQUES OF GEOGRAPHY
340 Maps and Man. Preparation and interpretation of maps, charts and globes and their vital importance in the modern world.
341 Cartography and Computer Graphics. Instruction in use of computers and traditional hand techniques in the construction of maps.
342 Cartography Laboratory. Must be taken concurrently with 341. 2 hours credit (Lab. Fee $15.00).
354 Contemporary Methods in the Teaching of Geography. What, when and how to teach geographic concepts, with emphasis on the neighborhood as spatial setting for simulation, role playing and cooperative methods. (May be taken for education credit as Education 354.)
395 Seminar in Selected Topics. Upper-division seminar concerned with the study of selected geographic problems. (Prerequisite: Geography 100 and/or consent of the instructor.)
398 Independent Reading and Research. Intensive study of a topic of special interest. Private conferences with instructor of supervised reading and research. Variable credit. (Prerequisites: Junior or senior standing and consent of the instructor.)
THE NATURAL ENVIRONMENT

101 Physical Geography. Spatial organization and evolution of the earth's natural environment, including climatic systems, erosional forces, land-forms, vegetation patterns, etc.

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

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

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

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

REGIONAL ANALYSES

Courses from 124 through 327 are detailed regional appraisals of the geographic phenomena within the area considered. Stressed is the complex of cultural and physical features—their nature, distribution and interrelationship significant to the population.

124 The United States and Canada. An introductory survey.

311 Patterns of the Pacific.

312 Arab Africa and the Middle East.

313 Black Africa, A Continent In Transition.

314 Peasants, Problems and Potential in South and Southeast Asia.

315 The Good Earth. An analysis of contemporary China, Japan and Korea.

316 Physical, Economic and Cultural Contrasts in Western Europe.

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

321 Illinois, Upstate, downstate.

321 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.

FACULTY

Chairman: Gerald W. Ropka, Ph.D.

Professor: Richard J. Houk, Ph.D.

Associate Professor: Donald R. Dewey, Ph.D.

Assistant Professors: Gerald W. Ropka, Ph.D.; Vernon E. Prinzing, Ed.D.

Lecturers: Joann Bray, M.A.; Lorin R. Contescu, Ph.D.; Elisabeth Eislen, Ph.D.; Albert J. Larson, Ph.D.; Ronald Pollina, Ph.D.; Judith Mills, M.A.
History

The educational aims of the Department of History are: (1) to provide a basic foundation of historical knowledge for those who plan to make a career in the discipline and (2) to service historical needs of the students with other areas of specialization or of students who wish to avoid excessive specialization.

The history student will develop skills in listening ability, in reading for meaning, in precision and conciseness in the analysis of documents and data. Through practice the history student will acquire the ability to gather material, organize data with coherent schema, abstract universals, interpret, judge, analyze, solve specific problems and finally communicate conclusions clearly both in oral and written form. Such skills and abilities to think critically can be used in a number of occupations: business, law, teaching, journalism, politics, administration, library and archival work, scientific research, homemaking.

The history student will also develop a personal philosophy, because the study of history involves empathic experiences, emotional catharsis, as well as intellectual development. The student’s immersion in the past, involving history in its humanistic as well as its social scientific aspects, will help to provide the judgement, awareness, intellectual curiosity and, above all, clarification of values so necessary for the good life.

The history program is flexible and may be adapted to various purposes. In particular, courses in the supporting field and electives may be combined with the major field to form in addition to the History major, a coherent concentration in such areas as Afro-American Studies, Latin-American Studies, or General Business.

PROGRAM: HISTORY MAJOR
(B.A. DEGREE)

General Education: 72 quarter hours (18 courses) in De Paul College.

I. Standard Concentration
History: Three course sequence chosen from category A below; At least three courses from category B below; At least three courses from category C below, one from each of three different areas, plus course 397, Coordinating Seminar, which may be taken only during the senior year; Two other courses from anywhere in category B or C.

Political Science: two courses.

Geography: two courses.

Supporting Fields: Four additional courses from economics, sociology, literature (English, French, German or Spanish) or history of art. Courses from other fields may be substituted with the consent of the student’s adviser.

Electives: Twenty-eight quarter hours chosen in consultation with the student’s departmental adviser in fields other than history.

II. Pre-Law Concentration
History: Three-course sequence chosen from category A below; Course 328, English Constitutional; 380, United States Constitutional to 1815; 381, United States Constitutional, 1815-1920; 382, United States Constitutional since 1920; 394, The Law, the State and Freedom in America; 395, Historical Sources and Evidence: Nuremberg to My Lai; 396, History of American Legislation; One additional course chosen from any area; and course 397, Coordinating Seminar.
Supporting Fields (32 hours): Law 100, English 201, Rhetoric I and 306, Rhetoric II; Philosophy 303, Critical Thinking; Speech and Drama 224, Advocacy Communication; Political Science 222, American Political Parties; two of the following: Political Science 324, 325, 326 Topics in Constitutional Law.

Electives: Twenty-eight quarter hours chosen in consultation with the student's departmental adviser in fields other than history.

III. Teacher of History—Secondary Level

In cooperation with the School of Education, the History Department offers a concentration of study that satisfies the basic requirements for teaching a specific area of study, with certification for teaching the concentration of study at the junior high and secondary school levels.

Component for Teaching Specialty of History (52 quarter hours):

History: Three course survey sequence from 110, 111, 112, or 113, 114, 115; 393, Teaching History and the Social Sciences; 397 Coordinating Seminar; and eight additional courses, four from category B and four from category C. Students can choose no more than two courses in each geographical area. At least one course must be in United States History.

SAMPLE PROGRAM—STANDARD HISTORY CONCENTRATION

<table>
<thead>
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<th>Freshman Level</th>
<th>Sophomore Level</th>
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<tbody>
<tr>
<td>History: 110, 111, 112</td>
<td>History: 250, 252, 254</td>
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<td>Supporting Fields: 2 courses</td>
<td>Supporting Fields: 2 courses</td>
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<tr>
<td>Elective: 1 course</td>
<td>Electives: 2 courses</td>
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<tr>
<td>De Paul College: 5 courses</td>
<td>De Paul College: 4 courses</td>
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<table>
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<tr>
<th>Junior Level</th>
<th>Senior Level</th>
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<tbody>
<tr>
<td>History: 328, 365, 351</td>
<td>History: 253, 379, 397</td>
</tr>
<tr>
<td>Supporting Fields: 2 courses</td>
<td>Supporting Fields: 2 courses</td>
</tr>
<tr>
<td>Electives: 2 courses</td>
<td>Electives: 2 courses</td>
</tr>
<tr>
<td>De Paul College: 5 courses</td>
<td>De Paul College: 4 courses</td>
</tr>
</tbody>
</table>
COURSES AND COURSE CATEGORIES
(All courses carry 4 quarter hours credit.)

A. FOUNDATION
101 World Civilization I.
102 World Civilization II.
103 World Civilization III. (Courses 101, 102, 103 will be offered beginning in the fall of 1978.)
110 Western Civilization to 1500 (formerly 210).
111 Western Civilization, 1500-1815 (formerly 211).
112 Western Civilization since 1815 (formerly 212).
113 United States History, 1607 to 1824 (formerly 213).
114 United States History, 1824 to 1890 (formerly 214).
115 United States History since 1890 (formerly 215).

B. THEMATIC
250 Revolution, Counterrevolution and Terrorism.
251 Assassination as History.
252 The World Since 1945.
253 Race, Nationality and National Consciousness.
254 The City in History.
255 Foreign Relations and Global Consequences.

C. INTEGRATIVE
1. European
302 The Age of Alexander the Great: Greece and the Hellenistic World (formerly 202).
303 Rise and Fall of the Roman Empire (formerly 203).
322 History of Medieval Europe.
326 English Constitutional History.
330 The Renaissance and the Reformation.
332 French Revolution and Napoleon.
335 Europe from Metternich to Bismarck.
334 Europe in the Age of German Ascendancy.
335 Europe since 1914.
337 The Expansion of Europe.
338 Modern Britain Since 1715 (formerly 346).
355 Russia under Khans and Tsars.
356 Soviet Russia, 1905 to the present.
357 History of Spain and Portugal.

2. African, Afro-American and Non-Western
341 The Middle East since 1900 (formerly 231).
342 The Far East since 1900 (formerly 230).
343 The Origins of the Afro-Americans: Afro-American History to 1750 (formerly 216).
345 Toward Freedom: Afro-American History, 1860 to the present (formerly 218).
346 The Black Mind in America (formerly 387).
347 The Black Religionists (formerly 388).
348 Themes in Afro-American History (formerly 389).
349 Africa: The Age of Empires; African History to 1800 (formerly 305).
350 Africa: The Age of Conquest; African History 1750-1900 (formerly 306).
351 Africa: The Age of Revolution; African History 1900 to the present (formerly 307).
352 Themes in the History of Africa (formerly 304).

3. Latin American
361 Colonialism and Independence in Latin America.
362 Liberalism and Conservative Response in Latin American Republics.
363 Contemporary Latin American Republics.
364 Dictatorships and Militarism in Latin America.
4. United States

370 The Beginnings of American Civilization to 1760.
371 The Age of the American Revolution.
372 Jefferson, Jackson, and the Coming of the Civil War.
373 Civil War and Reconstruction, 1860-1877.
374 The Emergence of Modern America, 1877-1914.
375 America in the Age of World War, 1914-1945.
376 The United States Since 1945.
378 America in the Nineteenth Century: The Development of the Pragmatic Tradition.
379 American Civilization in the Twentieth Century: Ideas and History.
380 United States Constitutional History to 1815.
382 United States Constitutional History since 1920.
384 Topics in American Studies. Taught in cooperation with the Department of English. May carry credit in English or History. (formerly 315).

5. Special

392 Extramural Internship. (formerly 398). Selected students are placed in work-study positions, under faculty supervision to help prepare themselves for non-teaching careers with background in historical technique. Credit variable.
393 Teaching of History and the Social Sciences (formerly 310).
394 The Law, the State, and Freedom in America.
395 Historical Sources and Evidence: Nuremberg to My Lai.
396 History of American Legislation.
397 Coordinating Seminar. Open only to seniors majoring in History.
399 Independent Study. (Prerequisites: Junior standing; approval of instructor and chairmen.)

FACULTY

Chairman: Cornelius Sippel, Ph.D.

Professors: Albert Erlebacher, Ph.D.; Robert F. Fries, Ph.D.; Joseph H. Lehmann, Ph.D.; Martin J. Lowery, Ph.D.

Associate Professors: Donald J. Abramske, Ph.D.; Bernadine S. Pietraszek, Ph.D.; Sholom S. Singer, Ph.D.; Cornelius Sippel, Ph.D.; Arthur W. Thurner, Ph.D.


Professor Emeritus: Ralph J. Mailliard, Ph.D.
Honors

Director: Charles S. Suchar, Ph.D. (Sociology)

The Honors Program offers interdisciplinary courses for the student with unusual ability, striving to develop in the individual the ability for intelective discernment through analysis, synthesis, and evaluation of man's cultural heritage. The Program enables the student to achieve an understanding of various academic methodologies and an appreciation of an interrelationship of knowledge greater than that available in the specialized competencies in his major field. A student completing the Honors Program will be exceptionally well-prepared for graduate or professional study.

Freshman and sophomores are encouraged to apply for entrance into the program. Students of above-average ability, not in the Honors Program, are also eligible to take Honors courses to satisfy general education requirements, with the express consent of the Director of the Honors Program. Completion of the Program, along with successful completion of requirements of a major field of study, leads the student to the degree of B.A. or B.S. "Honors Program."

Honors Concentration: (Minimum Requirements).

The student must complete at least 4 Honors courses from among the divisional listings in De Paul College; Junior Honors Colloquium; Senior thesis, and twelve quarter hours in advanced departmental courses carrying honors credit to be chosen together with the Director of the Honors Program and the individual instructors of the courses.

Note: To graduate from the Honors Program, the student must have attained a 3.2 grade point average by the last quarter of the senior year.

INTEGRATION AND APPLICATION COURSES

390H Junior Colloquium. To be taken by honor students with junior status.
399H Honors Thesis. To be taken by honor students with senior status.

FOR SPECIFIC HONORS COURSES CARRYING GENERAL EDUCATION CREDIT SEE THE DIVISIONAL LISTINGS IN DEPAUL COLLEGE.
Jewish Studies

This interdisciplinary program in Jewish Studies has been developed in cooperation with the Spertus College of Judaica to enable the student at De Paul to deepen his knowledge of Jewish culture and heritage. Such a heritage is a significant component of the tradition upon whose principles De Paul University is founded.

The program offers the De Paul student the opportunity to major in Jewish Studies and thus develop those skills which will prepare him for a career in the Jewish community. The degree, Bachelor of Arts with a major in Jewish Studies, is awarded by De Paul University. For students majoring in other fields, a variety of courses are offered to enable them to broaden and enrich their field of concentration through the added dimension of Jewish heritage and culture.

For further details regarding the program students should contact the Assistant Dean, College of Liberal Arts and Sciences, on the Lincoln Park Campus.

Latin American Studies

Through its interdisciplinary framework, the Latin American Studies Program stresses the uniqueness of the individual within his family and provides insights into the problems of historical, socio-political, psychological, economic and cultural nature common to all of the Americas.

The program provides a career oriented curriculum together with a sound interdisciplinary basis for graduate study in the area. Specifically, it is designed for the student who wants to work with government agencies or private enterprises concerned with Latin America, or who is planning a career in community work or teaching, or who will be working in a medium which necessitates a knowledge of the Latin American ethnic background.

**PROGRAM: LATIN AMERICAN STUDIES MAJOR**
(B.A. DEGREE)

**General Education:** 72 quarter hours (18 courses) in De Paul College

**Standard Concentration:**


**Geography:** 326 The Environments of Mexico, Central America and the Caribbean, and 327 The Environments of South America.

**Sociology:** 302 Cultural Anthropology.

**Spanish:** Students are expected to achieve proficiency in the language. A student beginning the language must take Spanish 101 through 106 as a foundation. These courses will carry elective credit. The student will then take Spanish 201, 203, and one 300-level elective. The advanced student will take four courses chosen from Spanish 301 through 315 and 317.

**Supporting Fields and Electives:** Courses to be chosen with the advice of the committee director.
SAMPLE PROGRAM—
STANDARD LATIN AMERICAN STUDIES CONCENTRATION

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

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

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

**Senior Level**
- History: 366
- Economics: 360
- Supportive Fields and/or Electives: 5 courses
- De Paul College: 5 courses

**PROGRAM COMMITTEE**
- Director: Bernadine Pietraszek, Ph.D., (History)
- Professors: Richard Houk, Ph.D., Geography; Martin Lowery, Ph.D., (History).
- Associate Professor: Lavinia Raymond, Ph.D., (Sociology).
- Assistant Professor: Mirza Gonzalez, Ph.D., (Spanish).
- Student Representative: Paula del Campo.
Mathematical Sciences

The Department of Mathematical Sciences offers 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 sound mathematical foundation required for many areas of study and to provide advanced programs in pure and applied mathematics for students specializing in the mathematical sciences.

The mathematics major may choose one of four areas of concentration: 1) pure mathematics; 2) computer science; 3) statistics; 4) actuarial science, or may select a program of courses according to interest from the various areas. In planning a program of courses, the student should consult a departmental advisor.

**PROGRAMS: MATHEMATICS MAJOR**
（B.A. or B.S. DEGREE）

**General Education:** 72 quarter hours (18 courses) in DePaul College.

**Foundation Courses Required for All Mathematics Concentrations**
- Mathematics: 150 Calculus I; 151 Calculus II; 152 Calculus III; 210 Calculus IV; 215 Set Theory; and 220 Linear Algebra with Applications I.

**I. Standard Concentration**
This concentration allows a great deal of flexibility. It consists of the six required mathematics foundation courses and seven electives at the 200 or 300 level chosen from those admissible for mathematics major credit. (Admissible courses are all 200 and 300 level mathematics courses except 242, 303, 304, 305, 309, 326, 327 and 328.) The student should consult a departmental advisor for program planning. Students planning graduate study in pure mathematics should include 310, 311, 335, 336, 337, and 380. Secondary education majors should include 309, 310, 311, 320, 321 and 340.

**SAMPLE PROGRAM—STANDARD MATHEMATICS CONCENTRATION**

**Freshman Level**
- Mathematics: 150, 151, 152
- Electives: 3 courses
  - (including Math. 149)
- DePaul College: 5 courses

**Sophomore Level**
- Mathematics: 210, 215, 220
- Electives: 4 courses
- DePaul College: 4 courses

**Junior Level**
- Mathematics: 4 Admissible 200 or 300 level courses
- Electives: 3 courses
- DePaul College: 4 courses

**Senior Level**
- Mathematics: 3 Admissible 200 or 300 Level courses
- Electives: 4 courses
- DePaul College: 5 courses

**II. Computer Science Concentration**
This concentration prepares the student for a scientific, managerial or other professional career in computer science by combining a sound mathematical foundation with a thorough study of advanced computer methods and their applications to science and business. The concentration consists of the six required foundation courses, plus Math 340, 341, 342, 344, 345, as well as two from among the following: Math 345, 346, 347, 349, 387, 390, 395 and 397. In addition the student should complement these with: Physics 110, 112, Math 242, 303, 304, 305, 310 and 370.
SAMPLE PROGRAM—COMPUTER SCIENCE CONCENTRATION

*Freshman Level*
- Mathematics: 150, 151, 152
- Electives: 3 courses
  (including 149 or 305)
- DePaul College: 5 courses

*Junior Level*
- Mathematics: 342, 344, 385
- Electives: 4 courses
  (including 304)
- DePaul College: 5 courses

*Sophomore Level*
- Mathematics: 210, 215, 220, 340, 341
- Electives: 3 courses
  (including 242)
- DePaul College: 4 courses

*Senior Level*
- Mathematics: 345 & 347 or 346 & 349
- Electives: 5 courses
  (including 310 & 370)
- DePaul College: 4 courses

N.B. The Department of Mathematical Sciences is developing a program leading to a Bachelor's degree in computer science. The computer science degree program will consist of the thirteen required courses as well as the recommended complementary courses.

III. Statistics Concentration

The purpose of the statistics concentration is to prepare the student for a career in applied statistics or for graduate study in advanced statistics. The concentration consists of the six required mathematics foundation courses plus: Math 351, 352, 353, 354, 355, 370 and 340. In addition the student should complement these with: Math 335, 336, 337, 342, 305 and 385.

SAMPLE PROGRAM—STATISTICS CONCENTRATION

*Freshman Level*
- Mathematics: 150, 151, 152
- Electives: 3 courses
  (including 305 or 149)
- DePaul College: 5 courses

*Junior Level*
- Mathematics: 351, 352, 353, 370
- Electives: 3 courses
  (including Math 335, 336)
- DePaul College: 4 courses

*Sophomore Level*
- Mathematics: 210, 215, 220, 340
- Electives: 4 courses
  (including Math 341)
- DePaul College: 5 courses

*Senior Level*
- Mathematics: 354, 355
- Electives: 4 courses
  (including Math 337, 385)
- DePaul College: 4 courses

IV. Actuarial Science Concentration

The purpose of this concentration is to prepare the student for a career in actuarial science. The concentration consists of the six required mathematics foundation courses, plus Math 351, 352, 353, 361, 362, 363 and 364. In addition the student should complement these with: Math 340, 370, 385, 354, and 355. It is also recommended that the student choose at least three of the following courses: Economics 103, 104, 215; Finance 210, 312, 330; Accounting 101, 103; Business Law 201, 202.

SAMPLE PROGRAM—ACTUARIAL SCIENCE CONCENTRATION

*Freshman Level*
- Mathematics: 150, 151, 152
- Electives: 3 courses
  (Including Math 149 or 305)
- DePaul College: 5 courses

*Junior Level*
- Mathematics: 351, 352, 353, 361
- Electives: 3 courses
  (including Math 345, 370)
- DePaul College: 4 courses

*Sophomore Level*
- Mathematics: 210, 215, 220
- Electives: 4 courses
  (including Math 340)
- DePaul College: 5 courses

*Senior Level*
- Mathematics: 362, 363, 364
- Electives: 4 courses
  (including Math 354, 355)
- DePaul College: 4 courses
Supporting Fields For All Mathematics Concentrations

There are no specific allied field requirements for a B.A. degree in Mathematics. Students may choose electives according to their interests in consultation with their faculty advisor. For a B.S. degree in Mathematics students must earn at least 24 quarter hours in biology, chemistry, or physics.

COURSES

(All courses carry 4 quarter hours credit unless otherwise specified.)

**Elementary Courses**

101 **Introduction to College Algebra.** Recommended for students who require prerequisite for Math 130 or for Statistics 242. Number systems, solutions of equations and inequalities, coordinate systems, graphing, square roots, summation notation, use of mathematical tables.

130 **College Algebra.** Polynomial and fractional algebraic expressions, straight lines, graphing, equation of a circle, systems of linear equations, planar inequalities, exponents, radicals, and quadratic equations.

131 **Trigonometry and Elementary Functions.** Rational, exponential, logarithmic, and trigonometric functions; planar analytic geometry. (Prerequisite: 130 or equivalent)

**Foundation Courses**

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

151 **Calculus II.** Definite and indefinite integral; volume; arc length; trigonometric functions; logarithmic and exponential functions. (Prerequisite: 150)

152 **Calculus III.** Methods of integration; polar coordinates; infinite series, Taylor’s formula, tests for convergence, L’Hospital’s rule. (Prerequisite: 151)

153 **Calculus Computer Laboratory I (2 quarter hours).** A calculus laboratory course using BASIC. The emphasis is on illustrating and developing the concepts of Calculus I & II and applications of calculus to computation. Numerical computation of integrals, roots of equations, extreme values, computation of pi, differentiation by the computer. (Prerequisites: 149 or equivalent and 150. Corequisite: 151) Laboratory fee.

154 **Calculus Computer Laboratory II (2 quarter hours).** A continuation of 153 illustrating and developing topics covered in Calculus I, II, and III. (Prerequisite: 149 or equivalent. Corequisite: 152) Laboratory fee.

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

215 **Set Theory.** An introduction to basic concepts used in higher mathematics courses: set theory, equivalence relations, functions, cardinality, techniques of proof in mathematics, problem-solving and proof construction. (Prerequisite: 152)

220 **Linear Algebra With Applications I.** Vectors; equations of lines and planes; matrices; linear independence; linear transformations; determinants. (Prerequisite: 152)

**Actuarial Science**

361 **Actuarial Science I.** Actuarial numerical methods; theory and applications of compound interest. (Prerequisite: 152)

362 **Actuarial Science II.** Theory and application of single-life and other contingencies. (Prerequisite: 361)

363 **Actuarial Science III.** Multi-life contingencies, mortality and demographic statistics. (Prerequisite: 362)

364 **Actuarial Statistics.** Mortality statistics, and risk theory (Prerequisite: 363)

**Algebra**

310 **Algebra I.** Prime numbers; binary operations; equivalence relations; congruences. (Prerequisite: 312 or consent of department)

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

312 **Algebra III.** Rings; ideals; fields; quotient fields; extension fields. (Prerequisite: 311)
370 Linear Algebra With Applications II. Spectral theorem for self-adjoint operators in finite-dimensional inner product spaces; techniques for computation of eigenvalues and their applications to physics, statistics, and other fields. (Prerequisite: 220)

371 Topics in Algebra. (Prerequisite: 311 or 312 or consent of department)

## Computer Science

149 Introduction to Computer Science using BASIC. A thorough introduction to DePaul's timesharing system. Flowcharts, algorithms, programming in BASIC. Data manipulation and string processing. Use of canned programs and statistical packages. (Prerequisite: 101 or equivalent) Laboratory fee.

303 COBOL Programming. An introduction to programming in the business-oriented language COBOL. The emphasis will be on business problems involving processing large amounts of data. (Formerly 148). (Prerequisite: 3 years high school math, Math 101, or equivalent). Laboratory fee.

304 Advanced Topics in COBOL. Tape and direct access programming. Job Control Language. Utilities and File management. (Prerequisite: 303) Laboratory fee.

305 FORTRAN Programming. An introduction to programming in the widely used scientific language FORTRAN. Input and output including format, branching, looping, subscripted variables, functions, subroutines, non-numerical procedures, algorithm construction and problem solving. (Prerequisite: 150 or equivalent). Laboratory fee.

335 Computer Simulation. Computer simulation of social, biological and physical systems. Simulation languages DYNAMO, GPSSII, GAS, SIMSCRIPT, SIMPAC, and SIMULATE. (Prerequisite: 149 or 303 or 305). Laboratory fee.

340 Computer Science I. An introduction to computer science using PL/I. Conceptual models of a computer, machine language, flowcharts, looping structures, problem decomposition, well structured programs. (Prerequisite: Any introductory programming course or demonstrated knowledge of a computer language.) Laboratory fee.

341 Computer Science II. A continuation of Math. 340: Trees and Tree searches, Polish strings, interpreters and compilers, procedures and functions, string processing and file management. (Prerequisite: 340.) Laboratory fee.

342 Data Structures. Representation and management of data in a computer. Stacks, queues, linked linear lists, trees and graphs, sorting and searching. (Formerly 345.) (Prerequisite: 341 or equivalent) Laboratory fee.

344 Assembly Language Programming. Data representation, addressing schemes and instruction formats, introduction to IBM 360/70 assembly language. (Prerequisite: 341 or equivalent.)

345 Computer Architecture. A comparative study of past and present computers. A formal description language, large scale systems and mini computer systems. (Prerequisite: 344 or 395 or consent). Laboratory fee.

346 Computer Operating Systems. A conceptual introduction to operating systems. Multiprogramming, timesharing, concurrent and cooperating processes, scheduling policies, storage management and file management. (Prerequisite: 344 or 304 or consent) Laboratory fee.

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

349 Data Bases and Data Management. Integrated data bases, architecture of data base systems, storage structures, integrated management systems, on line file organization, teleprocessing. (Prerequisite: 342 or 304 or consent) Laboratory fee.


387 Linear Programming. The Linear Programming problem and its dual; the simplex method; transportation and warehouse problems; computer algorithms and applications to various fields. (Prerequisites: 220 and any introductory programming course.) Laboratory fee.
390 Theory of Computation. An introduction to the mathematical foundations of computation. Random access and Turing machines, recursive functions, algorithms, computability, and computational complexity. (Prerequisites: 342 and 310)

396 Microprocessors. An introduction to the hardware and software aspects of microprocessors. Digital electronics, microprocessors, programming, interfacing. Laboratory work will involve hands-on work with microprocessor systems. (Prerequisite: 340 or consent of instructor) Laboratory fee.

397 Information Theory. An introduction to the basic concepts of information theory and coding theory. Measure of information, the fundamental theorem, systematic and cyclic codes. (Prerequisites: 311 and 351 or consent)

Education
110 Elementary Mathematics for Teachers I. Number systems (Prerequisite: two years of high school mathematics or Math. 101 or sufficient score on the mathematics placement exam.)

111 Elementary Mathematics for Teachers II. Algebra and geometry. (Prerequisite: 110)

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

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

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

380 Introduction to Topology. Definition of topological space; subspaces; continuity; separation axioms; axioms of countability; metric spaces; products and quotients; connectedness and compactness. (Prerequisite: 215)

381 Differential Geometry. (Prerequisite: 336 or consent of department)

Mathematical Analysis
211 Differential Equations. 1st and 2nd order differential equations; equations with constant coefficients; power series solutions; and applications to physical problems. (Prerequisite: 152)

335 Advanced Calculus. Least upper bounds, continuity, intermediate-value theorem, extreme value theorem, topology of the real line, infinite series, uniform convergence, power series. (Formerly 365.) (Prerequisite: 215)
336 **Multivariate Calculus.** Calculus of vector valued functions; implicit function theorem; vector integral theorems; Jacobians; change of variables theorem. (Formerly 331.) (Prerequisite: 215)

337 **Complex Analysis.** Complex functions; complex differentiation and integration; series and sequences of complex functions. (Formerly 366.) (Prerequisite: 215)

**Mathematical Physics**

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

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

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

**Statistics and Probability**

242 **Elements of Statistics I.** BASIC programming; descriptive statistics; finite probability; binomial and large sample hypothesis testing; linear regression; correlation coefficient; prediction theory. Cross listed with Sociology 242. (Prerequisite: two years of high school mathematics or Math. 101 or a sufficient score on the mathematics placement exam.)

326 **Sample Survey Methods.** Sampling from finite populations, multistage sampling, stratification and clustering; sampling and non-sampling errors, design of sample surveys. (Prerequisite: 242)

327 **Elements of Statistics II.** Advanced statistical methods: introduction to computer statistical packages; applications to health and social sciences. (Prerequisite: 242)

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

351 **Probability and Statistics I.** Probability spaces; random variables and distributions; Binomial and Poisson distributions; gamma and normal distributions; laws of large numbers, and central limit theorem. (Prerequisite: 152)

352 **Probability and Statistics II.** Joint probability distributions; correlation sampling distributions; theory of estimation. (Prerequisites: 351, 210)

353 **Probability and Statistics III.** Testing of hypotheses; simple linear regression; one way analysis of variance; nonparametric statistics. (Prerequisite: 352)

354 **Multivariate Statistics.** The general linear model for multivariate regression and analysis of variance; principal components and factor analysis. (Prerequisites: 353 and 220)

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

376 **Introduction to Econometrics II.** Multiple regression, hypothesis testing, and simultaneous equation systems. (Cross listed with Econ. 376) (Prerequisite: Econ. 375)

**Special**

301 **History of Mathematics.** (Prerequisite: 152)

399 **Independent Study.** (Prerequisite: Consent of chairman) Variable credit.

**FACULTY**

Chairman: Lawrence Gluck, Ph.D.
Associate Professors: Helmut Epp, Ph.D.; Susanna Epp, Ph.D.; Constantine Georgakis, Ph.D.; Lawrence Gluck, Ph.D.; Sigrun Goes, Ph.D.; Roger Jones, Ph.D.; Glenn Lancaster, Ph.D.; Robert Ogden, Ph.D.; Michael Wichman, Ph.D.; Yuen-Fat Wong, Ph.D.
Assistant Professor: Narendra Laduwala, Ph.D.
Instructor: James Kenevan, M.S.
Visiting Associate Professor: Effat Moussa-Hamouda, Ph.D.
Medical Technology

Administered through the Department of Biological Sciences, the medical technology program includes a course of study that is nearly identical to the standard Biological Sciences Concentration. Students who intend to enter the field of Medical Technology typically major in Biology. Upon completing the requirements for the baccalaureate, the student enrolls in one of the several hospital schools of Medical Technology affiliated with De Paul for his/her year of specialized study (internship).

PROGRAM: MEDICAL TECHNOLOGY CONCENTRATION
(B.S. DEGREE—BIOLOGICAL SCIENCES)

General Education: 72 quarter hours (18 courses) in De Paul College.

Standard Concentration:

Biological Sciences: Eleven courses (52 quarter hours).
Required: 101 General Biology I; 102 General Biology II; 103 General Biology III; 210 Microbiology; 250 Cell Biology or 380 General Physiology; 260 Genetics; 310 Vertebrate Physiology; 330 Developmental Biology; and three additional Biology courses, one of which must include a laboratory.

NOTE: Biology 202 Mammalian Physiology and 395 Biological Considerations in Current Legal Problems do not generate credit toward the major.

Physics: 150 General Physics; 151 General Physics; and 152 General Physics.

(NOTE: In lieu of Physics 150, 151, and 152, students may take Physics 155 and 156, offered summers only.)

*In lieu of the above specific Chemistry and Physics courses students may take comparable sequences of courses designed for Chemistry and Physics majors respectively.

Mathematics/Psychology: Mathematics 150 Calculus I; Mathematics 151 Calculus II; Mathematics 152 Calculus III; one course from among Mathematics 148 Computer Programming in COBOL, Mathematics 149 Introduction to BASIC, Mathematics 340 Introductory Computer Science or Psychology 368 Computer Programming; and either Mathematics 242 Elements of Statistics or Psychology 240 Introductory Statistics for the Behavioral Sciences.

*Students may be advised to take one or more pre-calculus courses.

**SAMPLE PROGRAM—**

**STANDARD MEDICAL TECHNOLOGY CONCENTRATION**

**Freshman Level**

- Biology: 101, 102, 103
- Chemistry: 117, 119, 127
- Mathematics: 3 courses
- De Paul College: 3 courses

**Sophomore Level**

- Biology: 3 courses
- Chemistry: 121, 123, 125
- Mathematics: 2 courses
- De Paul College: 4 courses

**Junior Level**

- Biology: 3 courses
- Physics: 150, 151, 152
- De Paul College: 6 courses

**Senior Level**

- Biology: 2 courses
- De Paul College: 5 courses
- Electives: 0-1 courses

**Post-Graduate (fifth year) Level**

Internship at an affiliated Hospital School of Medical Technology

**NOTE:** Students may seek entrance into one of the Hospital Schools of Medical Technology affiliated with De Paul University upon completion of their junior year. Courses beyond the 72 hours of General Education (De Paul College), two years of chemistry, and the first two years of biology must be chosen in consultation with the departmental Medical Technology advisor. During the course of completing their senior-level year of internship, such students must register (at De Paul University) each academic term for Biology 360. Following its completion, the student becomes eligible for the Bachelor of Science degree with a major in Medical Technology. See the section, Biological Sciences, in this Bulletin, for course descriptions.

**PROGRAM COMMITTEE**

Chairman (Biological Sciences): Robert A. Griesbach, Ph.D.

Program Director: Dolores J. McWhinnie, Ph.D.
Military Science

The Military Science Department offers students as an adjunct to their major field of study the opportunity to achieve commissions as Army officers through the Reserve Officer Training Corps (ROTC) program. The program develops leadership and managerial potential and the qualities of self-discipline, confidence, personal integrity, and individual responsibility. Emphasis is on learning through doing.

The Department's program is designed to prepare the student for a period of service as a commissioned officer in the United States Army, a service which can ultimately lead either to a military career or to a more responsible place in the civilian world.

The curriculum is divided into two parts: Basic and Advanced. Basic normally encompasses the freshman and sophomore academic years, and students are under no obligation to enter into a contractual agreement with the U.S. Government. Advanced, encompassing juniors and seniors, is open to those students who have successfully completed basic; those students who have attended a special six week summer training program; qualified veterans; and recommended students who have previous junior ROTC training.

Upon enrollment in the Advanced Course the student enters into a contractual agreement with the United States Government, whereby he or she agrees to accept a commission in the United States Army for a period of active duty after graduation. The government, in return, provides a monthly stipend of $100.00 for up to ten months of the school year.

Students in both Basic and Advanced may compete for ROTC Scholarships, which pay all tuition, books, and laboratory fees for the remainder of the winner's undergraduate education.

PROGRAM

A student's program will be determined predominantly by his or her major field of study. The Military Science Department offers course counseling to students with program conflicts and the departmental chairman normally will approve reasonable modifications.

REQUIREMENTS

In order to be commissioned an officer in the United States Army the student is required to complete all Leadership Management and Military Operations Courses listed below. In addition the student is required to complete Mgt 200, BSS 125 and any two of the following: Hum 156, BSS 111, or Communications 101.

SAMPLE PROGRAM

<table>
<thead>
<tr>
<th>Freshman Level (MS I)</th>
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<td>Military Science 111, 116</td>
<td>Military Science 116, 213</td>
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<tr>
<td>Junior Level (MS III)</td>
<td>Senior Level (MS IV)</td>
</tr>
<tr>
<td>Military Science 116, 312, 340</td>
<td>Military Science 116, 311, 315</td>
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</table>

*MS 116 meets on three Saturdays each quarter so as to minimize interference with students' other classes or with work schedules.
COURSES

LEADERSHIP MANAGEMENT

111 Organization of U.S. Armed Forces. Organization and function of the Military Services with emphasis on career opportunities, professional development, historical background, management implications, discipline and customs. 4 hours.

116 Applied Leadership. All those enrolled in ROTC, as well as any other interested students, take MSC 116 each quarter. This course, normally conducted outside of school hours, stresses learning through doing and enables the student to participate in between 9 and 18 activities per year (3 to 6 per quarter). These include such things as rafting on the Illinois river, rappelling down cliffs, shooting, unarmed self defense, skiing, scuba diving, military tactics, orienteering, and triathlon.

213 Leadership. Leadership theory, behavior styles, leader selection, leadership case studies. Group formation, processes, solidarity, spirit, motivation, morale, discipline, and an analysis of senior-subordinate relations. 4 hours.

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

315 Military Management. Application of the principles of management in solving selected problems of command. 4 hours. (Prerequisite: Mgt 200.)

MILITARY OPERATIONS

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

340 Military Map Reading. Study of the U.S. Military grid system, finding locations, determining direction, identifying terrain features, associating the map with the ground, aerial photography interpretation and use of air photos as maps. 2 hours.

ADVANCED STUDIES

(Not Required for Military Science Curriculum)

221 Military History (Civil War). A study of the U.S. Civil War with emphasis on the military aspects and the development of Military thought and practice. 4 hours.

321 Military History (Revolutionary War). A study of the American War for independence with emphasis on the military aspects and the development of military thought and practice. 4 hours.

399 Independent Study. Individual research and study of selected military geopolitical, sociological or legal problems relating to the exercise of command. (Prerequisite: Consent of chairman.) Variable credit 1 to 4 hours.

FACULTY

Chairman: Lieutenant Colonel Donald A. Fisch, M.A. (Soc. Sci.)
Professor: Lieutenant Colonel Donald A. Fisch, M.A. (Soc. Sci.)
Assistant Professors: Major Edward C. Malone, Jr., M.A. (Econ); Captain James C. Whitfield, M.A. (Educ.)
Modern Languages
(French, German and Spanish)

The individual student should consider the study of a modern language for its potential contribution to liberal education, as well as for its practical use in business, government and industry.

The purposes of the programs in French, German and Spanish are to develop the student's ability to speak, understand, read, and write the languages and to stimulate an appreciation of their major authors and the civilization of the country. The 100-level courses aim to provide the student with a working knowledge of a foreign language.

The department areas of concentration are two: a standard program in French, German, or Spanish, which provides a student with a strong liberal arts major; and a modern language education program, offered in cooperation with the School of Education, which qualifies the student to teach language at the junior high or secondary level.

PLACEMENT GUIDE

Language majors, students using language as a supporting field, and those students who are intending to study only the more elementary courses should begin their studies in accordance with the following guide:

One year of high school language. Begin with 102 or 103 on advisor's approval.

Two years of high school language. Begin with 104.

Three years of high school language. Begin with 105 or 106 on advisor's approval.

Four years of high school language or a more extensive background. Begin with 200 or 300-level courses chosen in consultation with an advisor.

Consultation with the student advisor or placement tests can have, as a result, a readjustment of this guide (either forward or backward) to the individual competencies of the student.

PROGRAM: MAJOR IN FRENCH or GERMAN or SPANISH
(B.A. DEGREE)

General Education: 72 quarter hours (18 courses) in De Paul College.

I. Standard Concentration in French

French: 104 Progressive French; 105 Progressive French; 106 Progressive French; 201 Advanced Grammar; 202 Advanced Composition; 203 Advanced Conversation; 346 Modern Languages; plus six or more courses at the 300-level, or 220 Major French Writers, and five 300-level courses.

Standard Concentration in German

German: 104 Progressive German; 105 Progressive German; 106 Progressive German; 201 Advanced Grammar; 202 Advanced Composition; 203 Advanced Conversation; 346 Modern Languages; plus six or more courses in German at the 300-level, or German 220 Major German Writers and five 300-level courses.

Standard Concentration in Spanish

Spanish: 104 Progressive Spanish; 105 Progressive Spanish; 106 Progressive Spanish; 201 Advanced Grammar; 202 Advanced Composition; 203 Advanced Conversation; 346 Modern Languages; plus six or more courses in Spanish at the 300-level, or Spanish 220 Major Spanish Writers and five 300-level courses.
II. Teacher of Modern Languages—Secondary Level

In cooperation with the School of Education, the Modern Languages Department offers a concentration of study that satisfies the basic requirements for a specific area of study, with certification for teaching that concentration of study at the junior high and secondary school levels.

Component for Teaching Specialty of Modern Languages: (52 quarter hours)

Modern Languages: 104, 105, 106, provided they are taken before any of the advanced level courses, are included in this requirement of 52 quarter hours. Otherwise, the student must take two additional advanced courses. The student must also take Modern Languages 201, 202, 203, 349 plus six more courses at the 300-level or the 220 course in the language and five 300-level courses. Modern Language 346 is strongly recommended; also, for Spanish majors, Spanish 240 and Spanish 241 are strongly recommended and can be substituted for Spanish 104, 105, 106.

NOTE: The first nine courses in all three languages are structured to be taken sequentially. In consultation with departmental advisors, however, after the 106 level (or 105 if warranted by excellent performance) any advanced course can be taken in any order.

SAMPLE PROGRAM—
STANDARD MODERN LANGUAGES CONCENTRATION

Freshman Level
Language: 104, 105, 106
Supporting Fields and/or Electives: 2 courses
De Paul College: 6 courses

Junior Level
Language: 346, and 3 language courses of choice
Supporting Fields and/or Electives: 3 courses
De Paul College: 4 courses

Sophomore Level
Language: 201, 202, 203
Supporting Fields and/or Electives: 3 courses
De Paul College: 5 courses

Senior Level
Language: 3 courses of choice
Supporting Fields and/or Electives: 6 courses
De Paul College: 3 courses

COURSES

(All courses carry 4 quarter hours credit.)

For courses marked with an asterisk, check current schedule of classes for specific topics.

FRENCH

FOUNDATION

101 Basic French. Listening, understanding, speaking and writing French for the beginning student.
102 Basic French. Emphasis on oral as well as written French.
103 Basic French. Completion of the elements of the French language, spoken as well as written.
104 Progressive French. Further practice in the use of French through hearing, speaking, reading and writing.
105 Progressive French. Continuing practice in spoken French and development of reading ability.
106 Progressive French. Developing fluency in speaking, understanding and writing French as well as reading practice.
140 Practical French. (For Business, Law or Travel)
ADVANCED
201 Advanced Grammar.
202 Advanced Composition.
203 Advanced Conversation.

CIVILIZATION
304 French Civilization I. Intellectual, political, social backgrounds.
340 French Civilization II. Contemporary France.

PERIODS
301 Introduction to French Literature I. Middle Ages to 1700.
302 Introduction to French Literature II. 1700-1850.
303 Introduction to French Literature III. 1850 into 20th Century.
305 Renaissance. LaPléiade, Rabelais, Montaigne, Marguerite de Navarre.
306 The Age of Louis XIV. Classical period 1660-1700.
308 The Romantic Movement. Lamartine, Hugo, Vigny, Musset.
312 Twentieth Century Writers. Colette, Gide, Malraux, Proust.
313 The Surrealist Revolution. Nerval, Lautreamont, Breton, Aragon; Films of Man, Ray and Bunuel.

GENRES
309 The French Novel.* Topics include: 17th and 18th Century Novel; World of Balzac; Flaubert and Stendahl; Realism and Naturalism; Contemporary Novelists.
310 French Drama.* Topics include: Classical Drama; Romantic Drama; Contemporary Drama.
311 French Poetry.* Topics include: The Parnesian Movement; The Symbolists; Contemporary Poets, Baudelaire, Rimbaud, Mallarme.

CINEMA
329 History of the French Film. From Lumière to Godard.
330 French Films of the Thirties. Carne, Clair, Duvivier, Guitry, Renoir.
GERMAN

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

ADVANCED
201 Advanced Grammar.
202 Advanced Composition.
203 Advanced Conversation.
220 Major German Writers. Goethe, Schiller, Kleist, Meyer, Rilke, Hesse.

PERIODS
301 Introduction to German Literature I. From origins to 1600.
302 Introduction to German Literature II. From 1600-1850.
303 Introduction to German Literature III. From 1850 to present.

GENRES
304 German Drama.* Topics include: The Classical Period; Drama of the 19th Century; Drama of the 20th Century.
305 German Prose.* Topics include: Prose from 1600 to Goethe; from the Romantic to the Realistic Periods; Prose of the 20th Century.
306 The Novelle. From Goethe to Grass.
307 German Poetry.* Topics include: From the Baroque to Holderin; from Romanticism to the present.
308 Goethe’s Faust. Part I and selected passages from Part II.

SPANISH

FOUNDATION
101 Basic Spanish. Listening, understanding, speaking and writing Spanish for the beginning student.
102 Basic Spanish. Emphasis on oral as well as written Spanish.
103 Basic Spanish. Completion of the elements of the Spanish language, spoken as well as written.
104 Progressive Spanish. Further practice in the use of Spanish through hearing, speaking, reading and writing.
105 Progressive Spanish. Continuing practice of spoken Spanish and development of reading ability.
106 Progressive Spanish. Developing fluency in speaking, understanding and writing Spanish as well as reading practice.
140 Practical Spanish. (For Business, Law or Travel)

ADVANCED
201 Advanced Grammar.
202 Advanced Composition.
203 Advanced Conversation.

CIVILIZATION
307 Hispanic Civilization. Social, intellectual and artistic background of Spain and Latin America.

102
PERIODS

301 Introduction to Spanish Literature I. Middle Ages through Renaissance.
302 Introduction to Spanish Literature II. Renaissance to the present.
303 Latin American Literature and Culture I. From discovery of America to Wars of Independence.
304 Latin American Literature and Culture II. From 1810 to present.
306 Contemporary Latin American Literature.* Topics include: Afro-Hispanic; Caribbean; Revolutionary.
310 The Golden Age.* Topics include: Lyric Poetry; Theater of Lope de Vega, Tirso de Molina, Alarcón, Calderon.
314 Contemporary Spanish Literature. Jorge Guillen, Rafael Alberti, Camilo Jose Cela.
315 Introduction to Mexican Literature. From Sor Juana Ines de la Cruz to present-day writers.

GENRES

305 Latin American Novel. From 18th Century to Present.
309 Spanish Ballad. Origins, kinds, readings and interpretations.
311 Cervantes, Don Quixote, Novelas Ejemplares.
312 The Spanish Novel.* Topics include: Nineteenth Century Novel; La Novela Picaresca.
317 The Hispanic Short Story.* Topics include: Short Story in Spain; Spanish-American Short Story.
318 The Twentieth Century Theater. Valle Inclan, Benavente, Garcia Lorca, Villaurrutia, Usigli.

SEMINAR

319 Integrating Seminar.

SPECIALIZED

240 Bilingual and Bicultural Teaching. Latin America I. (No prerequisite) Cross listed with Education 240.
241 Bilingual and Bicultural Teaching. Latin America II. (No prerequisite) Cross listed with Education 241.

COMPARATIVE LITERATURE (Works are taught in translation.)

308 Modern Languages.* Contemporary World Literature. Topics include: European poetry, drama and fiction since World War II; Latin-American Literature.
309 Modern Languages: The Novelist’s World.* Topics include: Balzac and Dostoevski; Flaubert and Turgenev; Stendahl and Toistoi.

LINGUISTICS AND TEACHING

346 Modern Languages. Descriptive Linguistics.
349 Modern Languages. Teaching Modern Languages. Cross listed with Education 349.

FACULTY

Chairman: William V. Hoffman, Ph.D.
Professor: William V. Hoffman, Ph.D.
Associate Professors: Paulis J. Anstrats, Ph.D.; Alexander V. Davis, Doctor en Letras.
Assistant Professors: Mirza Gonzalez, Ph.D.; Rose Lasher, M.A.
Lecturers: Anna Freud, M.A.; James Gunnell, M.A.
Professor Emeritus: Joseph W. Yedlicka, Ph.D.
Music Theory

This interdisciplinary program, offered in conjunction with the School of Music, is designed for the student interested in incorporating theoretical music into a broad course of humanistic study. The program is not directed at preparing the student as a performer in the musical arts, but rather emphasizes the underlying form, style, meaning and significance of music as a reflection of man's artistic nature.

The curriculum and programs of the School of Music are in the process of revision. For changes applicable in 1977-78, consult the advisers in the School of Music after June 1, 1977.

PROGRAM: MUSIC THEORY MAJOR
(B.A. DEGREE)

General Education: 72 quarter hours (18 courses) in De Paul College.

Standard Concentration

Music Theory and Composition: 111, 112, 113; 121, 122, 123; 131, 132, and 133; 241, 242, 243; 251, 252, 253 and 261; 301, 307, 326, 330, 373, 374, and 375.

Applied Music: A course each quarter until a total of six quarters have been completed.

Music History and Literature: 344, 345, and 377.

Supporting Fields: The major in music theory prepares a program suited to his needs with his program advisor. Courses in English literature, history, philosophy, and a sequence in a modern language beyond the 106-level are recommended.

SAMPLE PROGRAM—STANDARD MUSIC THEORY CONCENTRATION

Freshman Level
Music Theory & Composition:
111-2-3; 121-2-3; 131-2-3;
Applied Music: 3 courses of choice
De Paul College: 6 courses

Junior Level
Music Theory & Composition: 326
Supporting Fields and Electives:
3 courses
De Paul College: 3 courses

Sophomore Level
Music Theory & Composition:
241-2-3; 251-2-3; 261
Applied Music: 3 courses of choice
Supporting Field or Elective:
1 course
Modern Language: 1 course
De Paul College: 6 courses

Senior Level
Music Theory & Composition:
373, 374, 375, 301 and 330
Supporting Fields and Electives:
5 courses
Modern Language: 1 course
De Paul College: 3 courses

COURSES

Music course descriptions are provided in the School of Music section of the Bulletin.
Nursing

The purpose of the nursing program is to prepare a beginning practitioner of professional nursing who will function effectively in a variety of settings and who is instrumental in initiating change and collaborating with others to meet present and future health needs of man and society.

The program is designed to enable the student to:

1. Implement the nursing process by applying theories and concepts which relate to the unique character of man in promotion, maintenance, and/or restoration of health;

2. Incorporate scientific learning throughout the nursing process;

3. Demonstrate initial leadership qualities contributory to professional growth and self-development; and

4. Develop analytical, critical, and creative thinking.

The program offered through the Department of Nursing is approved by the National League for Nursing. Graduates of the program are eligible to take the state licensing examination.

FEES

Students are expected to purchase the student uniform and cap, name badge, and malpractice insurance. In addition, there are fees for selected courses and for the National League for Nursing achievement tests. Selected laboratory tests and immunizations are required for some courses and may be obtained from the Chicago Board of Health for a small fee. A physical examination is required to be on file before starting Nursing 290. Transportation to cooperating agencies is the responsibility of the student.

PROGRAM: NURSING MAJOR
(B.S. DEGREE)

NOTE: Revisions are being made in the program of studies. Changes are in process and program and course descriptions may alter somewhat. Patterns as described in prior bulletins are no longer available to entering students. Those who started the course sequence prior to September, 1976 will be required to complete their course of study by June, 1979. This will necessitate careful planning and counseling. If course work is not completed as recommended it may be necessary to re-evaluate work to date and arrange for placement at an appropriate level, in the curriculum pattern specified in this bulletin. This applies only to nursing courses. Other required courses orquisites as previously stipulated will not be affected.

The program of studies described here is planned for all students seeking a B.S. degree. Qualified registered nurse students are admitted at appropriate levels in the nursing program. Graduates of hospital diploma and associate degree programs in nursing seeking a B.S. degree with a major in nursing may take proficiency examinations to receive credit for selected nursing courses. Detailed information on these procedures is available in the office of the Department of Nursing.
General Education: 72 quarter hours (18 courses) in De Paul College.

Standard Concentration

Nursing: 250, 251, 290; plus 48 quarter hours upper division nursing courses.

Biology: 201 Mammalian Anatomy; 202 Mammalian Physiology; and 210 Microbiology.

Chemistry: 117 Basic Chemistry.


Physics: 160 Human Body as a Physical System.

Psychology: 302 Personal Adjustment and Mental Health; 303 Human Development.

Sociology: 302 Cultural Anthropology; 306 The Family.
SAMPLE PROGRAM—STANDARD NURSING CONCENTRATION

Freshman Level
Chemistry: 117°
Physics: 160°
De Paul College: 10 courses

Sophomore Level
Biology: 201°; 202°; 210.°
Mathematics: 242° or Psychology 240°
Sociology: 302°; 306°
Psychology: 302°; 303°
Nursing: 250°; 251°; 290°
De Paul College: 1 course

Junior Level
Nursing: 24 hours
De Paul College: 5 courses
Elective: 1 course

Senior Level
Nursing: 24 hours
De Paul College: 2 courses
Elective: 1 course

SCHOLASTIC CONDITIONS
A B.S. degree with a major in nursing requires a minimum of 180 quarter hours. Courses in the nursing major are sequentially arranged and consist of increasingly complex experiences. They are arranged on three levels with the nursing major primarily planned for the upper division of the educational process. Because of the ordered sequences of learning in the major program, students who do not achieve a "C" grade must repeat the course before proceeding to the next course in the sequence. As nursing is a professional curriculum leading to licensure with its attendant public responsibilities, students who receive a third unsatisfactory grade in any course in the program cannot continue in nursing.

COURSES
(All courses carry 4 quarter hours credit.)

Registration in nursing courses is restricted to nursing majors unless otherwise indicated.

SOPHOMORE NURSING
250 The Health Care System: An Interdisciplinary Approach. Definition, philosophical orientation, past, current and emerging trends. Roles, issues, and con-

conflicts within and among the health care team; factors that influence the effectiveness of the health care team. (Open to non-nursing students.)

251 Interpersonal Relationships in Health Care. Communication skills as an important tool in establishing productive health practitioner/client relation-

ships. Factors that enhance and/or inhibit the communication process, interviewing techniques, and the dynamics of group process. (Open to non-nursing students.)

290 Dimensions of Professional Nursing and Nursing Practice. The philosophical and conceptual bases for nursing practice; the historical perspective of professional nursing and its relationship to present and emerging roles; and beginning investigation and application of the nursing process. (Prerequisites: Nursing 250; 251 or concurrent registration, admission to the nursing program.)

JUNIOR NURSING
330 Nursing I: Health Promotion in Nursing I. (Prerequisites: N250; 251; 290.)
331 Clinical Nursing I. (Concurrent with N330.)
332 Nursing II: Health Promotion in Nursing II. (Prerequisites: N330; 331.)
333 Clinical Nursing II. (Concurrent with N332.)
334 Nursing III: Health Maintenance in Nursing. (Prerequisites: N332; 333.)
335 Clinical Nursing III. (Concurrent with N334.)

SENIOR NURSING
336 Nursing IV: Health Restoration in Nursing I. (Prerequisites: N334; 335.)
337 Clinical Nursing IV. (Concurrent with N336.)
338 Nursing V: Health Restoration in Nursing II. (Prerequisites: N336; 337.)
339 Clinical Nursing V. (Concurrent with N338.)
340 Nursing VI: Seminar in Nursing. (Prerequisites: N338; 339.)
341 Practicum in Clinical Nursing. (Concurrent with N340.)
ELECTIVE COURSES

209 Nutrition. Principles of nutrition and their application to individuals of all ages. (Open to non-nursing students.)

245 Foundations of Client Care. Basic concepts related to client care in relation to client/radiologic technologist relationships. Interpersonal relationship theory, aseptic principles and body mechanics principles as applied to the functions of technologist. (Prerequisites: Biology 201; 202; and Physics 110.)

395 Seminar in Communication Theories and Human Service Roles. Various communication theories and models as applied to functional nursing roles. (Prerequisites: Senior Standing or Graduate Standing in Department or consent of instructor. Open to non-nursing students.)

FACULTY

Acting Chairman: Sally Ballenger, M.S.N.
Associate Professors: Sally Ballenger, M.S.N.; Elaine Fila, M.A.; Herbert Nishikawa, M.S.N.; Grace Peterson, M.N.A.; Patricia Wagner, M.S.N.
Assistant Professors: Joan Arteberry, Ph.D.; Ann Clark, M.S.N.; Sr. Merici Maher, M.S.P.H.; Mary deMeneses, M.A.; Marianne Smania, M.S.N.; Nancy Spector, M.S.N.
Instructors: Sally Bleeks, M.S.N.; Yvonne Burgess, B.S.N.; Julie Donalek, M.S.N.; Cy Gehant, M.S.N.; Magdalene Iglar, M.S.; Sonia Manalaysay, M.Ed.; Donna McCurdy, M.S.N.; Sandra Sayles, B.S.N.; Peregrina Sucaldito, M.A.
Philosophy

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

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

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

The department serves 1) the general liberal arts student, 2) those who seek a more fundamental appreciation of philosophy in support of law, medicine, and other academic disciplines, and 3) the specialist who wishes to continue philosophy at the graduate level.

**PROGRAM: PHILOSOPHY MAJOR**
(B.A. DEGREE)

**General Education:** 72 quarter hours (18 courses) in De Paul College.

**Standard Concentration:**

**Philosophy:** 44 quarter hours (11 courses) in philosophy (or their equivalent) distributed as follows:

**History of Philosophy Surveys:** two courses. **Thinkers and Thematics:** 3 courses—301 Formal Logic and Scientific Method, or 302 Symbolic Logic, or 303 Critical Thinking, and 307 Systems of Metaphysics, and 380 Analytic Philosophy; **Phenomenology/Philosophies of Existence;** 325 Basic Concepts of Phenomenology and any three courses. Two additional courses from any of the course listings.

**NOTE:** The major is expected to consult with his departmental advisor on course selection. With departmental permission, the senior may take one course selected from the graduate offerings in philosophy. He may elect to take this course on a Pass/Fail basis. Certain courses in other departments are acceptable equivalents for philosophy credit.

**Supporting Field:** 20 quarter hours (5 courses) of specialized knowledge in another academic subject. This concentration must be approved by the departmental advisor.

**Electives:** 44 quarter hours (11 courses).

The regular program of courses is supplemented by annual philosophical symposia featuring prominent philosophers, and by departmental colloquia.
SAMPLE PROGRAM—STANDARD

Freshman Level
Supporting Field: 3 courses
Electives: 3 courses
De Paul College: 5 courses

Junior Level
Philosophy: 307, 325, 380 and one course from Phenomenology/Philosophies of Existence
Electives: 4 courses
De Paul College: 3 courses

Sophomore Level
Philosophy: 301 or 302 or 303 and 2 courses from History of Philosophy Surveys
Supporting Field: 2 courses
De Paul College: 5 courses

Senior Level
Philosophy: 2 courses from Phenomenology/Philosophies of Existence
Electives: 3 courses
De Paul College: 5 courses

COURSES
(All courses carry four quarter hours of credit.)

HISTORY OF PHILOSOPHY SURVEYS
310 Greek Philosophy. Philosophers from the pre-Socratic to Platonius.
311 Medieval Philosophy. Philosophers from St. Augustine to Nicholas of Cusa.
312 Modern Philosophy. Philosophers from Descartes to Hegel.
313 Contemporary Philosophy. Current trends in philosophy such as existentialism, phenomenology and linguistic analysis.

THINKERS AND THEMATICS

301 Formal Logic and Scientific Method. Traditional Aristotelian logic and the nature of procedure in the sciences.
302 Symbolic Logic. Contemporary logic and its mathematical basis.
303 Critical Thinking. A practical application of the skills of critical thinking to the problems of personal and professional life.
304 Philosophy of Communism. Basic principles of Communism through a study of Marx, Feuerbach and its leading exponents.
309 Epistemology. Problems and proposed solutions concerning the nature of knowledge and truth.
350 Dante. Principal ideas of this “last of the medievals” and “first of the moderns.”
355 Contemporary Thomism. Appraisal of the philosophy of St. Thomas as it continues to develop in our times. Cross listed with Religious Studies 301.
361 Nineteenth Century Philosophy. Leading continental thinkers of this period.
363 Hegel. An introduction to fundamentals of his thought.
367 Sociology and Philosophy. Discussion of the philosophical implications of sociological theory and the societal background of philosophical development. Cross listed with Sociology 367.
368 Introduction to Contemporary Spanish Philosophy. Introduction to development of contemporary Latin philosophy and culture, with special emphasis on Spanish thought.
369 American Philosophy. Major philosophical influences in American thought from the colonial to the contemporary scene.
373 Philosophy of Work and Play. Personal and historical dimensions of work and play in theory and practice in private and social life.
380 Analytic Philosophy. Principal men who comprise this moment in Anglo-American philosophy.
385 Political Philosophy. Discussion of philosophical problems connected with government.
PHENOMENOLOGY/PHILOSOPHIES OF EXISTENCE

300 Phenomenology and Science. Methodologies of science and a philosophical reflection on the origin of scientific structures.
325 Basic Concepts of Phenomenology. Major themes of Husserl and developments in German and French phenomenology.
333 Phenomenology of Love. Nature of love, discussion of its varieties and conditions.
358 Existentialism. Leading thinkers related with this movement, such as Kierkegaard, Jaspers, Heidegger, Marcel and Sartre.
360 Existential Thinking. Attempt to rethink the nature of philosophy as related to the human condition. Cross listed with Religious Studies 302.
365 Phenomenology of Religion. Phenomenological study of religion, aimed at an understanding of religious phenomena as well as their significance for fundamental philosophy. Cross listed with Religious Studies 303.
370 Phenomenology of the Body. Different views on the human body in modern contemporary thought.
376 Phenomenology and Language. Major problems of contemporary linguistic theory, based on Humboldt’s philosophy of language.
379 Phenomenology of Resentment. Phenomenological inquiry into pre-condition and structures of resentment.
383 Phenomenology of Art and Beauty. Discussion of the meaning and structure of beauty, nature and art and artistic creativity and related categories.

SEMINARS/INDEPENDENT STUDY*

390 Coordinating Seminar.
395 Seminar on Selected Problems.
398 Reading and Research.
399 Independent Study.
*A minimum of 15 hours in philosophy is a prerequisite for any course in this grouping.

FACULTY

Chairman: Gerald F. Kreyche, Ph.D.
Associate Professors: L. Edward Allemand, Ph.D.; Parvis Emad, Ph.D.; Martin Kalin, Ph.D.
Assistant Professor: John C Lohr, C.M., M.A.
Professors Emeriti: John Battle, C.M., Ph.D.; Bruno Switalski, Ph.D., S.T.D., M.S.L.
Physics

The Department of Physics seeks to provide each student with the opportunity to learn as much as he desires about the physical nature of the universe at whatever level of understanding he wishes. The department urges the student to interrelate this learning with other fields of knowledge and with involvement with other persons and organizations.

The department offers three programs, one in Physics, one in Radiologic Technology (see Bulletin, p. 127); and a Physics/Education program offered cooperatively with the School of Education.

The Physics program includes two basic concentrations: Concentration I for students wanting to pursue careers such as acoustics, electronic instrumentation, optics, biophysics, engineering sciences, or to prepare for graduate study in physics or related fields; and Concentration II, a non-mathematical, non-technical concentration for students with career interests outside of physics. Included in Concentration I is a pre-engineering curriculum.

Transfer students are encouraged and invited to consider any of these programs or concentrations for which their previous studies are appropriate.

PROGRAM: PHYSICS MAJOR
(B.S. DEGREE)

General Education: 72 quarter hours (18 courses) in De Paul College.

I. Concentration—I: Preparation for careers in physics or engineering.
Physics: 176 General Physics I; 177 General Physics II; 275 General Physics III; 276 General Physics IV; 317 Mechanics I; 320 or 321 Electricity and Magnetism; 354 Optics; 363 Modern Physics I; 364 Modern Physics II; 370 Experimental Physics I; 371 Experimental Physics II; plus four additional quarter hours to be chosen in consultation with a departmental advisor. Students are strongly urged to participate in undergraduate research as juniors or seniors either with faculty at DePaul or at Argonne National Laboratory.

Chemistry: 117 Basic Chemistry and 119 Qualitative Analysis (or 131 General Chemistry I and 133 General Chemistry II).

Mathematics: 149 Introduction to BASIC; 150 Calculus I; 151 Calculus II; 152 Calculus III; 210 Calculus IV; 211 Differential Equations; 295 Methods of Theoretical Physics I; and 296 Methods of Theoretical Physics II.

Biology or Chemistry: One additional course.

NOTES: 1) Students wanting to pursue careers in acoustics, electronic instrumentation, optics, engineering sciences, and biophysics, should consult with their departmental advisor regarding their selection of physics courses.

2) Students interested in a double major, mathematics and physics, may take Math. 330 Advanced Calculus I in place of Math. 210, and elect a sufficient number of additional advanced mathematics courses to satisfy the requirements of the concentration of their choice.

3) Students intending to enter a graduate physics program should select as many of the following courses as possible:
Physics: 318 Mechanics II; 321 Electricity and Magnetism II; 331 Modern Circuit Theory; 336 Electronic Circuits; 345 Thermal Physics; 349 Biophysics; 368 Quantum Mechanics; 373 Experimental Physics III; 374 Experimental Physics IV; 375 Experimental Physics V; and selected courses in graduate-level physics.
Mathematics: 340 Introductory Computer Science and 395 Methods of Theoretical Physics III.
Pre-Engineering Curricula: Two curricula in pre-engineering are offered at De Paul under the direction of the Department of Physics. The first of these is a five-year program, encompassing three years of study at De Paul and two years at the University of Illinois (Urbana), the University of Notre Dame, the University of Detroit, or the University of Southern California. Successful completion of both phases of this program leads to the award of two degrees; the Bachelor of Arts by DePaul University, and the Bachelor of Engineering by the engineering School.

Students interested in chemical engineering follow a program similar to the first three years of the program for chemistry majors. Students interested in other areas of engineering follow a program patterned upon the first three years of the program for physics majors.

The second program in pre-engineering is offered cooperatively with the University of Detroit. Upon satisfactory completion of the first two years of the physics major program at De Paul, the student is accepted at the University of Detroit where he follows a three year "cooperative work/study" engineering program, leading to the Bachelor's Degree at Detroit. De Paul University does not award a degree in this option.

Students following either of these curricula may substitute any other accredited School of Engineering in place of the schools named above. The student is responsible for gaining transfer admission to such a school with which De Paul has no cooperative agreement.

Further information can be obtained from the Chairman, Department of Physics.

II. Concentration—II: Preparation for careers outside of physics and engineering.

Physics: 8 courses (32 quarter hours) taken entirely from Concentration II courses or through a combination of these and other departmental courses.

Supporting Fields: 10 courses (40 quarter hours) chosen in consultation with the student's advisor.

Electives: 9 courses (36 quarter hours) chosen in consultation with the student's advisor.

III. Teacher of Physics—Secondary Level

In cooperation with the School of Education, the Department of Physics offers a concentration of study that satisfies the basic requirements for a specific area of study, with certification for teaching that concentration of study at the junior high and secondary school levels.

Component for Teaching Specialty of Physics: (40-44 quarter hours).

Physics: 150 General Physics; 151 General Physics; 152 General Physics (or 176 General Physics I; 177 General Physics II; 275 General Physics III; 276 General Physics IV); plus seven additional courses (28 quarter hours) usually selected in consultation with departmental advisor, from the department's Concentrations I or II course listings.
**Sample Program—Physics Concentration I.**

**Freshman Level**
- Physics: 176, 177
- De Paul College: NSM 113 plus 4 courses
- Chemistry: 117, 119 (or 131, 133)
- Mathematics: 149, 150, 151, 152

**Sophomore Level**
- Physics: 275, 276, 370
- Mathematics: 210, 211, 295
- Chemistry or Biology: 1 course
- De Paul College: 5 courses

**Junior and Senior Level**
- Physics: 317, 320, 354, 363, 364, 371
- Mathematics: 296
- De Paul College: 8 courses
- Electives: 9 courses (Physics recommended)

**Sample Curriculum—Pre-Engineering**

**Freshman Level**
- Physics: 176, 177
- Mathematics: 149, 150, 151, 152
- Chemistry: 117, 119 (or 131, 133)
- De Paul College: NSM 113 plus 4 courses

**Sophomore Level**
- Physics: 275, 276, 370
- Mathematics: 210, 211, 295, 305
- Chemistry: 196
- DePaul College: *NSM 103, plus 3 courses

**Junior Level (if at De Paul)**
- De Paul College: Nine courses
- Electives: Three courses in Chemistry, Mathematics, and/or Physics

*Students intending to transfer to engineering schools may need to register for English Composition and/or Speech. Some engineering schools recommend Economics 103 and 104; see departmental advisor.*

**Sample Program—Physics Concentration II.**

Students interested in this curriculum are urged to consult the departmental advisor regarding the many possible options open to them.

**Courses**

(All courses carry 4 quarter hours credit unless otherwise specified.)

(For courses offered exclusively for students in the Radiologic Technology Program, see Bulletin, p. 127.)

**General Physics**

Courses 150 through 156 are offered primarily for students (such as those in programs in the biological and medical sciences) whose requirements call for a one-year course (with laboratory) in General Physics without calculus.

150 General Physics. Mechanics, vibrations and fluids. (Prerequisite: Math 130 or equivalent) Laboratory.

151 General Physics. Heat, thermo-dynamics, sound and light. (Prerequisite: 150) Laboratory.

152 General Physics. Electricity, magnetism, and modern physics. (Prerequisite: 151) Laboratory.

155 General Physics. Equivalent to 150 plus half of 151. Summer only. (Prerequisite: Mathematics 130 or equivalent) 6 hours. Laboratory.

156 General Physics. Equivalent to half of 151 plus 152. Summer only. (Prerequisite: 155) 6 hours. Laboratory.

Courses 176, 177, 275 and 276 are calculus-based General Physics courses. They must be taken in sequence and are designed to be taken concurrently with Mathematics 151, 152, 210 (or 330), and 211. Prerequisites may be waived with the consent of the instructor.
176 General Physics I. Mechanics. (Corequisite: Mathematics 151) Laboratory.
177 General Physics II. Waves. (Prerequisite: 176 and Corequisite: Mathematics 152) Laboratory.
275 General Physics III. Electricity and magnetism. (Prerequisite: 177 and Corequisite: Math. 210 or 330) Laboratory.
276 General Physics IV. Thermal physics. (Prerequisite: 275 and Corequisite: Mathematics 211) Laboratory.

CONCENTRATION I. COURSES

LECTURE
295 Mathematics for Physical Scientists I. Topics such as infinite series, complex functions, matrices, vector algebra, probability. (Prerequisite: 276) Cross listed with Mathematics 295.
296 Mathematics for Physical Scientists II. Topics such as vector calculus, Fourier series, calculus of variations, partial differential equations. (Prerequisite: 295 and Math. 211.) Cross listed with Mathematics 296.
395 Mathematics for Physical Scientists III. Special functions, complex integration, integral transforms, and other advanced topics. (Prerequisite: 296) Cross listed with Mathematics 395.
317 Mechanics I. Conservation laws; systems of particles; linear and non-linear oscillations; dynamics of fluids. (Corequisite: 296)
318 Mechanics II. Non-inertial frames of reference; celestial mechanics; mechanics of continuous media; applications to geophysics. (Prerequisite: 317)
320 Electricity and Magnetism I. Electrostatics and Magnetostatics in vacuum and in materials; nature of the electric current; time-varying fields and Maxwell's equations.) (Prerequisite: 296)
321 Electricity and Magnetism II. Elements of electrodynamics; unbounded waves, dispersion, properties of media, reflections, guided waves and radiation. (Prerequisite: 296)
331 Modern Circuit Theory. Network analysis in the complex frequency domain, principal network theorems, transfer functions by an inspection method. (Prerequisites: 370 and 296)
336 Electronic Circuits. Electronic devices, equivalent circuits, feedback, modulation, noise, information theory. (Prerequisite: 275 or consent)
345 Thermal Physics. Statistical interpretation of the laws of thermodynamics and physical applications. (Prerequisite: 296)
349 Biophysics. Cooperative structure of nucleic acids, proteins and lipids in cellular environment, energy transduction, membrane transport, the Hodgkin-Huxley axon, and muscle. (Prerequisites: Biology 103, Chemistry 125 or 175, and Physics 152 or 276, or consent)
354 Optics. Matrix methods for image formation; diffraction; interferometry; coherence; scattering; polarization; holography; Fourier transform spectroscopy. (Prerequisite: 296)
363 Modern Physics I. Relativity; transport theory; quantum physics; matter waves; atomic physics; probability distributions, electron spin; spectra. (Prerequisite: 296)
364 Modern Physics II. Molecular physics, solid-state physics, nuclear physics; particle physics. (Prerequisite: 363)
368 Quantum Mechanics. Schroedinger equation; operators; eigen-values; series of eigenfunctions; physical interpretations; one and three-dimensional applications. (Prerequisite: 395)

LABORATORY
370 Experimental Physics I. Electric circuits, electronics, electrical measurements. (Prerequisite: 276 or consent) Laboratory.
371 Experimental Physics II. Data analysis with examples from nuclear physics. (Prerequisites: 370 or consent) Laboratory.
373 Experimental Physics III. Atomic and molecular physics. (Prerequisite: 363 and 370 or consent) 2 hours. Laboratory.
374 Experimental Physics IV. Solid-state and nuclear physics. (Prerequisite: 363 and 370 or consent) 2 hours. Laboratory.
375 Experimental Physics V. Project-oriented modern optics laboratory. (Prerequisite: 354 and 370 or consent) 2 hours. Laboratory.
377 (Formerly 372) Introduction to Radiation Physics. The nature of x-rays and nuclear radiation, radiation protection, production and detection. (Prerequisites: Physics 111 and 223 and Mathematics 130, or consent.) Laboratory.
378 Applied Radiation Physics. The application of radiation principles to the problems of filtration, radiographic imaging, therapy, and nuclear medicine. (Prerequisite: Physics 377) Laboratory.

CONCENTRATION II. COURSES

110 Basic Electronics. Principles and techniques. Laboratory.
111 Electronic Instrumentation. Functional applications, particularly to biological and psychological measurements. Laboratory.
112 Communications. Applications of electronics to the transmission and storage of information. Optional laboratory.
160 The Human Body as a Physical System. Analysis of the application of the laws of physics to the human body and its parts. Laboratory.
203 Stars and Stellar Evolution. Stellar evolution, pulsation, explosion, collapse, cosmic rays, interstellar conditions. 2 hours. Offered at Adler Planetarium.
204 Solar and Space Physics. Equivalent to 202 and 203, offered at De Paul.
210 Relativity. The concepts, phenomena and logic of Einstein's special relativity.
219 Laboratory Astronomy. Techniques of measurements of astronomical properties. 2 hours. Laboratory. Offered at Adler Planetarium.
230 Physics and Decision Making. An exploration of selected topics of physics and its applications to current problems of interest to American social, political, and legal systems. Topic selection will be influenced by student interest.
390 Environmental Quality. Energy and the effects of its use on man and his environment.
397 Astronomy for Teachers. Offered at Adler Planetarium and at De Paul. Cross listed with Education 397. Variable credit.

PERSONALIZED COURSES

(Offered in all programs and concentrations.)
380 Advanced Laboratory. Laboratory experience in techniques selected in consultation with instructor. (Prerequisite: Consent.) Variable credit. Laboratory.
398 Reading and Research. Undergraduate research participation. (Prerequisite: Consent.) Variable credit.
399 Independent Study. (Prerequisite: Consent.) Variable credit.

FACULTY
Chairman: Edwin J. Schilling, Ph.D.
Professors: Mary L. Boas, Ph.D.; Zuhair M. Elnaffar, Ph.D.; Julius J. Hupert, Ph.D.; Donald O. Van Ostenburg, Ph.D.; Edwin J. Schilling, Ph.D.; Thomas G. Stinchcomb, Ph.D.
Associate Professors: Anthony F. Behof, Ph.D.; Margaret Stauthberg-Greenwood, Ph.D.; Gerard P. Lietz, Ph.D.; James J. Vasa, M.S.; Pon-Nyong Yi, Ph.D.
Adjunct Assistant Professor: (Adler Planetarium) Eric D. Carlson, Ph.D.
Radiologic Technology Program Director: Judith A. Hostick, M.Ed., R.T.
Lecturers: Mary Niesyto, R.T.; Barbara Reynolds, R.T.; Phyllis Piluga, M.S.; Kathleen Walsh, R.T.
Political Science

Political Science is the study of the organization and behavior of the people, groups and institutions which make up our government and the larger political system.

The design of the program offered by the department is to expose the serious student to new questions, perspectives and arguments about the political forces which "control" his or her life, and the kinds and measures of influence he or she has over these forces. The student will find both the substance and the analytic experience useful in the legal, business, communications and academic professions as well as in any endeavors which may draw the student into a role in public life.

**PROGRAM: POLITICAL SCIENCE MAJOR**
(B.A. DEGREE)

**General Education:** 72 quarter hours (18 courses) in De Paul College.

**Standard Concentration:**

- **Political Science:** 100 Basic Political Analysis; 120 American National Government; one 200-level course from each of the following sections—Methodology, American, Political Thought, International and Comparative; three 300-level courses (all cannot be selected from the same section); and three additional courses from the remaining departmental offerings.

- **Supporting Fields:** To be chosen in consultation with the student's departmental advisor. The courses generally are to be in the fields of economics, history, geography, psychology and sociology.

**SAMPLE PROGRAM—STANDARD POLITICAL SCIENCE CONCENTRATION**

**Freshman Level**

- Pol. Sci.: 100, 120, 210
- Supportive Fields and Electives: 4 courses
- De Paul College: 5 courses

**Sophomore Level**

- Pol. Sci.: 4 courses (200-level)
- Supportive Fields and Electives: 4 courses
- De Paul College: 5 courses

**Junior Level**

- Pol. Sci.: 3 courses (300-level)
- Supportive Fields and Electives: 3 courses
- De Paul College: 4 courses

**Senior Level**

- Pol. Sci.: 3 courses (200 and 300-levels)
- Supportive Fields and Electives: 4 courses
- De Paul College: 4 courses

**COURSES**

(All courses carry 4 quarter hours credit.)

**BASIC**

100 Basic Political Analysis. An introductory course which overviews the primary sub-fields of political science, examines major frameworks used in political science and develops a basic social science vocabulary for students.

**METHODOLOGY**

210 Basic Research. Research techniques, evaluation of source materials, and development of skills in library research and writing.

310 Advanced Techniques of Political Research. Application of more sophisticated research techniques focusing on the collection of empirical data for hypothesis-testing.

391 Seminar on Methodology.
AMERICAN

120 American National Government. Emphasis on the institutional structure of the government including the Constitution.

121 State and Local Government. Governments of the fifty states and their local subdivisions. Special focus on Illinois.

220 The American Presidency. An examination of the structure and behavior of the men and the institution at the pinnacle of political power in America.

221 Legislative Process. Legislative politics in the U.S. Congress and in selected states.

222 American Political Parties. Nature and function of the major political parties in the U.S. Comparative examples from other political systems may be drawn in for contrast.

223 Urban Government and Politics. Problems and issues common to American cities. Discussion of organizational models and a review of services provided by city governments.

224 Public Administration. Governmental bureaucracy, intergovernmental relations, administrative organization, controls and regulations.

320, 321, 322 Studies in American Government and Politics: I, II, 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, 325, 326 Topics in Constitutional Law: I, II, III. (Topics will vary each quarter.)

327, 328, 329 Development of the U.S. Constitution: I, II, 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.

392 Seminar-Internships in American Government and Politics.

POLITICAL THOUGHT

230 Classical Political Thought. Political thought of the ancient and medieval world, including Plato, Aristotle, Cicero, and Machiavelli.

231 Modern Political Thought. Political thinkers of the "modern" era, including Hobbes, Locke, Rousseau and Marx.

330 Political Thought in America. An examination of American thinking on enduring issues. Behaviorism, 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.

393 Seminar on Political Thought.

INTERNATIONAL

240 Theories of World Politics. Review of theoretical perspectives of international politics. Included are "power," "geo-strategic," "systems," and "conflict" models.

241 International Organization. An examination of various forms of international organization including the U.N., NATO, World Bank and other forms of international, regional and global integration.

242 American Foreign Policy. Conduct, substance and issues of foreign policy since World War II.

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 vis-à-vis foreign relations.


342 Issues in American Foreign Policy. Among the issues discussed will be American participation in regional and worldwide organizations, treaties, economic diplomacy, containment of communism, and wars of national liberation.

343 Soviet-American Relations. Examination of various forms of the unique superpower relationship including the dimensions and impact of recent developments.

344, 345, 346 Issues in World Politics: I, II, III. (Topics will vary each quarter.)

394 Seminar on International Relations.

COMPARATIVE

250 West European Government and Politics. Focus on selected major European governments highlighting political orientation, party structure, and social and economic institutions.
251 Communist Government and Politics. An overview of the fundamental premises, structures and developments in the ruling Communist Party-States. The Soviet Union will serve as the primary example.

252 Government and Politics of Developing Nations. Focus on common problems and factors in "developing" nations.

352, 353, 354 Government and Politics in a Developing Area: I, II, III. (Area will vary each quarter.)

355, 356, 357 Topics in Comparative Politics: I, II, III. (Topics will vary each quarter.)

395 Seminar on Comparative Government and Politics.

ADVANCED STUDY

399 Independent Study.

FACULTY

Associate Professors: Harry C. Thomson, Ph.D.; Richard P. Farkas, Ph.D.
Assistant Professors: Lynn W. Bachelor, Ph.D.; Patrick Callahan, Ph.D.; Minkyu Cho, Ph.D.; Elizabeth H. Succari, Ph.D.; Greta W. Salem, Ph.D.
Pre-Engineering:  
See Department of Physics

Prelaw Study:  
Preparation For Law School

The Association of American Law Schools considers unwise the prescription of certain courses for students planning later to study law. It has, however, enumerated those skills and insights it believes basic for the later attainment of legal competence by students preparing for a career in law.

Prelaw study in the College of Liberal Arts and Sciences is designed for those students who, in addition to satisfying the requirements of an academic field of specialization, also want to develop those capacities essential for satisfactory performance in law school. Specifically, the purposes of prelaw study are the achievement of the following objectives:

1) perception and skill in the English language through practice in oral and written advocacy situations;
2) power to think clearly, critically, and independently through practice in situations involving problem-solving and sound judgment;
3) understanding of and skill in mathematical statistics used in the social sciences; and
4) insights into institutions, processes and values with which man is concerned through intensive study in the areas: social structures, economic systems, political organizations, historical processes, and the cultural and ethical heritage of man and the sciences.

Admission to the College of Law, De Paul University, is based on collegiate performance, scores achieved on the Law School Admission Test (LSAT), extracurricular activities, work experience, and letters of recommendation. The legal program offered through the College of Law leads to the degree Juris Doctor (J.D.).

Graduates of De Paul University undergraduate schools are given special consideration by the College of Law, within the constraints of the above mentioned admissions criteria.

Students wanting to undertake prelaw study, in addition to earning a departmental major, should contact the Assistant Dean, College of Liberal Arts and Sciences, Lincoln Park Campus, for further details.

PRELAW STUDY COURSES

(All courses are acceptable for satisfying a departmental requirement. Individual course descriptions are to be found under that section of the Bulletin where the respective department's complete list of course offerings is given.)

BASIC COMPETENCIES

English: 208 Rhetoric I. (Prerequisite: English 200 or consent of department); 306 Rhetoric II. (Prerequisite: 208)

Mathematics: 242 Elements of Statistics. Cross listed with Sociology 242. (Prerequisite: two years of high school mathematics.)

Philosophy: 303 Critical Thinking.

Speech and Drama: 224 Advocacy Communication.
I Course Description

Law as administered through legal institutions and the functioning of the legal processes will first be considered in this course. The function of courts and legislation will be studied. Requirements for problems to be properly submitted to court will be identified. The development of legal rules in the common law and the interaction of case and statute law will be examined in the context of the law of electronic surveillance and wiretapping.

The second part of the course will consider the law as a special institution. Focus will be placed on problems of individual rights, family problems and the conflict and resolution of tensions between individual rights and social order.

II Course Objectives

1. To develop an understanding of legal theory and the legal process, and to explore law as a social institution.

2. To develop skills of critical reading synthesis, issue identification, and application of legal principles to identified problems.

3. To experience an introduction of the relationship of social theory to legal analysis through case study.

4. To gain a familiarity with statutory and case materials.

5. To develop a facility with problem solving.
III Methodology

1. The class will take the form of a lecture and section meetings. Students are expected to carefully prepare reading assignments in the required text and to complete assignments made in their section meetings.

2. Lecture meetings will examine the content and significance of text and case readings.

3. Section meetings will consider questions and problems raised by the assigned readings and by the lectures.

IV Evaluation

1. A mid-term and a final examination will be administered (a) to measure mastery of informational material assigned in the class; and (b) to test the identification of issues, an analysis of problems, a determination of issue significance, the application of legal principles, precedent and statutory language to problem resolution, and a discussion of alternatives. Analytical and organizational skills as well as appropriateness of expression will be relevant to the evaluation process. The examination will be closed book and in class. No other person, books or papers may be consulted.

2. Section meeting discussion participation and the completion of exercises assigned in section meetings provide a basis for the final grade to the extent indicated by the section leader.

V Materials


VI Class Assignments

September 19, 1977 – Mr. Hermann - assignment in Vol. I of Law, Society, the Economic Order and Politics, pp. 1-26

September 21, 1977 – Mr. Hermann - assignment in Vol. I of Law, Society, the Economic Order and Politics, pp. 27-119

September 23, 1977 - SECTION MEETING

September 26, 1977 – Mr. Hermann - assignment in Vol. I of Law, Society, the Economic Order and Politics, pp. 120-176

September 28, 1977 – Mr. Hermann - assignment in Vol. I of Law, Society, the Economic Order and Politics, pp. 177-258
In addition to the basic competencies courses, the student intending to enter law school is strongly recommended to take Law 200, An Introduction to Law, Law 300, Law, Free Enterprise, and the Political System, and all courses listed in any three of the following areas:

**HUMAN INSTITUTIONS, PROCESSES, AND VALUES**

Law: 200 An Introduction to Law.
Law: 300 Law, Free Enterprise, and the Political System.

**I. Cultural and Ethical Heritage**

English: 384 Ultimate Test of Man's Moral Values—War.
Philosophy: 373 Philosophy of Work and Play.
Religion Studies: 257 Dying, Death, and Afterlife.

**II. Economic Structures**

Economics: 103 Principles I; 104 Principles II; 212 Business and Society.

**III. Historical Processes**

History: 394 The Law, the State, and Freedom in America; 395 Historical Sources and Evidence: From Nuremberg to Mylai; 396 History of American Legislation.

**IV. Political Organizations**

Political Science: 100 Basic Political Analysis; 120 American National Government; and 329 (321 or 322) Studies in American Government and Politics I (II or III).

**V. Sciences**

Biological Sciences: 395 Considerations in Current Legal Problems.
Chemistry: 390 Forensic Chemistry.
Physics: 210 Physics and Decision Making.

**VI. Social Structures**

Sociology: 201 Introductory Sociology; 380 Research Methods in Sociology I. (Prerequisites: Soc. 201 and Math. 242); 381 Research Methods in Sociology II. (Prerequisite: Soc. 380)
Psychology

The goal of the Department of Psychology is to bring students to a thorough understanding of the methods and content of scientific and applied psychology with emphasis on the quantitative methods and scientific rigor needed to understand behavior.

The primary means of attaining this goal is classroom instruction. Some of the courses include laboratory—both experimental and statistical work; others afford the opportunity for the development of original research studies involving only library work or involving both library work and data collection. Further learning opportunities are made available through Field Work and Study courses, and through off-campus study at the Merrill-Palmer Institute in Detroit (the Institute programs focus on human development, providing course work and participation/observation experience; interested students should see their advisor for further information).

The department offers two programs: Program I for the students who want to major in psychology for its liberal, humanizing values, as a general background for graduate study in psychology, or for exposure to some areas of applied psychology; Program II, for students planning the pursuit of graduate studies in the science of psychology.

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

PROGRAM I: PSYCHOLOGY MAJOR
(B.A. DEGREE)

General Education: 72 quarter hours (18 courses) in De Paul College.

Core Courses for All Concentrations

Psychology: 105 General Psychology I; 106 General Psychology II; 240 Introductory Statistics for the Behavioral Sciences; and 275 Experimental Psychology I.

I. Standard Concentration

Psychology: 276 Experimental Psychology II; 347 Social Psychology; 351 Theories of Personality; 361 History and Systems of Psychology; and four additional psychology courses.

Supporting Fields: To be chosen by the student in consultation with departmental advisor.

II. Human Development Concentration

Psychology: 333 Developmental Psychology I; 334 Developmental Psychology II; 347 Social Psychology; and five additional psychology courses.

Supporting Fields: To be chosen by the student in consultation with departmental advisor.

III. Industrial Psychology Concentration

Psychology: 312 Industrial Psychology; two courses from—313 Personnel Psychology, 314 Engineering Psychology, and 315 Consumer Behavior and Advertising; 356 Introduction to Psychological Measurement; 390 Statistics for the Behavioral Sciences; and three additional psychology courses.
Supporting Fields: To be chosen by the student in consultation with departmental advisor.

PROGRAM II: PSYCHOLOGY MAJOR
(B.S. DEGREE)

General Education: 72 quarter hours (18 courses) in De Paul College.

Psychology: 105 General Psychology I; 106 General Psychology II; 240 Introductory Statistics for the Behavioral Sciences; 275 Experimental Psychology I; 276 Experimental Psychology II; 277 Experimental Psychology III; 356 Introduction to Psychological Measurement; 360 Theories of Learning; 361 History and Systems of Psychology; 377 Physiological Psychology; and two additional psychology courses.

Supporting Fields: Twenty quarter hours in biology or mathematics, or divided between biology and mathematics, are required. This requirement is to be developed in consultation with the departmental advisor.

Electives:
The student is urged to devote most, if not all, of his elective hours to courses in disciplines other than his major.

NOTE: An exceptional student who has completed the required courses in experimental psychology may, upon consent of his advisor and the chairman, be admitted in his senior year to certain 400-level courses described in the Graduate School Bulletin.
SAMPLE PROGRAM I—STANDARD PSYCHOLOGY CONCENTRATION

Freshman Level
Psychology: 105, 106, 240
Mathematics: 130
Supportive Field and/or Elective: 1 course
De Paul College: 6 courses

Sophomore Level
Psychology: 275, 276 or 277, 347
Supportive Field and/or Electives: 3 courses
De Paul College: 5 courses

Junior Level
Psychology: 351, 361 and one course of choice
Supportive Field and/or Electives: 3 courses
De Paul College: 5 courses

Senior Level
Psychology: 3 courses of choice
Supportive Field and/or Electives: 7 courses
De Paul College: 2 courses

COURSES
(All courses, except 395 and 398, carry four hours credit.)

INTRODUCTORY
105 General Psychology I.
106 General Psychology II. (Prerequisite: 105)

GROWTH AND DEVELOPMENT

Human Development
303 Human Development. Principles of development from conception through maturity. (Prerequisite: 105) May not be taken for credit by psychology majors. May not be taken for credit if Psychology 333 has been completed with a grade of C or better.
333 Developmental Psychology I. Infancy and Childhood. Description and evaluation of principles and theories of development from conception through childhood. (Prerequisite: 106 or consent)
334 Developmental Psychology II. Adolescence through Maturity. Continuation of 333 covering development, personality organization, and adjustment. (Prerequisite: 333)
370 Research Methods in Developmental Psychology. (Prerequisite: 334)

Development and Adjustment
366 Behavior Problems of Children. (Prerequisite: 333)
367 Psychology of Exceptional Children. (Prerequisite: 333)

SOCIAL AND PERSONALITY

Social
347 Social Psychology. Influence of group life on behavior and personality development. (Prerequisite: 106)
352 Psychology of Prejudice. (Prerequisite: 106)
355 Small Groups and Leadership. (Prerequisite: 347)
357 Psychology of Deviance. (Prerequisite: 347)
372 Research Methods in Social Psychology. (Prerequisite: 275) Laboratory fee: $5.00.

Personality and Adjustment
392 Psychology of Alienation. Causes of individual and group alienation, and the resultant behavior. (Prerequisites: 347 and 351)
BIOLOGICAL AND EXPERIMENTAL FOUNDATIONS

360 Theories of Learning. Classical and modern theories of learning. (Prerequisite: 276 or consent)
361 History and Systems of Psychology. Historical analysis of basic concepts in psychology. (Prerequisite: 273 or consent)
362 Cognitive Processes. Processes by which stimulus input is transformed, stored, recovered, and used; abstraction processes. (Prerequisite: 106)
375 Perception. Environmental and stimulus control of behavior; chemical control of perception. (Prerequisite: 106)
377 Physiological Psychology. Nervous system and endocrine functions as related to behavior. (Prerequisite: 275)
378 Comparative Psychology. Patterns of behavior shown by various animal species. (Prerequisite: 106)
393 Psychology of Language. Development of language in children; effects of language in thinking. (Prerequisite: 360)

INDUSTRIAL PSYCHOLOGY

312 Industrial Psychology. Application of psychological principles of learning, perception, and adjustment to industry. (Prerequisite: 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)
STATISTICS AND RESEARCH METHODOLOGY

Analysis

240 Introductory Statistics for the Behavioral Sciences. Descriptive and inferential statistics in the behavioral sciences. (Prerequisite: Mathematics 130 or three years of high school mathematics.) (Cross listed with Sociology 240)

368 Computer Programming. Development of BASIC programs for statistical analysis, computer-assisted instruction, collection of data, and computer modeling. (Prerequisite: 240 or consent) Laboratory fee: $15.00. (Cross listed with Sociology 368)

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

Measurement

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.

Methods and Design

275 Experimental Psychology I. Design, execution, analysis, and interpretation of psychology research. (Prerequisites: 106 and 240) Laboratory fee: $10.00.

276 Experimental Psychology II. Introduction to experimental psychology of learning and cognition. (Prerequisite: 275) Laboratory fee: $10.00.

277 Experimental Psychology III. Research methods in sensation and perception; psychophysical techniques. (Prerequisite: 275 or 276 or consent) Laboratory fee: $7.00.

370 Research Methods in Developmental Psychology. (Prerequisite: 275)

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

SPECIAL TOPICS

280 Contemporary Issues. Psychological aspects of topics of current interest and relevance. (Prerequisite: 106 or consent)

354 Ecosystems and Behavior. Environmental psychology dealing with environmental pollution, systems theory, crowding, deprivation, institutionalization and architecture, and their effect upon man. (Prerequisite: 347)

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

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

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

FACULTY

Chairman: Edwin S. Zolik, Ph.D.

Professors: Thomas S. Brown, Ph.D.; Frank A. Dinello, Ph.D.; John M. Reisman, Ph.D.; Edwin S. Zolik, Ph.D.

Associate Professors: Robert E. Brewer, Ph.D.; Mari J. K. Brown, Ph.D.; Sheldon Cotler, Ph.D.; Ernest J. Doleys, Ph.D.; Frederick H. Hellizer, Ph.D.; Albert S. Rodwan, Ph.D.; William Terris, Ph.D.; Robert J. Tracy, Ph.D.

Assistant Professors: Louise Ferone, M.S.W.; Leonard A. Jason, Ph.D.; Allen E. Milewski, Ph.D.; James S. Picek, Ph.D.; Sheila C. Ribordy, Ph.D.

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Radiologic Technology

This program, offered through the Department of Physics, is designed for students desiring a career in Radiologic Technology. In addition to three years of collegiate study, a fifteen-month internship of direct clinical experience is part of the curriculum. The already qualified and registered Radiologic Technologist who wishes to obtain a baccalaureate degree will receive thirty (30) quarter hours of credit in lieu of the clinical year.

Program Objectives—Graduates of the Program should demonstrate:

1. a skilled theoretical and clinical knowledge in all aspects of the radiologic health care profession, consistent with specifications and guidelines of the American Medical Association and the American Registry of Radiologic Technologists;
2. a self-awareness of their potential for commitment to the advancement of the profession of Radiologic Technology and total health care service for the community;
3. an in-depth scientific knowledge and the ability to apply this knowledge to the clinical setting in all aspects of Radiologic Technology;
4. the ability to utilize the methods and skills of an integrated general education to develop a perceptive and analytical consciousness with relation to community and profession;
5. an awareness of their potential to fulfill the role of educator, administrator, or specialist by seeking out in-depth educational materials available beyond the scope of that presently in the Radiologic Technology Program.

Fees and Responsibilities

The student is required to purchase uniforms, name badge, school insignia, malpractice insurance and member's dues for the American Society of Radiologic Technology and Illinois State Society of Radiologic Technology. In addition, there are fees for selected courses and for the certification examination by the American Registry of Radiologic Technology.

A physical examination, chest x-ray, and immunizations are required before beginning each clinical year of the program.

Transportation to and from the affiliating institutions is the responsibility of the student.

Affiliate Institutions

Grant Hospital  McGaw-Loyola Medical Center*
Illinois State Psychiatric Institute** Children's Memorial Hospital**

*Major affiliating institution.
**Short term affiliating institution (affiliation of four weeks or less).

PROGRAM: RADILOGIC TECHNOLOGY MAJOR
(B.S. DEGREE—RADIOLOGIC TECHNOLOGY)

General Education: 72 quarter hours (18 courses) in De Paul College.

Major Concentration

Physics: 110 Basic Electronics; 111 Electronic Instrumentation; 160 The Human Body as a Physical System; 223 Light, Color and Photography; 356 Introduction to Radiologic Technology; 360 Clinical Studies, Radiologic Technology; 377 Introduction to Radiation Physics; and 378 Applied Radiation Physics.
Supporting Fields

Biology: 201 Mammalian Anatomy and 202 Mammalian Physiology.
Nursing: 245 Foundations of Client Care; 250 and 251.
Mathematics: 130 College Algebra; and 242 Elements of Statistics.
English: 101 Fundamentals of Communications.
Psychology: 302 Personal Adjustment and Mental Health.
Electives: One course, preferably in education, management, or psychology.

SAMPLE PROGRAM—

STANDARD RADIOLOGIC TECHNOLOGY CONCENTRATION

Freshman Level
Allied Fields: English 101, Math. 130
De Paul College: 10 courses

Junior Level
Physics: 360 (Units 1-7), 377, 378
Allied Fields: Math. 242
DePaul College: 6 courses

Sophomore Level
Physics: 110, 111, 160, 223, 356
Allied Fields: Biology 201, 202
Nursing: 245, 250, 251
Psychology: 302
DePaul College: 2 courses

Senior Level
Physics: 360, (Units 8-15)

COURSES

(All courses carry 4 quarter hours credit except Physics 360, Units 1-16)
(See Department of Physics section for courses 110, 111, 160, 223, 377 and 378.)

PHYSICS (RADIOLOGIC TECHNOLOGY COURSES)

356 Introduction to Radiologic Technology. Orientation to the professional study of medical ethics, patient care, radiation protection, equipment, department organization, nursing procedures and medical terminology.

357 Instructional Methodology in Radiologic Technology. Topics covered: teaching methodologies, writing instructional objectives, lesson plans, curriculum development, records, structure, supervision, and audiovisual preparation.

358 Radiology Administration and Management. General principles of administration and management, personnel relationships, finance, equipment, in-service training, and interdepartmental relationships.


360 Clinical Studies, Radiologic Technology.

(NOTES: 1. These 15 units describe clinical experience to be gained through internship at affiliated hospitals, under the supervision of a clinical instructor.
2. These units vary in length from 4-10 weeks and are often taken concurrently.)

Unit 1: Orientation to Radiologic Technology. Introduction to the policies of the hospital Department of Radiology; history of the development of medical use of radiation; radiation production and radiation protection.

Unit 2: Medical Radiographic Procedures. Positioning of the patient and equipment for radiograph procedures.

Unit 3: Principles of Radiography. The principles of producing the optimum radiograph; variability and relationship of the technical factors involved in the production of the optimum radiograph.

Unit 4: Radiographic Anatomy and Physiology. Application of the study of the skeletal system and related physiology to Radiology.

Unit 5: Radiation Protection. Radiological applications of the principles of absorption, measurement and scatter; biological effects.

Unit 6: Medical Terminology. The study of the language of medicine.

Unit 7: Medical Radiography Film Critique. Weekly conference for the critical evaluation of the fine points of the radiographic examination produced on the film.
Unit 8: Medical-Surgical Diseases. Study of general pathology dealing with degenerative processes, inflammation and repair, neoplasms; special diseases of various systems of the body.

Unit 9: Special Procedures. Lecture and laboratory exercises explaining advanced positioning techniques.

Unit 10: Radiotherapeutic Technology. Lectures and clinical internship relating to treatment, planning and applications of radiation dosimetry. Clinical internship familiarizes the student with the Cobalt 60, Linear Accelerator and orthovoltage irradiators.

Unit 11: Basic Nuclear Medicine Technology. Lectures and clinical internship studying the applications of radioactivity in medicine.

Unit 12: Ultrasound. Applications of acoustic principles to diagnostic ultrasonics with clinical internship to develop an elementary understanding of the medical application of ultrasound.


Unit 14: Radiology Management. Administrative and technical aspects of formulating efficient departmental operations.

Unit 15: Basics of Computer-Assisted Tomography. An introduction to the applications of this new instrument of diagnosis.

The students at the completion of the senior year and upon passing the certification examination, will be given 45 quarter hours credit for satisfactory completion of the above units of Radiologic Technology, including the 15 month Clinical Education.

FACULTY

Chairman (Physics Department): Edwin J. Schillinger, Ph.D.

Program Director: Judith A. Hostick, M.Ed., R.T.

Clinical Instructors: Mary Niesyto, R.T.; Barbara Reynolds, R.T.; Kathleen Walsh, R.T.

Religious Studies

The Department of Religious Studies offers courses in the formal and disciplined study of religion. Religion encompasses all of the dimensions and ways in which man has found himself bound up with God or the sacred—in myth, metaphysics, prophecy, and history; mysticism, ethical life, and liturgy; in personal experiences and ecclesiastical structures.

Departmental courses are designed to broaden the student’s critical awareness of these religious dimensions by raising the questions properly called religious, and by showing how religion has been a major cultural phenomenon and how religious traditions significantly affect the other aspects of culture.

The Department of Religious Studies offers two special concentrations, and each makes use of the interdisciplinary resources of the University. Standard Concentration I (Academic) is offered students who wish to do Religious Study with emphasis on research or who desire greater personal or academic enrichment, including the possibility of graduate study at De Paul or elsewhere. Concentration II (Professional), offered in cooperation with the School of Education, is intended for those contemplating a career in teaching with a concentration in Religious Education. Further, students in either concentration can make use of the courses offered by the Spertus College of Judaica toward the completion and enrichment of their programs. (cf. Jewish Studies program, p. 87)

PROGRAM: RELIGIOUS STUDIES MAJOR
(B.A. DEGREE)

General Education: 72 quarter hours (18 courses) in De Paul College.

I. Standard Concentration (Academic)

Religious Studies: 232 Old Testament Studies; 233 New Testament Studies; one course from each of the three Foundations of Religion courses; three 200-level courses from different decimal divisions (e.g., one 250’s, one 270’s, and one 240’s course); and four 300-level courses.

Supporting Fields and Electives: Courses in areas of interest to be determined through individual consultation with the student’s departmental advisor.

II. Professional Concentration (Religious Education)
(Teacher of Religious Studies at Secondary Level; non-certifiable State program)

Religious Studies: Two courses from each of the three Foundations of Religion courses; six additional courses chosen in consultation with the advisor; (two of which, for those intending to teach in Catholic schools, should be 232 Old Testament Studies and 233 New Testament Studies); and 391 Student Teaching: Religion.

English/Speech and Drama: 12 quarter hours.

History: 4 quarter hours U.S. History.

Physical Education: 5 quarter hours.

Electives: 5 quarter hours.

Education: 095 Laboratory Experience with Children and Youth; 207 Social and Historical Foundations of American Education; 332 Human Growth and Development—I Childhood; 333 Human Growth and Development—II Adolescence; 357 Methods: Curriculum and Instruction in the Secondary School; 360 Educational Psychology and Measurement of Learning; and 380 Philosophical Foundations of Education.
Supporting Sequences

1. Associate Major (Academic). A student in pursuit of a degree in another academic field may, with the advisor's approval, earn an Associate Major in Religious Studies. Requirements: one course from each of the three Foundations of Religion courses and five other Religious Studies courses at the student's choice.

2. Religious Education (Professional), Supporting Area. Requirements: In addition to those courses for the degree program, one from each of the three Foundations of Religion courses and five courses from areas of specialization, chosen in consultation with the advisor. (For those intending to teach in Catholic schools, two of these five courses should be 232 Old Testament Studies and 233 New Testament Studies.)

3. Continuing Education (Professional). Concentrations are specially designed to meet the academic and professional needs in religious education of graduates of accredited universities and colleges, as well as experienced teachers of religion. Persons interested in such concentrations are to contact the Department of Religious Studies for further details.

SAMPLE PROGRAM—
STANDARD RELIGIOUS STUDIES CONCENTRATION (ACADEMIC)

<table>
<thead>
<tr>
<th>Freshman Level</th>
<th>Sophomore Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religious Studies: 3 core courses</td>
<td>Religious Studies: 3 core courses</td>
</tr>
<tr>
<td>Supporting Fields and Electives: 4 courses</td>
<td>Supporting Fields and Electives: 3 courses</td>
</tr>
<tr>
<td>De Paul College: 4 courses</td>
<td>De Paul College: 5 courses</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Junior Level</th>
<th>Senior Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religious Studies: Two 200-level courses; One 300-level course</td>
<td>Religious Studies: Three 300-level courses</td>
</tr>
<tr>
<td>Supporting Fields and Electives: 4 courses</td>
<td>Supporting Fields and Electives: 4 courses</td>
</tr>
<tr>
<td>De Paul College: 4 courses</td>
<td>De Paul College: 5 courses</td>
</tr>
</tbody>
</table>
COURSES
(All courses carry four quarter hours credit, unless otherwise noted.)

FOUNDATION AREAS

Philosophical Foundations of Religion
200 God in Contemporary Thought. The questions of the existence, demonstrability, and especially, the meaning of God in contemporary thought.
201 Method and Language in the Study of Religion. Examination of the language and methods used in the study of religions and comparisons with the languages and methods of other human sciences.
202 Religious Images of Human Beings. Identification of religious images of humanity, comparison of these images, and their implications for the experience of self, others, the world, and the transcendent.

Historical Foundations of Religion
210 Religious Experience of Mankind. Religious history in representative world religions, including analysis and comparison of various cults, organization, and theological formulation.
211 History of the American Religious Experience. Major religious movements in America with emphasis on their ethnic and cultural roots and effects.

Social Foundations of Religion
220 Culture and Religion. Meaning of culture and the relationship of religion to the building up of the human life-world.
221 Sociology of Religion. Sociological study of religious groups, institutions, behavior, and belief systems in human life and society. Cross listed with Sociology 343.
222 Religion and Ethics. Relations between beliefs and moral problems and their implication in society.

SPECIALIZATION AREAS

Biblical Literature
231 Introduction to Biblical Language. An examination of the principles of the biblical languages in order to show why the Bible says things the way it does and how the varieties of biblical text have been produced.
232 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).
330 Old Testament Problems.* (Prerequisite: 232)
331 New Testament Problems.* (Prerequisite: 233)

Ethics and Morality
223 Christian Faith and Moral Problems. Content and rationale of Christian teachings on sex, politics, war, etc.
224 The Problem of Evil. Theories of good and evil and the problem of living with evil.
226 Morality and Humanistic Psychology. Findings of humanistic psychologists, determining their contribution to a morality of health and growth for the individual and society.
320 Problems in Christian Ethics.*

Liturgy and Sacraments
278 Liturgy: The Shape of Worship. Overview of the liturgical and sacramental life of Christianity.
Religion and Art
240 Theological Themes and Early Christian Art. Theology as molder of art and architecture through Byzantium to A.D. 800. Cross listed with Visual Arts 241.
241 Theological Themes and Medieval Art. Theology in art through the Ottonian, Romanesque, Gothic and late Gothic eras. Cross listed with Visual Arts 242.

History and Christianity
213 Studies in Medieval Christian Thought. Major theological themes of the chief thinkers of the Middle Ages.
214 Protestantism as a Question to Roman Catholicism. Serious questions raised by the Reformers seen as living concerns through the study of some leading controversial topics.
215 The Church and the Modern World. Constitution Gaudium et Spes against the background of Catholic history since Pius IX.
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.
314 Studies in the Thought of Great Theologians.*
315 Studies in Modern Christian Thought. Major theological trends from the Enlightenment to World War I.

Contemporary Questions in Religion
250 Afro-American Contributions to Religion. Thought of modern black leaders including Martin Luther King, Jr.
251 Marriage. Practical treatment of the relationships and values of modern Christian marriage.
253 The Mystery of Christ. Development of New Testament Christology through the classic period and into modern times.
254 The Problem of Human Sexuality. Modern sexual problems discussed against a theological and historical background.
255 Women in Christian Theory and Practice. Investigates present and past attitudes of Christianity toward women and engages the students to formulate the attitudes they would want Christianity to promote.
256 Theology of Liberation. Theological tradition and social revolution in the Third World.
257 Dying, Death, Afterlife. The phenomenon of terminal illness, the meaning of death, and beliefs in an afterlife.
258 Primitive Religions. An analysis of the religions and cultures of the so-called primitive peoples of the world.
259 Eastern Religious Literature. Classic sacred texts as expression of various religions of the East.
350 Human Values and Modern Educational Processes. The possibilities for human growth in traditional, reform, and counter-culture education, and their values for the individual and society.
352 Cult and Cultism. A systematic study of the significant messianic and millenarian cults in modern society. Emphasis is given to the theory of messianic and millenarian cultism, as well as a methodology which can be used to study them.
353 Hindu Religious Thought. A study of the history and the development of religious thought in the dominant culture of India.

Religion and Science
260 Biology of Ultimate Concern. Relation of biology and theology considered through the medium of philosophical reflections on biological conclusions.
360 The Thought of Teilhard de Chardin. Major themes of Teilhard’s thought evaluated. Cross listed with Philosophy 342.
Religion and Philosophy

300 Contemporary Chinese Religion, Culture, and Philosophy. Cross listed with Philosophy 305.
301 Contemporary Thomism. Appraisal of the philosophy of St. Thomas as it continues to develop in our times. Cross listed with Philosophy 355.
302 Existential Thinking. Attempt to rethink the nature of philosophy as related to the human condition. Cross listed with Philosophy 300.
303 Phenomenology of Religion. Phenomenological study of religion, aimed at an understanding of religious phenomena as well as their significance for fundamental philosophy. Cross listed with Philosophy 365.
304 Philosophy of Atheism. Meanings and grounds of atheism with emphasis on contemporary thought. Cross listed with Philosophy 375.
305 Phenomenological Ethics. Investigation of non-formal ethics; a phenomenological inquiry into value. Cross listed with Philosophy 378.

Teaching of Religion

281 Introduction to Special Religious Education.** The developmentally disabled and their integration with communities of faith. Cross listed with Education 281.
282 Special Religious Education: Role Orientation and Field Placement.** Description and selection of specific skills as a team member. Cross listed with Education 282.
283 Center Design: Pilot and Model in Special Religious Education.** Practicum to design and establish a center. Cross listed with Education 283.
387 Teaching Religion II: Junior High.** Theory and practice of structuring learning in religion. Cross listed with Education 387.
391 Student Teaching: Religion, Seminar and practice teaching. Cross listed with Education 391. (12 quarter hours)

ADVANCED STUDY

399 Independent Study. (Prerequisites: senior standing and permission of the chairmen.)

*Check the current schedule of classes for specific listing of the subject matter to be treated.

**NOTE: Courses 281, 282, and 283 are offered at the SPRED Center; courses 375 and 387, at the Tolentine Center.

FACULTY

Chairman: F. Bruce Vawter, C.M., S.S.D.
Director of Programs in Religious Education: John T. Leaby, S.T.D., M.Ed.
Assistant Professors: Walter T. Brennan, O.S.M., Ph.D.; Leslie G. Desanges, Ph.D.; Ben A. Richardson, S.T.B.; Charles R. Strain, Ph.D.
Professor Emeritus: John P. Weisengoff, Ph.D.

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Sociology

Sociology is the study of social groups and institutions. To study these, the department provides a program that includes information—what we know; methodology—how we know it; and theory—how we explain. The curriculum aims to provide students with a basis of understanding and participation in their own communities and/or to pursue careers in professions related to sociological knowledge and training.

For students interested in careers in counseling, social work, public opinion research, education and the medical field, the department offers a concentration of study focusing on the impact of social structure, institutions, and groups on the individual: the individual and society.

For students wanting to pursue a career in legal studies, the department offers a concentration in the specific area of the function of law and legal practices in society: law and society.

For students planning careers in such areas as urban planning and development, real estate, architecture, social and community relations and government, the department has a concentration of courses providing knowledge and understanding of contemporary trends and processes in urban areas: urban studies.

Students wishing to learn more about the sociology program are invited to talk with the chairman and members of the department.

PROGRAM: SOCIOLOGY MAJOR
(B.A. DEGREE)

General Education: 72 quarter hours (18 courses) in De Paul College.

Core Courses for All Concentrations
Sociology: 201 Introductory Sociology; 240 or 242 Statistics; 331 Sociological Theory; 380 Research Methods in Sociology I; 381 Research Methods in Sociology II; and 390 Seminar: Special Topics in Sociology II.

Supporting Fields and Electives: Fifteen additional courses (60 quarter hours) to be chosen in consultation with the student's advisor.

I. Standard Concentration (Recommended)
Sociology: Core courses plus, 302 Cultural Anthropology; 306 Family; 330 Themes in Social Thought; 340 Stratification; 290 and/or 390 Special Topics in Sociology; 341 Sociology of Work, Occupations and Professions; 343 Social Dimension of Religion; 367 Sociology and Philosophy; and 368 Computer Programming.

II. Individual and Society Concentration (Recommended)
Sociology: Core courses plus, 302 Cultural Anthropology; 304 Social Deviation; 305 Social Psychology: Social Perspectives; 306 Family; 309 Sociology of Women; 325 Socialization; and 290 and/or 390 Special Topics in Sociology.

III. Law and Society Concentration (Recommended)
Sociology: Core courses plus, 302 Cultural Anthropology; 304 Social Deviation; 320 Criminology; 321 Delinquency and the Juvenile Justice System; 322 The Treatment and Prevention of Delinquency; and 290 and/or 390 Special Topics in Sociology.

IV. Urban Studies Concentration (Recommended)
Sociology: Core courses plus, 300 Sociology of Metropolitan Areas; 303 Minority Relations; 304 Social Deviation; 306 Family; 320 Criminology; 340 Stratification; 341 Sociology of Work, Occupations and Professions; 345 Urban Sociology; and 290 and/or 390 Special Topics in Sociology.
SAMPLE PROGRAM—STANDARD SOCIOLOGY CONCENTRATION

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

Sophomore Level
Sociology: three 300-level courses in area of concentration or Standard Sociology Concentration
Supportive Fields and/or Electives: 3 courses
De Paul College: 5 courses

Junior Level
Sociology: 380, 381 and one 300-level course in area of concentration
Supportive Fields and/or Electives: 4 courses
De Paul College: 4 courses

Senior Level
Sociology: 331, 390, and one 300-level course in area of concentration
Supportive Fields and/or Electives: 4 courses
De Paul College: 5 courses

COURSES
(All courses carry 4 quarter hours credit unless otherwise specified.)

CORE REQUIREMENTS
201 Introductory Sociology. Student learns the language, tools, findings, and theories of the sociologist at work.
240 Introductory Statistics for the Behavioral Sciences. Descriptive and inferential statistics in the behavioral sciences. (Prerequisite: Mathematics 130 or three years of high school mathematics) Cross listed with Psychology 240.
242 Elements of Statistics. Basic programming: descriptive statistics; finite probability; binomial and large sample hypothesis testing; linear regression; correlation coefficient; prediction theory. Cross listed with Mathematics 242.
331 Sociological Theory. Exploration of the nature of theory and an analysis of contemporary social theorists. (Prerequisite: Sociology 201)
380 Research Methods in Sociology I. First of a two sequence course in which the student is introduced to the logic of procedures of social science methodology and initiates his own research project and pursues its investigation, analysis and interpretation. (Prerequisites: 201 and 242) Sociology majors are recommended to take this course in their junior year.
381 Research Methods in Sociology II. Continuation of the work begun in Research Methods I. Synthesis of the research experience. (Prerequisite: 380) Sociology majors are recommended to take this course in their junior year.
390 Seminar: Special Topics in Sociology II. Topics will vary from quarter to quarter. Students will carry out research relevant to a particular topic which they may initiate themselves and present their research design and findings to the class. Sociology majors are recommended to take this course in their senior year.

INDIVIDUAL AND SOCIETY
305 Social Psychology. Sociological Perspectives. Influence of group life on behavior and personality. Selected approaches to communication, child rearing and the development of the self, conformity and resistance to conformity.
309 Sociology of Women. Cross-cultural analysis of the development of sex role identification. How various social institutions (the media, education, the family, work, religion) treat these distinctions and how the women's movement is attempting to confront them.
325 Socialization. The effects of social institutions on the development of individual's attitudes and behavior will be analyzed. Biographical, literary and theoretical materials will be used concentrating both on institutions that resocialize adults (e.g., concentration camps, mental hospitals), and socialize children (e.g., schools, kibbutz, mass media).
326 Youth and Aging. Deals with two problematic age categories in American society: adolescence and aging.
LAW AND SOCIETY

292 Protest: Violence/Nonviolence. The socio-legal implications of violent and nonviolent protest in bringing about social change. Emphasizes Social and historical indicators that precipitate violence; court response to nonviolence.

304 Social Deviation. Comparison of theories and conceptual frameworks of deviance. Analysis of deviant life styles and careers. Examination of societal efforts to control deviance.

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

321 Delinquency and the Juvenile Justice System.

322 The Treatment and Prevention of Delinquency.

URBAN STUDIES

300 Sociology of Metropolitan Areas. Traces the emergence of the urban region as a social phenomenon. Examines such problems in the Chicago area as poverty, racial and ethnic relations, community and neighborhood deterioration, political participation, housing, education and transportation.

303 Minority Relations. Interpretation and understanding of relationships between religious, ethnic and racial groups. Depending on the instructor the course may emphasize racial conflict and its resolution and/or the exploration of the heritage of Chicago ethnics.

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

308 Black Studies II. Influences of third world politics on Black Institutions in the United States.

345 Urban Sociology. Study of urban growth and its impact. Topics explored may include cross-cultural patterns and conditions of urban growth, urban life styles, migration, population density, urban power structures and community participation.

BACKGROUND FOUNDATIONS

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

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

306 Family. Deals with ideas, theories and research on American couples as they date, marry, raise children and divorce with some cross-cultural and historical perspectives. Also considers sexual behavior, fertility and contraception. (Recommended prerequisite: Sociology 201)

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

340 Stratification. Examination of inequalities in wealth and power and their consequences for individuals and the society; for example, the institutions of law, health care, education and politics.

341 Sociology of Work, Occupations and Professions. An analysis of how individuals are classified by the work they do, of how work is related to life style and "life chances," and of how work ideologies are learned.

343 Social Dimensions of Religion. Analysis of the interplay of society and religion, the clergy as an occupational group, and the relationship of religious ideology and social change. Cross listed with Religious Studies 221.


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

392 Internship. Selective placement of students in work-study situations to prepare them for careers related to the social sciences.

399 Independent Study. (Prerequisites: Senior standing and permission of chairman) Two to four hours credit.

FACULTY

Chairman: John P. Koval, Ph.D.
Professor: Rosemary S. Bannan, Ph.D.
Associate Professors: Judith A. Bootcheck, Ph.D.; Kenneth Fidel, Ph.D.; Roberta T. Garner, Ph.D.; John P. Koval, Ph.D.; Joyce Sween, Ph.D.; Deena A. Weinstein, Ph.D.
Assistant Professors: Therese Baker, Ph.D.; Richard Benkin, Ph.D.; Grace De Santis, Ph.D.; Nancy H. Klein, M.A.; Charles S. Suchar, Ph.D.
Professor Emeritus: Lavinia C. Raymond, Ph.D.
Social Sciences

The interdisciplinary program in Social Sciences seeks to provide a broad social scientific understanding and appreciation of contemporary society. It is designed for career-oriented students in such fields as business, government service, library science, social work, public administration, and teaching.
A student plans for a social sciences major on an individual basis in consultation with a representative of the social science faculty committee. For the student who wants to prepare for a career in junior high and secondary schools, there is a program offered in cooperation with the School of Education.

PROGRAM: SOCIAL SCIENCES MAJOR
(B.A. DEGREE)

General Education: 72 quarter hours (18 courses) in De Paul College.

Standard Concentration
Consult the departmental listings for detail course descriptions.

A 60 hour concentration in the relevant fields of economics, geography, history, political science, psychology, and sociology is required. The necessary distribution of studies is:
Primary Field: 24 quarter hours from one department.
Secondary Field: 16 quarter hours from a second department.
Minor Fields: 16 quarter hours must be distributed so that the student has at least one course each in economics, geography, history, political science, psychology and sociology.

Statistics: One elementary statistics course is required of all majors. Any one of the following four courses will satisfy this requirement: Economics 242, Business Mathematics 142, Mathematics 242 (cross-listed with sociology) or Psychology 240 (cross-listed with sociology). This statistics course is a separate requirement and will not also serve as a psychology, sociology or economics requirement.

No more than 24 quarter hours (six courses) may be selected from 100-level courses. The other 36 quarter hours are to be selected from 200 or 300-level courses.

Specific courses for major concentration in social sciences must be discussed by the student with his departmental advisor.

Teacher of Social Sciences—Secondary Level

In cooperation with the School of Education, the faculty committee of the Social Sciences offers a concentration of study that satisfies the basic requirements for a specific area of study, with certification for teaching that concentration of study at the junior high and secondary school levels.

Component for Teaching Specialty of Social Sciences: (56 quarter hours)

Students may concentrate in a combination of five social sciences chosen from economics, geography, history, political science and sociology. The necessary distribution of studies is:
Primary Field: 24 quarter hours from one department.
Secondary Field: 16 quarter hours from a second department.
Minor Fields: 12 quarter hours must be distributed so that the student has at least one course from each of the five departments.

Statistics: One elementary statistics is required of all majors. One of the four courses listed under the standard concentration will satisfy the require-
The statistics course will not serve doubly as a sociology or economics requirement. No more than 24 hours (six courses) may be selected from 100-level courses. The other eight courses are to be selected from 200 or 300-level courses. History 310 (Teaching History and the Social Sciences) or Geography 354 (Contemporary Methods in the Teaching of Geography) is required.

**SAMPLE PROGRAM—STANDARD SOCIAL SCIENCES CONCENTRATION**

**Freshman Level**
- Statistics: 1 course
- Economics, Geography, History, Political Science, Psychology or Sociology: 4 introductory courses (1 primary field and 1 secondary field)
- Electives: 1 course
- De Paul College: 5 courses

**Sophomore Level**
- Primary field: 2 courses
- Secondary field: 1 course
- Minor fields: 2 courses
- Electives: 2 courses
- De Paul College: 4 courses

**Junior Level**
- Primary field: 2 courses
- Secondary field: 1 course
- Electives: 4 courses
- De Paul College: 5 courses

**Senior Level**
- Primary field: 1 course
- Secondary field: 1 course
- Electives: 5 courses
- De Paul College: 4 courses

**FACULTY COMMITTEE**

Director: Therese Baker, Ph.D., (Sociology)
Associate Professor: Mari Brown, Ph.D., (Psychology)
Assistant Professors: Patrick Callahan, Ph.D., (Political Science); Robert Garfield, Ph.D., (History); Gerald Ropka, Ph.D., (Geography); Richard Wiltgen, Ph.D., (Economics).
Speech and Drama

The Department of Speech and Drama, through its basic program, aims to meet the needs of those students who desire to obtain knowledge of these subject areas as part of their general education; to provide academic preparation for graduate study; and to prepare students for related professional work. To prepare future teachers of speech and drama for junior high and the secondary schools, the department offers a concentration of study in cooperation with the School of Education.

The offerings of the Department of Speech and Drama are designed to give basic training in three particular areas: theatre, public address, and interpretative reading.

The department recognizes that while training in theory is very essential, it is not enough. The student must have extensive experience in performance since this is the only way in which theory can be empirically tested. It is for this reason that each student is required to take laboratory courses for a minimal two-year period.

**PROGRAM: SPEECH AND DRAMA MAJOR**
(B.A. DEGREE)

**General Education:** 72 quarter hours (18 courses) in De Paul College.

**Standard Concentration**

**Speech and Drama:** 203 Interpretative Reading; 204 Public Speaking; 212 Voice and Articulation; 305 Studies in Theater History; six laboratory courses—360 through 365 (Laboratory is a one-hour course); two courses in public address; two courses in drama; two courses in interpretative reading and two courses from the speech curriculum at large.

**Supporting Field:** Speech and drama majors who plan to do graduate work must complete course 106 of a modern language.

**Teacher of Speech and Drama—Secondary Level**

In cooperation with the School of Education, the Department of Speech and Drama offers a concentration of study that satisfies the basic requirements for a specific area of study, with certification for teaching that concentration of study at the junior high and secondary school levels.

**Component for Teaching Specialty of Speech and Drama:** (54 quarter hours)

**Speech and Drama:** 203 Interpretative Reading; 204 Public Speaking; 206 Communication for the Classroom Teacher; 212 Voice and Articulation; 305 Studies in Theater History; Speech Laboratories 360-365; two courses in public address; two courses in drama, two courses in interpretative reading; and one additional speech course.

**SAMPLE PROGRAM—**

**STANDARD SPEECH AND DRAMA CONCENTRATION**

<table>
<thead>
<tr>
<th>Freshman Level</th>
<th>Sophomore Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speech: 4 courses</td>
<td>Speech: 4 courses</td>
</tr>
<tr>
<td>Electives or Modern Language*: 3 courses</td>
<td>Electives or Modern Language*: 3 courses</td>
</tr>
<tr>
<td>De Paul College: 6 courses</td>
<td>De Paul College: 6 courses</td>
</tr>
<tr>
<td><strong>Junior Level</strong></td>
<td><strong>Senior Level</strong></td>
</tr>
<tr>
<td>Speech: 5 courses</td>
<td>Speech: 4 courses</td>
</tr>
<tr>
<td>Electives: 4 courses</td>
<td>Electives: 4 courses</td>
</tr>
<tr>
<td>De Paul College: 4 courses</td>
<td>De Paul College: 2 courses</td>
</tr>
</tbody>
</table>

*Substitute Electives when language requirement is not required.
COURSES

(All courses carry four quarter hours credit, unless otherwise specified.)

PUBLIC ADDRESS
100 Basic Speech Communication. Student works to develop basic abilities, skills, productive attitudes and greater confidence in audience communication situations.
204 Public Speaking. Principles, methods and practice in the preparation and delivery of speeches for an audience.
205 Interpersonal Communication. Principles and practice in improved methods of speech communication with individuals and small groups.
206 Communication for the Classroom Teacher. Principles for gaining attention and communicating direction, motivation and information.
221 Argumentation: Reason in Controversy. (Prerequisite: One of the following or consent of instructor—100, 204 or Hum. 156.) Application of the theories and practice of argumentation and reasoning to current controversial problems.
224 Advocacy Communication. (Prerequisite: One of the following or consent of instructor—100, 204 or Hum. 156.) Principles and methods of analyzing and applying persuasive proofs in a controversial oral communication situation.
300 Studies in American Public Address. (Prerequisite: One course in Public Address, or consent of instructor.) Historical analysis of the role and functions of speech making in American society.
321 Persuasion. (Prerequisite: One of the following or consent of instructor—100, 204, or Hum. 156.) Principles that govern the responses of individuals and groups to oral communication.

VOICE SCIENCE
212 Voice and Articulation. Student works for pleasing vocal production and enunciation through the study of the vocal mechanism and its proper use.
214 Voice and Articulation Laboratory. (Prerequisite: 212) Voice science more fully explored with particular stress on vocal faults and dialectical variations.

INTERPRETATIVE READING
203 Interpretative Reading. Basic principles and practice in the reading aloud of short poems before an audience.
310 Advanced Interpretive Reading. (Prerequisite: 203) Analysis and performance of selected literature with emphasis on achieving techniques for maximum communication of the text.
322 Group Interpretive Reading. Rehearsal and performance of dramatic or prose selections by several readers with creative experimentation in utilizing stage elements.
330 Program Building for the Reader. (Prerequisites: 203, 310) Selection, adaptation, and performance of material for a specific solo or group reading performance.

DRAMA
305 Studies in Theater History. (Check current schedule for specific topics.) Evolution of theater as an institution. Causes determining the nature of drama in given epochs explored.
312 Acting. Student works to develop imagination, concentration, observation, emotional recall, and vocal and bodily techniques.
313 Actor’s Workshop. (Prerequisite: 312, check current schedule for specific topics.) Students prepare and perform scenes from plays which represent a broad range of acting styles.
314 Introduction to Technical Theater. Principles of design, construction, painting, mounting, and lighting of stage settings.
315 Directing. (Prerequisites: 312 and 314) Elements and theories of directing. Student directs a production for public viewing.
343 Playwriting. Plot, character, dramatic structure, and dialogue among elements studied. Student writes at least one complete play.
LABORATORY

360 Speech Laboratory I. 1 hour.
361 Speech Laboratory II. 1 hour.
362 Speech Laboratory III. 1 hour.
363 Speech Laboratory IV. 1 hour.
364 Speech Laboratory V. 1 hour.
365 Speech Laboratory VI. 1 hour.

ADVANCED STUDY

399 Independent Study in Speech. Credit variable. (Prerequisite: 12 hours in Speech, grade point average of 3.0, and consent of chairman.)

FACULTY

Chairman: Frank Andersen, Ph.D.
Associate Professors: Frank Andersen, Ph.D.; Ruth Lukanitsch, Ph.D.; Virginia Rutherford, Ph.D.
Assistant Professor: John O'Malley, Ph.D.
Visual Arts

The Visual Arts Department offers a general curriculum which identifies and promotes continuing contact with the enduring values of our artistic heritage.

The educational aims of the department are to provide, through individualized instruction, a broad foundation in art practice and art history. The departmental curriculum emphasizes fundamental artistic concepts through problem solving and experimentation in studio courses, and through research and analysis in art history courses.

Three areas of concentration are offered: 1) studio practice, designed to develop artistic skills and abilities; 2) the history of art, to develop proficiency in art historical analysis and theory; and 3) art education, offered cooperatively with the School of Education, to prepare students for a career in teaching art in elementary and secondary schools.

**PROGRAM: ART MAJOR**

(B.A. DEGREE)

**General Education:** 72 quarter hours (18 courses) in De Paul College.

**Core Courses for All Concentrations**

**Visual Arts:** 105 Foundation Design; 110 Foundation Painting; 115 Foundation Sculpture; 308 Ancient and Medieval Art; 340 Renaissance, Baroque, Rococo Art; and 346 Nineteenth and Twentieth Century Art.

**I. Studio Concentration**

**Visual Arts:** Core courses, plus six Studio Practice courses and one History of Art course to be chosen in consultation with departmental advisor.

**English:** Three courses.

**History:** Two courses.

**Sociology** or **Psychology:** One course.

**Philosophy:** One course.

**Electives:** Seven courses. A minimum of two electives in Visual Arts courses is strongly recommended.

**II. History of Art Concentration**

**Visual Arts:** Core courses, plus six History of Art courses and one Studio Practice course to be chosen in consultation with departmental advisor.

**English:** Three courses.

**History:** Two courses.

**Sociology** or **Psychology:** One course.

**Philosophy:** One course.

**Electives:** Seven courses. A minimum of two electives in Visual Arts courses is strongly recommended.

**III. Art Education Concentration**

In cooperation with the School of Education, the Visual Arts Department offers a concentration of study that satisfies the basic requirements for a specific area of study, with certification for teaching that concentration of study at the junior high and secondary school levels.

**Component for Teaching Specialty of Art:** (48 quarter hours)

**Visual Arts:** Core course, plus six Studio Practice courses to be chosen in consultation with departmental advisor.
SAMPLE PROGRAM—STANDARD VISUAL ARTS CONCENTRATION
(Studio Concentration)

Freshman Level
Art: 105, 110, 308
Supporting Fields: 2 courses
Elective: 1 course
De Paul College: 5 courses

Sophomore Level
Art: 115, 106, 210, 340
Supporting Fields: 2 courses
Electives: 2 courses
De Paul College: 4 courses

Junior Level
Art: 206, 310, 346
Supporting Fields: 2 courses
Electives: 2 courses
De Paul College: 5 courses

Senior Level
Art: 215, 315, 322
Supporting Field: 1 course
Electives: 2 courses
De Paul College: 4 courses

COURSES
(All courses carry 4 quarter hours credit.)

STUDIO

Design
105 Foundation Design. Development of perceptual ability through analysis of two-dimensional concepts of line, shape, value, texture, color, form and space.
205 Three-Dimensional Design. Various three-dimensional design and sculptural techniques, both traditional and contemporary. (Prerequisite: Art 115 or consent of instructor.) Materials fee.
Drawing

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

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

207  Figure Drawing. Rendering the human figure with special attention to anatomic structure.

Painting

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

210,211  Intermediate Painting.* Varied problems of spatial illusion through study of both representational and coloristic effects. (Prerequisite: Art 110 or consent of instructor.)

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

Photography

223  Light, Color, and Photography. Principles of image formation with lenses and mirrors. Discussion of color, interference, polarization, and diffraction. Introduction to cameras and film, lasers and holography. Optional laboratory. (Cross listed with Physics 223.)


Printmaking

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

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

Sculpture

115  Foundation Sculpture. Basic form-giving in sculpture with attention to problems of mass, volume, scale, space, structure. Materials fee.

215,216  Intermediate Sculpture.* Sculptural problems exploring a variety of conceptual directions and their implications as sculptural form. (Prerequisite: Art 115 or consent of instructor.) Materials fee.

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

Advanced Studies

399  Independent Study. Available to students of demonstrated capability for intensive independent work in a studio project.

395  Special Topics in Studio Practice. See current schedule for specific topics. Not offered every year. (Prerequisite: Art 105, 110, 115 or consent of instructor.)

*Background in history of art recommended for intermediate and advanced studio courses.

HISTORY OF ART

Periods and Topics

308  Ancient and Medieval Art. Origins and development of architecture and sculpture from 3000 B.C. to 1400 A.D.

327  African and Oceanic Art. Major non-Western art forms.

325  Oriental Art. From its beginnings to the modern period.

320  American Art. Artistic styles and trends in the New World from the colonial period to the present.

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

Contemporary Art. Trends in a variety of art forms: painting, sculpture, architecture, and cinema.

Architecture. Study of architecture to develop an intuitive grasp of three-dimensional art on a human scale.

Art and Religious Themes


242 Medieval Iconography. Theology in art through the Ottonian, Romanesque, Gothic, and late Gothic eras. Cross listed with Religious Studies 241.


Advanced Study

396 Internship. Arranged study-employment in field of concentration (to twelve credit hours). (Prerequisite: 48 quarter hours in art.)

397 Special Topics: History of Art. See current schedule for specific topics. Not offered every year. (Prerequisite: Visual Arts 308, 340, 346)

399 Independent Study. Available to students of demonstrated capability for intensive independent work in the history of art.

FACULTY

Chairman: William Conger, M.F.A.

Associate Professors: Sally A. Chappell, Ph.D., William Conger, M.F.A.; Robert Donley, M.F.A.

Assistant Professor: Steven Luecking, M.F.A.

SCHOOL OF EDUCATION

Austin M. Flynn, Ph.D., Dean
Frances J. Beck, A.M., Administrative Assistant to the Dean, Program Counselor
Charles P. Doyle, M. Ed., Administrative Assistant to the Dean, Coordinator of Field Experiences, Student Teaching, Teacher Placement, Program Counselor to DePaul College, Elementary and Secondary Majors

Admission Requirements

Academic Programs

Courses Supporting Each Program

Faculty
SCHOOL OF EDUCATION

GOALS OF THE SCHOOL OF EDUCATION

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. 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 undergraduate programs:

1. To prepare undergraduate students to teach in elementary and secondary schools in the Chicago metropolitan area.
2. To prepare undergraduate students for professional service in a variety of community service programs in the Chicago metropolitan area. Such programs might include: Public Health Programs, Park District Programs, Health Clinics, Hospital Educational Programs, Development of Curriculum Material for Publication.

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

Bachelor of Arts or Bachelor of Science
  Elementary Education
  Secondary Education

Bachelor of Arts
  Art Education

Bachelor of Science in Business Education

Bachelor of Science in Health Education

Bachelor of Science in Physical Education

Bachelor of Music
  Music Education (with School of Music)

The School of Education seeks students who show intellectual promise, social responsibility and those 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 appropriate certification from the State of Illinois.

Along with its professional sequence of offerings, the School of Education works closely with De Paul College, the College of Liberal Arts and Sciences, the College of Commerce and the School of Music. This cooperative arrangement permits the School of Education to offer a curriculum that provides a strong background in general liberal studies, mastery of the content field and demonstrated competency to transmit knowledge to others in a social environment.

ACCREDITATION

Teacher preparation programs at De Paul 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 exami-
nations. Ordinarily students should earn both a degree and receive certification through a single program. Students, however, who already possess a Bachelor's degree may complete a program leading only to certification. Each program meets the specific requirements of the Chicago Archdiocesan School Board.

ADMISSION TO THE SCHOOL OF EDUCATION:
GENERAL REQUIREMENTS
There are three avenues of admission: as a De Paul Undergraduate; as a transfer student; as a holder of a bachelor's degree. All students must file required applications and forms and, after acceptance, must have a counseling interview with the Program Counselor in the School of Education each quarter. Minimally:

I. De Paul University Undergraduates must:
   a. Have a minimum grade point average of 2.0.
   b. File an application for the School of Education through home college.

II. Transfer students must:
   a. Be accepted by the Admissions Office.
   b. Have a minimum grade point average of 2.0.

III. Holders of Bachelor's degrees seeking certification:
   a. Must have a Bachelor's degree from an accredited institution and be admitted by the School of Education.
   b. De Paul University seniors who seek certification may request admission to the certification program during their last quarter.

GENERAL REQUIREMENTS WITHIN THE SCHOOL OF EDUCATION

I. Test Requirements for all students in the School of Education:
   A. United States and Illinois Constitution Examination.
   B. National Teacher Examination.

II. Field Experiences
   Each student entering a program in the School of Education must complete a supervised Field-Experience working with young persons within an educational framework. A single registration for Education 095 (Field Experiences with Children and Youth) should be made at a regular quarterly registration. The field experience comprises a minimum of 100 hours and must be completed prior to student teaching.

   Further information and completion forms may be obtained by contacting the Director of Field Experiences in the School of Education either in person or by phone. Completion forms must be on file in the School of Education prior to final approval for student teaching.

   (Note: Day students in a program in Secondary Education register for and complete their 095 requirement as part of the block of courses taken during the first quarter of the secondary education sequence.)

III. Grade Requirements
   Each student in any program must earn grades of "C" or better in all required courses in Education and in the major content field.

IV. Student Teaching
   In order to insure that a student meets all requirements of the State of Illinois for obtaining a teaching certificate, the following procedures are required:
   A. Each student must complete the proper Application Forms and return them to the School of Education. (Consult Calendar for deadlines.)
B. References: Three references are required for each student. At least one reference should be from a faculty member in the area of the student's major field. All other references should be from faculty in the School of Education.

C. Each student must be approved and accepted for student teaching by the School of Education before he can register for student teaching.

D. Each student must present evidence of a recent test for tuberculosis.

**GENERAL ACADEMIC REQUIREMENTS OF THE SCHOOL OF EDUCATION**

I. De Paul College

72 hours to be completed in De Paul College:

- Four courses in Philosophy and Religion
- Four courses in Humanities
- Four courses in Behavioral Social Science
- Four courses in Natural Science and Mathematics*
- Two electives (strongly recommend BSS 111)

*Elementary majors are required to take three University courses in Science and two courses in Mathematics for State Certification.

*Secondary majors are required to take four courses divided between Mathematics and Science for State Certification.

II. College of Liberal Arts and Sciences

- English 101, for Business Education Majors.
- English 101, English 303 for Elementary Majors.
- English 101, English 200 for all other majors.
- Speech 206. (English Majors substitute Speech 203.)
- Political Science 120 or American History.

- Two Mathematics courses for Elementary Majors (unless completed in De Paul College).

- One Mathematics course for Secondary, Physical Education, Art and Music Majors (unless completed in De Paul College). BMS 125 is acceptable for Business Majors.

III. The School of Education

- Physical Education: PHE 205 or 206 plus one activity course or three activity courses.

*Physical Education majors substitute PHE 360 for Ed 338.

**SPECIFIC ACADEMIC REQUIREMENTS OF THE SCHOOL OF EDUCATION**

In addition to the above listed general academic requirements, each student must complete the requirement of one of the specific programs in the specific areas listed below.

I. **PROGRAM IN ART EDUCATION**

Prepares teachers of Art for Elementary and Secondary Schools.

Teaching Major: 48 quarter hours in Art: Ed. 342, 357, 383, 392. See Liberal Arts section in this Bulletin. Art Education students may integrate their program with the block program in secondary education, a description of which appears on pages 154-155.
II. PROGRAMS IN BUSINESS EDUCATION

Programs in Business Education prepare teachers of business subjects for Secondary Schools. Three programs are provided in Business Teacher Education. Program A is designed for prospective teachers of office education. Program B, for prospective teachers of bookkeeping; and Program C, for prospective teachers of basic business subjects. Successful completion of the program leads to the Bachelor of Science degree.

Requirements for Program A—Office Education

Business Education 363, 367, 393.

Teaching Major:

- Business Education 110, 112, 114, 118, 119 (Stenography*)
- Business Education 130, 134, 136, 138, 142 (Typing*)
- Business Education 144, 150
- Accountancy 101, 103
- Management 200, 231
- Economics 103
- Business Mathematics and Statistics 125 or Business Education 336
- Business Education 346 or Accounting 103

Requirements for Program B—Bookkeeping and Accounting

Business Education 367, 368, 393.

Teaching Major:

- Business Education 130, 134, 136, 138, 142 (Typing*)
- Business Education 144
- Accounting 101, 103, 104, 130, 204, 303 or 380
- Management 200, 231
- Economics 103
- Business Law 201, 202
- Business Mathematics and Statistics 125 or Business Education 336

Requirements for Program C—General Business

Business Education 367, 369, 393.

Teaching Major:

- Business Education 130, 134, 136, 138, 142 (Typing*)
- Business Education 144
- Accounting 101, 103, 104
- Business Law 201, 202
- Economics 103
- Management 200, 231
- Marketing 200
- Business Education 336, 346

*Students who have previously acquired skills may begin typewriting and shorthand at a level for which they are qualified. Hours of credit equal to the hours substituted must be earned in courses taken in the College of Commerce or in Business Education electives. A sequence of 3 or 4 courses in stenography and a sequence of 3 courses in typing are required.

III. PROGRAM IN ELEMENTARY EDUCATION

Liberal Arts courses: Geography 354, Sociology 300.
Special Professional Education courses: 317, 319, 324, 326, 331 (or 353 and 358), 342, 381, or 382 (or 343 for current full-time teachers only), 385.
IV. PROGRAM IN PHYSICAL EDUCATION

A. Physical Education Majors:
   1) Liberal Arts Courses: Biology 201 and 202.
      Electives: One course from P.E. 205, 206, 374, 395.
   Movement Analysis I—Rhythmic and Choreographic Foundations. Physical Education 111 and one course chosen from Physical Education 211, 212, 213.
   Movement Analysis II—Aquatics Foundations. Physical Education 121, 122, 233
   Movement Analysis III—Gymnastics Foundations. Physical Education 151, 253 and 263
   Movement Analysis IV—Team and Individual Sports Foundations. 8 courses chosen from PHE 171, 174, 180, 181, 182, 183, 184, 185, 186, 187, 276, 277.
   *One elective activity course will be chosen from Movement Analysis I or Movement Analysis IV.

   The City of Chicago Board of Education requires 14 quarter hours in Health Education for secondary certification in Physical Education. Any four of the following courses would meet this requirement: PHE 205, 206, 302, 305, 304, 352.

B. Health Education Majors:
   1) Liberal Arts: Biology 210, Nursing 209 and 350, Geography 106.

PROGRAMS OF STUDY FOR A SUPPORTING AREA IN PHYSICAL EDUCATION

The programs outlined below are intended for the student who desires to develop a supporting teaching area in Physical Education. These requirements are added to those listed for the degree programs in Elementary and Secondary Education.

Program A—Elementary Education
   Physical Education 302, 303, 317, 341 and 345
   Foundations: Physical Education 111, 122, 182, 183, 186, 180

Program B—Secondary Education
   Physical Education 302, 303, 317, 341 and 345
   Foundations: 8 hours chosen from Physical Education 111, 122, 151, 171 or 181, 182, 183, 185, 186, 276 or 277.

V. PROGRAMS IN MUSIC EDUCATION

The School of Music and the School of Education have cooperative programs for the preparation of teachers of vocal and instrumental music for both the Elementary and Secondary School. The degree, Bachelor of Music, with a teaching major in Music is awarded upon completion of the program. Complete information is contained in the School of Music Programs section of this Bulletin.

VI. PROGRAMS IN SECONDARY EDUCATION

Programs in Secondary Education leading to the Bachelor of Arts degree and certification include English, Geography, History, Mathematics, Language, Social Science and Speech. (English majors should complete two courses in the teaching of reading to qualify for certification by the Chicago Board of Education).
Programs in Secondary Education leading to a Bachelor of Science degree and certification include Biology, Chemistry, Physics and Mathematics. A total of 48-56 quarter hours in the major field is required. For details concerning the completion of each major field, consult the Department offerings in this Bulletin.

In addition to the general academic requirements of the School of Education, students in a program in secondary education must complete Education 357 and 390. Day students take these courses and their professional educational requirements (Education 095, 207, 209, 337, 338, and 380) as part of an integrated four-quarter sequence called the block program. Students start this sequence either in the Autumn Quarter or the Spring Quarter of their junior year and register for sections of courses which are specifically designated as block program sections for secondary students. A more detailed description of this sequence is available in the School of Education office.

During the first quarter in this sequence students register for a block of courses which include extensive supervised field work in schools. For this reason they should be prepared to keep their commitments outside of the program to a minimum. No student will be permitted to register for courses outside of the program during this quarter unless he has the written permission of the program director.

During the second and third quarters in the sequence students register for courses in the School of Education and other courses which are needed to complete their requirements for graduation.

During the fourth quarter in the sequence students register for Secondary Student Teaching and Seminar, Education 383, 390 and 392 for Art Education students.

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

TEACHER CERTIFICATION REQUIREMENTS FOR COLLEGE GRADUATES

The School of Education offers an opportunity for graduates of accredited colleges and universities to prepare for a career in teaching in Elementary and Secondary schools. Successful completion leads to a teaching certificate for the State of Illinois in the area of the student's specialization.

For complete details on admission requirements and procedures for the Certification Program, the student is referred to the brochure, "Certification Programs for Teaching in Elementary and Secondary Schools," obtainable in the School of Education Offices.

I. PROGRAM COUNSELOR

The School of Education provides a Program Counselor who is responsible for interviewing and counseling every student concerning his academic program. The Program Counselor must approve each student's program prior to registration.

II. THE OFFICE OF TEACHER PLACEMENT

The School of Education offers placement services for its graduates. Graduating seniors desiring such services when seeking a teaching position should register with the Office of Teacher Placement.

GRADUATE PROGRAMS

The School of Education offers the following programs leading to the master's degree:
DIVISION OF EDUCATIONAL LEADERSHIP
Program in Elementary School Administration and Supervision
Program in Secondary School Administration and Supervision
Program in Curriculum Development

DIVISION OF HUMAN SERVICES AND COUNSELING
Program in Elementary School Guidance
Program in Secondary School Guidance
Program in Reading Disabilities and Other Learning Disabilities

DIVISION OF TEACHER EDUCATION
Program in Business Education
Undergraduate students who have completed all the necessary course requirements for the Bachelor's Degree may enroll for courses at the graduate level. To enroll in graduate courses, undergraduate students must have the written permission of the Director of the program in which they wish to enroll.

DIVISION OF EDUCATIONAL FOUNDATIONS
The Educational Foundations program is a service unit which provides required foundational courses in the areas of educational sociology, history, philosophy and psychology.

COURSES OFFERED
All courses carry 4 hours credit unless otherwise noted.

095 Field Experience with Children and Youth. Required of all students. Observations and participation experiences with children and youth in a school or social agency. This course is a prerequisite for student teaching and related professional courses. (0 quarter hours)

EDUCATIONAL FOUNDATIONS—SOCIAL, HISTORICAL AND PHILOSOPHICAL

207 Social and Historical Foundations of American Education. An introduction to an understanding of the school as the formal educational institution in terms of political, social, economic, religious, and cultural developments in the United States. (Prerequisite: sophomore standing)

380 Philosophical Foundations of Education. The application of philosophical method and outlook to problems arising in education.

PSYCHOLOGICAL FOUNDATIONS OF EDUCATION

209 The Psychology of Becoming an Educator. A process oriented experience which confronts three basic elements of becoming a professional educator: 1) coming to know oneself as a person; 2) understanding the nature of role expectancies within the act of teaching and the educational settings and 3) projecting one's capacity to perform effectively as a teacher. (3 quarter hours)

337 Psychology of Human Growth and Development. Analysis of factors influencing positive and negative human development; relation of self-concept to behavioral academic performance; role of experience and significant others in development of identity, personality and character traits. (4 quarter hours)

338 Psychology of Learning and Evaluation. Discussion of major theories, re the nature of intelligence, motives, emotions, and in the light of each respective point of view—HOW learning takes place; factors most effective in influencing self-learning and rendering the end-products of learning functional. (3 quarter hours)

ART EDUCATION


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

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

ELEMENTARY EDUCATION

195 Methods-Strategies in Teaching the Bi-Lingual-Bi-Cultural Child. (4 quarter hours)

240 Bi-Lingual and Bi-Cultural Teaching: Latin America I. Elementary Spanish and studies of Latin American Culture.

241 Bi-Lingual and Bi-Cultural Teaching: Latin America II. Continuation of Ed. 240. Intermediate Phase. This two course offering is designed for those interested in teaching Latin American Students.

317 Methods: Physical Education in the Elementary School. The content, methods, and materials in a basic program of physical education at the various grade levels of the elementary school. Provision is made for school visitation and directed observation. (PE insurance fee required)


324 Beginning Reading Instruction. Study of the objective content and current approaches to teaching beginning reading with special emphasis on readiness, word attack skills, comprehensive skills, study skills, and skills for the development of discrimination and taste in the best of children's literature. (2 quarter hours)

326 Methods: Teaching Reading in the Elementary Schools. Major attention given to: (1) development of the reading process, (2) techniques for developing basic reading skills, (3) current approaches to teaching reading (Field Activities in an assigned school—two hours per week. Laboratory Fee $7.00) (6 quarter hours)

331 Methods: Arithmetic and Science in the Elementary School. (Material Fee: $10.00). The objectives, content, and use of instructional materials in the development of a modern arithmetic and science program in the elementary school. This includes the metric system. (6 quarter hours) (Prerequisite: College Mathematics).

343 Methods: Principles and Practices of Teaching in the Elementary School. (For full time teachers only). The teaching-learning process in programs for elementary school children. (Prerequisites: Education 207, 209, 337, 338 and permission of advisor)

347 Children's Literature. Methods of developing children's reading interest, selecting appropriate children's books. An introduction to the various types of literature for children of different ages.

348 Methods: Teaching the Young Child, Pre-School and Kindergarten. The teaching-learning process in programs for the young child, pre-schooler and kindergartener. Laboratory experiences include observation, participation and directed teaching of small pupil groups. (Prerequisites: Education 207, 209, 326, 331, 337, 338 and permission of advisor) (6 quarter hours)

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

354 Methods: Contemporary Teaching of Geography. Materials for program development and methods of teaching geography. (Cross listed: Geography 354)

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

381 Methods: Curriculum and Instruction in the Elementary School, K-3. (Materials Fee: $7.00). The teaching-learning process in programs for young children. Laboratory experiences include observation, participation, and directed teaching of small pupil groups. (pre-requisite: Education 207, 209, 324, 326, 331, 337, 338 and permission of advisor) (6 quarter hours) (2 clock hours of field activities per week required in addition to course work.)
Methods: Curriculum and Instruction in the Elementary School, 4-8. (Materials Fee: $7.00) The teaching-learning process in programs for older children. Laboratory experiences include observation, participation, and directed teaching of small groups. (Prerequisite: Education 207, 209, 324, 326, 331, 337, 338 and permission of advisor) (6 quarter hours) (2 clock hours of field activities per week required in addition to course work.)

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

Teaching Elementary Religion II, Method K-3. Child development principles applied to religion teaching. (Cross listed with Religious Education 386.)

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

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

SECONDARY EDUCATION

History of Religious Education. Philosophies of life, conditions and circumstances of life and understanding of the teaching and learning processes which have shaped religious education through the ages. (Cross listed with Religious Education 279.)

Teaching Religion I. Resources, media, and methods in teaching religion. (Cross listed with Religious Education 280.)

Introduction to Special Religious Education.* The developmentally disabled and their integration with communities of faith. (Cross listed with Religious Education 281.)

Special Religious Education: Role Orientation and Field Placement.* Description and selection of specific skills as team member. (Cross listed with Religious Education 282.)

Center Design: Pilot and Model in Special Religious Education.* Practicum to design and establish a center. (Cross listed with Religious Education 283.)

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

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.)

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

Teaching Modern Languages. The theory and practice of teaching modern languages. (Cross listed with Modern Language 349.)

Methods: Contemporary Teaching of Geography. Materials for program development and methods of teaching geography. (Cross listed with Geography 354.)

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

Methods: Curriculum and Instruction in the Secondary School. Curriculum planning, teaching, methodology, classroom observation, and materials development. Includes laboratory periods and field experiences. (6 quarter hours)


Religious Education and Liturgy.* Components of liturgy and their synthesis in an actual liturgy. (Cross listed with Religious Education 375.)

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

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

Religious Psychology of the American Adolescent. Study of the interests and attitudes of the American adolescent toward religion and the realistic expectations for teachers. (Cross listed with Religious Education 389.)

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

Student Teaching: Religion. Seminar and practice teaching. (Cross listed with Religious Education 391.)
Independent Study. (Prerequisite: Permission of advisor) (1 to 2 quarter hours.) *Check the current schedule of classes for specific listing of the subject matter to be treated.

NOTE: Courses 281, 282 and 283 are offered at the SPRED Center; courses 375 and 387, at the Tolentine Center.

BUSINESS EDUCATION

110 Gregg Shorthand Theory I. Gregg Shorthand which includes theory, vocabulary development, and skill building.

112 Gregg Shorthand Theory II. A continuation of Gregg Shorthand Theory. (Prerequisite: Business Education 110)

114 Intermediate Shorthand, Gregg. A continuation of vocabulary development and skill building, a complete review of theory, and an introduction to the techniques and the production of mailable letters. (Prerequisite: Business Education 112)

118 Advanced Shorthand, Gregg. A continuation of Gregg Shorthand. Rapid dictation, skill building, timed transcription, a review of vocabulary, and a review of English mechanics. (Prerequisite: Business Education 114)

119 Advanced Transcription Techniques. Competency in rapid dictation and transcription to qualify the student for high-level positions in the secretarial field. Includes dictation, transcription, further development of skill, a review of vocabulary, and a review of English mechanics. (Prerequisite: Business Education 118)

130 Typing I. (Typewriter Fee: $7.50) Technique development, skill building, and the application of basic skills to personal and business situations. (3 quarter hours)

134 Typing II. (Typewriter Fee: $7.50) Intensive skill building, technique improvement, and the application of those skills in business letters, tabulation problems, manuscripts, and various business records. (Prerequisite: Business Education 130) (3 quarter hours)

136 Typing III. (Typewriter Fee: $7.50) Continued skill development and the application of this skill to business problems. (Prerequisite: Business Education 134) (3 quarter hours)

138 Advanced Typewriting. (Typewriter Fee: $7.50) Typewriting techniques, knowledge and skills for high-level production. Stresses advanced typewriting problems encountered in office situations. (Prerequisite: Business Education 136) (3 quarter hours)

142 Production Typing. (Typewriter Fee: $7.50) Top-quality production work. Techniques improvement and skill development. (Prerequisite: Business Education 138) (3 quarter hours)

144 Office Machines. (Laboratory Fee: $7.50) Development of proficiency in the use of basic adding and calculating machines and duplicating equipment. Development of competency skills necessary for filing. (3 quarter hours)

150 Secretarial Procedures. (Laboratory Fee: $7.50) A comprehensive treatment of secretarial duties performed in modern business offices. Emphasis on frequently performed tasks. (Prerequisites: Business Education 118 and 138)

210 Advanced Dictation. Development of the ability to take dictation at 140 words per minute, and above. Production of both quality and quantity in business communications. (Prerequisites: Business Education 119 and 142)

221 Legal Shorthand. Rapid dictation, skill building, timed transcription; review of legal vocabulary and professional terminology, and English mechanics. Minimum dictation for entrance is 100 words per minute with a high rate of accuracy.

222 Medical Stenography. For nurses, receptionists, and general medical office help. Medical dictation and transcription covering both general and special practices. Orientation to medical terminology and secretarial procedures. Minimum dictation rate for entrance is 100 words per minute.

251 Legal Secretarial Procedures. Secretarial duties performed in modern law offices. Emphasis on frequently performed tasks. (Prerequisite: Business Education 221)

336 Consumer Education. Evaluating alternatives in the marketplace, understanding rights, and responsibilities as a consumer in society, and fulfilling one's role as a participant in a free enterprise system.


363 Methods, Materials, and Evaluation in Teaching Shorthand. Methods in teaching high school shorthand and transcription. Evaluation of instructional materials, use of audio-visual aids, teaching procedures, testing and grading practices, and special problems. (Prerequisite: 8 quarter hours of shorthand)
367 Methods, Materials, and Evaluation in Teaching Typewriting. Objectives and methods in the teaching of typewriting. Evaluation of instructional materials, use of visual aids, teaching procedures, testing and grading practices and problems. (Prerequisite: 8 quarter hours of typewriting)

368 Methods, Materials, and Evaluation in Teaching Bookkeeping. Methods of teaching bookkeeping in secondary schools. Evaluation of the instructional materials, use of audio-visual aids, teaching procedures, testing and grading practices, and teaching problems. (Prerequisite: 8 quarter hours of accounting)


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

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

**PHYSICAL EDUCATION**

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

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

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

054 Skiing. Instruction for beginners and intermediate skiers; fundamental movements, and skiing safety. (2 quarter hours)

055 Tennis. Stroke and analysis, individual and group instruction, techniques, class organization procedures, demonstration, practice and knowledge of the rules and game etiquette. (2 quarter hours)

056 Golf. Basic skills of golf. Grip, stance, and mechanics of the swing for woods and irons. Golf etiquette and rules. (2 quarter hours)
057 Badminton-Volleyball. Analysis, instruction and practice skills, group drills, styles of offensive and defensive play, and strategy. (2 quarter hours)
058 Beginning Judo. The essential holds and falls of the beginning wrestler. (2 quarter hours)
059 Archery. (Beginners) Instruction and practice in care and use of missile weapons - bow and arrows. (2 quarter hours)
060 Body Dynamics. Instruction and practice in the dynamics of body movement relating an awareness of the potential of the human body. (2 quarter hours)
061 General Gymnastics. Instruction in the techniques required for basic gymnastics. (2 quarter hours)
064 Advanced Skiing. Instruction for advanced skiers; fundamental movements with progress to advanced movements and skiing safety. (2 quarter hours)
065 Racquetball. Fundamental skills, rules, care of equipment, self-testing activities, and participation in a class tournament. (2 quarter hours) Limited enrollment.
111 Basic Rhythms. Development of movement and rhythm skills basic to all forms of dance at the elementary school level. Rhythm skills include time structure of movement, symbols of beats, accents, rhythmic patterns, movement patterns and analysis of dance steps. (2 quarter hours)
121 Swimming. (Beginners) Beginner and intermediate swimming skills; elementary springboard diving and surface diving. (1 quarter hour)
122 Safe Swimming and Conditioning for Swimming. Practice skills of American Red Cross Life Saving. (Prerequisite: Physical Education 121 or swimming competency and instructor's approval) (1 quarter hour)
151 Introduction to Gymnastics. Basic tumbling, stunts, apparatus, exercises, and matching skills. Emphasis on programming for the elementary school level, including mini-teaching presentations (1 quarter hour).
171 Floor and Field Hockey. Offered alternate years. Basic skills; individual, group and team drills, analysis of form, game strategy and rules interpretation, student teaching and officiating. (2 quarter hours)
174 Archery-Badminton. Fundamentals and basic skills. (2 quarter hours)
180 Elementary School Games. Lead up games of low organization for elementary teaching programs. Teaching principles and practical application. (2 quarter hours)
181 Football—Flag Football. Offered alternate years. Fundamental skills, group drills, strategy, styles of offensive and defensive team play. (2 quarter hours)
182 Volleyball. Offered alternate years. Fundamental skills, drills, strategy, team play, rules interpretation, officiating, and student teaching. (1 quarter hour)
183 Soccer-Speedball. Offered alternate years. Fundamental skills, group drills, strategy, styles of offensive and defensive team play. (2 quarter hours)
184 Wrestling. Offered alternate years. Take-downs, counters, breakdowns, escapes, rides and pinning combinations. (1 quarter hour)
185 Baseball-Softball. Offered alternate years. Fundamental skills, group skills, styles of offensive and defensive play and team strategy. (1 quarter hour)
186 Track and Field. Offered alternate years. Track and field skills, rules, warm-up drills, management of track and field meets. (1 quarter hour)
187 Basketball. Offered alternate years. Fundamental skills, group drills, styles of offensive and defensive team play and strategy. (1 quarter hour)
206 Personal and Community Health. Health problems of college students—mental hygiene, nutrition, fitness, drugs, sexuality, ecology, and consumer education.
211 Ballet-Moderne Dance. Fundamentals, techniques, terms and teaching principles of both art forms. Student is introduced to basic style and basic choreography. (Prerequisite: Physical Education 111) (2 quarter hours)
212 Tap-Moderne Jazz. Fundamentals, techniques, terms and teaching principles of both art forms. Student is introduced to basic styles and basic choreography. (Prerequisite: Physical Education 111) (2 quarter hours)
213 Fos-Socia Dance. Fundamentals, techniques, terms and teaching principles of both art forms. Student is introduced to basic style and basic choreography. (Prerequisite: Physical Education 111) (2 quarter hours)
233 Aquatic Instructors. Swimming, diving and life-saving, coaching, officiating; waterfront duties; skills of swimming and canoeing. (1 quarter hour) (Prerequisite: Physical Education 121 or 122 or life guard certification and instructor's approval)
253 Gymnastics. Basic and intermediate skills required in Olympic gymnastics with instruction on "spotting," scoring and teaching techniques. (Prerequisite: Physical Education 151) (1 quarter hour)
263 Gymnastic Techniques. Continuation of Physical Education 253 with primary emphasis on teaching methods and field experiences. (Prerequisite: Physical Education 253) (1 quarter hour)

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

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

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

303 Athletic Injuries. Principles and purposes of training, duties of a trainer, fundamental of massage and therapy, bandaging and taping for the prevention and care of injuries.

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

317 Methods: Physical Education in the Elementary School. The content, methods, and materials in a basic program of physical education at the various grade levels of the elementary school. Provision is made for school visitation and directed observation.

341 History, Organization and Administration of Physical Education. History of physical education with emphasis upon the philosophical tradition. Consideration of problems in the organization and administration of physical education programs.

345 Intramural and Interscholastic Sports. Organization and administration of intramural programs in the elementary school, high school, and college with special stress on the procedures for organizing various types of tournaments.

351 Kinesiology. Movements of the human body. Application is made to teaching of fundamental and specialized motor skills. Development and maintenance of the human structure through intelligent selection of activities and efficient use. (Prerequisite: Anatomy and Physiology)

352 Physiology of Exercise. Effects of muscular activity on the systems of the body. Nature of neuro-muscular activity, circulatory and respiratory adjustments during exercise, metabolic and environmental aspects of exercise, fatigue and training fitness. (Prerequisite: Anatomy and Physiology)

360 Educational Psychology and Measurement of Learning. Statistical analysis, measures of central tendency and variability as well as correlation; standard tests of strength, motor fitness, cardio-vascular efficiency, anthropometry, body mechanics, and specific sports skills.

364 Environmental Health. The course will study the factors in our society which affect the overall healthful living of our population.

365 Drug Education. An interpretation of multi-dimensional, social psychological, and physiological scientific knowledge for drug education.

366 Field Experiences in Health Education. Selected supervisory and observational experiences in elementary and high school health programs. Programs determined by the staff for each student in terms of his special professional needs.

370 Human Diseases: Epidemiology. This course will deal with the study of human diseases. It will investigate the scientific aspects of human diseases as well as the effect on the human population.

371 Practicum in Methods and Instructional Materials in Physical Education in the Elementary School. Objectives, instructional methods and materials, organization and administration of physical education programs in elementary schools. Laboratory experiences. (Pre-requisites: Education 207, 209, 337, 380 and PHE 360.)

372 Practicum in Methods and Instructional Materials in Physical Education in the Secondary School. Objectives, instructional methods and materials, organization and administration of physical education programs in secondary school. Laboratory experiences. (Pre-requisites: Education 207, 209, 337, 380, and PHE 360.)

374 Adapted Physical Education. Diversified program of development activities, games, sports and rhythms suited to the interests, capacities, and limitations of students with disabilities who may not be able to participate in the general physical education program. (Prerequisites: Anatomy and Physiology and consent of instructor) (2 quarter hours)

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

Clinical Observation and Practice in Corrective Therapy. Lectures and practical clinical experience in corrective therapy as integrated into the Physical Medicine and Rehabilitation Service of Veterans Administration Hospital, Hines, Illinois. (Prerequisite: Senior or Graduate Standing) (6 or 10 quarter hours) (Tuition fee for special students: $50.00)

Independent Study or Pre-Student Teaching Experience. (Pre-requisite: Permission of Program Director) (1 or 2 quarter hours).

FACULTY

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

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

Division of Human Services and Counseling—Program Directors:
  Elementary and Secondary Guidance—Edward Ignas, Ed.D.
  Reading Disabilities and Other Learning Disabilities—Dorothea Goldenberg, M.A.

Division of Educational Foundations—Program Director:
  Andrew T. Kopan, Ph.D.

Professors: Austin M. Flynn, Ph.D.; Alfred L. Papillon, Ph.D.


SCHOOL OF MUSIC

Frederick Miller, Ph.D., Dean

Weasley M. Yos, Ph.D.
Administrative Assistant to the Dean

Curriculum
Programs
Courses
Faculty
THE SCHOOL OF MUSIC

(The curriculum and programs of the School of Music are in the process of revision. For changes applicable in 1977-1978, consult the advisers in the School of Music after June 1, 1977.)

The specific objectives of the School of Music are to provide opportunity for growth towards professional competence in areas of adult music activities and to prepare students for careers as: 1) administrators and classroom teachers from the grade school through the college level; 2) solo or ensemble performers in concert, opera, orchestra, band or choir; 3) private teachers of voice and instruments; 4) directors of band, orchestra or choir; 5) church organists; 6) composers and arrangers; 7) music therapists.

The general objective of all School of Music curricula is to develop an awareness that music as an aesthetic and functional entity is made by people for people; that it exists within a culture and acquires meaning through bonds of common experience and tradition; and that any work or performance is a product of a human being functioning in a specific place, time and social group.

The School of Music offers courses to develop knowledge and promote research in the field of music. Additionally, it instructs both the advanced student and the beginner, including not only those seeking a degree but also the preparatory or special student not studying for credit. As a division of the Fine Arts, the School of Music participates in The De Paul College, Humanities Division offerings required of all students.

CURRICULUM

De Paul University confers the degree of Bachelor of Music with majors in Piano, Organ, Voice, Strings, Winds, Percussion, Composition, Church Music, Music Education, and Music Therapy. All academic courses necessary for these undergraduate music degrees are offered through the Colleges of De Paul University. The Bachelor of Arts degree with a major sequence in Music Theory is offered in conjunction with the College of Liberal Arts and Sciences. Music credit is applicable towards degrees in all Colleges of the University. Students majoring in music may take part in the University ROTC program.

FACULTY AND FACILITIES

Members of the music faculty, including a significant number of internationally renowned professionals and holders of doctorates, function as teachers, performers, and directors providing exemplary standards of excellence and achievement for the student.

In the Music School the soundproof studios and classrooms are equipped with Steinway grands and high-fidelity phonograph equipment. There are rehearsal rooms and libraries for orchestra, band and chorus, a listening room, a comprehensive library of recordings, the theater’s three-manual Möller organ, and the great organ of the University Church for major recitals.

PERFORMANCES

Performance groups include the University Community Symphony Orchestra, Concert Band, Mixed Choir, Opera Workshop, Jazz Ensembles, and ensembles composed of both faculty and student members.
Appearance as soloist with the De Paul University Community Symphony is awarded to talented students of the School of Music who qualify on the basis of competitive auditions held before a jury of prominent Chicago musicians.

ADMISSION REQUIREMENTS IN MUSIC

A knowledge of elementary piano and theory is required of all students for admission to undergraduate music courses. Entrance examinations for placement and classification in music performance and music theory must be taken by all new students and re-entering former students prior to registration.

SCHOLARSHIPS

In addition to University-wide Scholarships, grants and loans for which all students are eligible, the following competitive scholarships are awarded to qualified students in the School of Music.

The Orchestral Award of $1,000 for a student majoring in violin, viola, cello, or doublebass; the George Graham Memorial Award of $1,000 for a student majoring in voice; the Arthur C. Becker $1,000 award for a student majoring in organ; the Chicago Award of one year's full tuition for an undergraduate in Wind or Brass; the Herman and Edna Schell $1,000 award for pianists or composers; the A.M.L.I. Music Scholarship of $600 for a student majoring in applied music; the Ambrosio Award of $400 for a student majoring in piano; partial scholarships in instruments, voice and composition and a limited number of band and orchestra grants to high school graduates; the Mu Phi Epsilon Award of $100 to a student in the field of music performance; the Beta Pi Mu Fraternity Award for one quarter in music performance; $1,000 award by the Polish Arts Club of Chicago; Marcus and Theresa Levie Educational Fund Grants through the Jewish Vocational Service.

GRADUATE STUDY

Students planning to complete a graduate program in music should inquire of faculty advisers how undergraduate seniors in music can begin studies in the Graduate School applicable towards a Master's Degree.

Master's Degree

The School of Music offers the following graduate programs:

Music Performance  Composition
Music Education  Theory
Church Music  Choral Conducting

SCHOOL OF MUSIC REGULATIONS

In individual music lesson courses, students are granted two hours of credit for each one half-hour lesson per week throughout a quarter. Lessons or classes missed because of the absence of the teacher will be made up, but student absence or tardiness will not be made up nor will fees be refundable. In addition to private lessons, full time undergraduates must attend during each quarter at least three School of Music programs.

An average grade of not less than B in the major subject is required. A senior must have his major subject classification approved by the Faculty Committee in order to be accepted as a degree candidate. In the final two quarters Bachelor of Music degree candidates are required to complete a course in music integration and a comprehensive oral and written examination in undergraduate theory.

A student presenting a Senior Recital must have studied during his or her final academic year with the resident sponsoring instructor.
Music Education—General Supervision

General Education
   De Paul College Courses.

Liberal Arts
   English, 8 hours; Mathematics, 4 hours; Speech, 4 hours; Physical Education,
   5 hours; United States History or United States Government, 4 hours.

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

Music Courses
   Applied Music
      APM 152, 153, 154 one quarter each.
      APM 196, 197, 198 one quarter each.
      APM 150 each quarter until a total of seven quarters have been taken.
      APM 101, 102, 103, 104, 195.
   Music Education
      MED 201, 203, 341, 352, 376, 392.
   Music Ensemble
      MEN 121 each quarter except when enrolled in MED 392.
   Music History and Literature
      MHL 344, 345.
   Music Theory and Composition
      MTC 111-112-113, 121-122-123, 131-132-133, 241-242-243, 251-252-253,
      261.
      MTC 298, 307, 313, 330, 373, 374, 375.

SAMPLE PROGRAM FOR MUSIC EDUCATION—GENERAL SUPERVISION

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<td>4 MTC 131-2-3—Theory</td>
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<td>Sophomore Year</td>
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<td>2 APM 150—Piano</td>
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<tr>
<td>1 APM 101—Brass Class</td>
<td>1 APM 102—Woodwind Class</td>
<td>1 APM 103—String Class</td>
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<td>4 Philosophy-Religion</td>
<td>4 Speech</td>
<td>4 Education 207</td>
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<td>20 hours</td>
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JUNIOR YEAR

2 APM 150—Piano
2 MTC 372—Analysis
1 APM 104—Percussion
   Class
2 MTC 307—Counterpoint
2 MTC 330—Orchestration
2 MED 201—Vocal
   Methods
1 MEN 121—Choir
4 Behavioral Social Sci.
3 Education 332

19 hours

2 APM 150—Piano
2 MTC 374—Analysis
2 MED 341—Choral
   Conducting
2 MED 203—Vocal
   Methods
4 Behavioral Social Sci.
1 MEN 121—Choir
3 Education 333

16 hours

2 APM 195—Voice
2 MED 352—Inst. Conducting
2 MTC 375—Analysis
1 MEN 121—Choir
4 Education 360
4 Education 380
2 Physical Education

17 hours

SENIOR YEAR

2 APM 150—Piano
12 MED 392—Student
   Teaching

14 hours

1 MEN 121—Choir
1 MED 376—Music
   Theatre
3 Physical Education
4 English
4 U.S. History or Government
4 Behavioral Social Sci.

17 hours

2 APM 150—Piano
2 MTC 298—Music Integ.
2 MTC 313—Acoustics
1 MEN 121—Choir
4 Mathematics
4 Behavioral Social Sci.

15 hours
Music Education—Instrumental Supervision

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

**Liberal Arts**
- English, 8 hours; Mathematics, 4 hours; Speech, 4 hours; Physical Education, 5 hours; United States History or United States Government, 4 hours.

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

**Music Courses**

- **Applied Music**
  - Primary Band-Orchestra Instrument each quarter until a total of twelve quarters have been completed.
  - APM 152, 153, 154 one quarter each.
  - Secondary Band-Orchestra Instrument each quarter of the Junior Year.
  - APM 101, 102, 103, 104.

- **Music Education**
  - MED 202, 204, 297, 341, 352, 392.

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

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

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

### SAMPLE PROGRAM FOR MUSIC EDUCATION INSTRUMENTAL SUPERVISION

#### AUTUMN

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<tr>
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#### SPRING

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<td>2 APM 191—Class Voice</td>
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<td>4 Natural Sciences and Math.</td>
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<td>4 Philosophy-Religion</td>
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<td>18 hours</td>
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<td>4 Speech</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20 hours</td>
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</tbody>
</table>
JUNIOR YEAR
2 Primary Instrument
2 Secondary Instrument
2 MTC 373—Analysis
2 MTC 307—Counterpoint
2 MTC 330—Orchestration
2 MED 202—Instru. Methods
1 MEN 101 Band or 131 Orch.
4 Behavioral Social Sci.
3 Education 332
20 hours

SENIOR YEAR
2 Primary Instrument
4 Natural Sciences and Math.
1 MEN 101 Band or 131 Orch.
4 Behavioral Soc. Sci.
4 English
3 Physical Education
18 hours

Performance Major in String, Wind or Percussion

General Education
De Paul College Courses.

Liberal Arts
English, 4 hours.

Music Courses

Applied Music
Primary Instrument each quarter.
APM 152, 153, 154 one quarter each.
APM 299.

Music Education
MED 337 or 338 or 339, 341, 352.

Music Ensemble
MEN 121 or 131 each quarter in residence.
MEN 241 or 251 or 261, three quarters.

Music History and Literature
MHL 344, 345.

Music Theory and Composition
MTC 298, 301, 307, 313, 330, 373, 374, 375.
Elective: 1 course.
### SAMPLE PROGRAM FOR A STRING, WIND OR PERCUSSION MAJOR

#### Autumn
- 4 Major Instrument
- 4 MTC 111-2-3—Theory
- 2 APM 152—Class Piano
- 1 MEN 131 Orch. or
  101 Band
- 4 Humanities
- 4 Philosophy-Religion

19 hours

#### Winter
- 4 Major Instrument
- 4 MTC 121-2-3—Theory
- 2 APM 153—Class Piano
- 1 MEN 131 Orch. or
  101 Band
- 4 Humanities
- 4 Philosophy-Religion

19 hours

#### Sophomore Year
- 4 Major Instrument
- 4 MTC 241-2-3—Theory
- 4 MHL 344—Music
  History I
- 1 MEN 131 Orch. or
  101 Band
- 4 Natural Sciences and
  Math.

17 hours

#### Junior Year
- 4 Major Instrument
- 2 MTC 373—Analysis
- 2 MTC 307—Counterpoint
- 2 MTC 312—Acoustics
- 1 MEN 131 Orch. or
  101 Band
- 4 Behavioral Social Sci.

15 hours

#### Senior Year
- 4 Major Instrument
- 1 Ensemble*
- 1 MEN 131 Orch. or
  101 Band
- 4 Behavioral Social Sci.

14 hours

*(String, Brass, Wood or Percussion and Mixed Groups)*

### Performance Major in Piano

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

#### Liberal Arts
- English, 4 hours.

#### Music Courses
- **Applied Music**
  - APM 150 each quarter, 151, 299.
Music Education
MED 281, 282, 332, 341, 352.

Music Ensemble
MEN 121 each quarter in residence.
MEN 223 six quarters
MEN 241, each quarter senior year

Music History and Literature
MHL 344, 345.

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

**SAMPLE PROGRAM FOR A PIANO MAJOR**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Freshman Year</th>
<th>Sophomore Year</th>
<th>Junior Year</th>
<th>Senior Year</th>
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<tr>
<td><strong>Autumn</strong></td>
<td>4 APM 150—Piano</td>
<td>4 APM 150—Piano</td>
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<td></td>
<td>4 MTC 111-2-3—Theory</td>
<td>4 MTC 121-2-3—Theory</td>
<td>4 MTC 261—Theory</td>
<td>4 APM 150—Piano</td>
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<tr>
<td></td>
<td>1 MEN 121—Choir</td>
<td>1 MEN 121—Choir</td>
<td>1 MEN 121—Choir</td>
<td>2 MTC 375—Analysis</td>
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<td>2 MTC 281—Methods</td>
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<td>Behavioral Social Sci.</td>
<td>English</td>
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<tr>
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<td>T7 hours</td>
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<td>18 hours</td>
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<td><strong>Winter</strong></td>
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<td>4 APM 150—Piano</td>
<td>4 APM 150—Piano</td>
<td>4 APM 150—Piano</td>
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<td></td>
<td>4 MHL 345—Music</td>
<td>4 MHL 345—Music</td>
<td>4 MTC 261—Theory</td>
<td>4 APM 150—Piano</td>
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<td>History I</td>
<td>History II</td>
<td>1 MEN 121—Choir</td>
<td>1 MEN 223—Accompaniment</td>
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<td>4 MTC 241-2-3—Theory</td>
<td>4 MTC 251-2-3—Theory</td>
<td>4 Natural Sciences and Math.</td>
<td>2 MED 282—Methods</td>
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<td>1 MEN 121—Choir</td>
<td>1 MEN 121—Choir</td>
<td>4 Behavioral Social Sci.</td>
<td>1 MTC 298—Mus. Integ.</td>
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<td>4 Natural Sciences and Math.</td>
<td>4 Behavioral Social Sci.</td>
<td>4 Behavioral Social Sci.</td>
<td>1 MTC 298—Mus. Integ.</td>
</tr>
<tr>
<td>T7 hours</td>
<td></td>
<td>T7 hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td>4 APM 150—Piano</td>
<td>4 APM 150—Piano</td>
<td>4 APM 150—Piano</td>
<td>4 APM 150—Piano</td>
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<tr>
<td></td>
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<td>4 MTC 261—Theory</td>
<td>4 APM 150—Piano</td>
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<td>4 Behavioral Social Sci.</td>
<td>4 APM 150—Piano</td>
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<td>4 Behavioral Social Sci.</td>
<td>4 APM 150—Piano</td>
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<td>T7 hours</td>
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</table>

173
Performance Major in Voice

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

**Liberal Arts**
- English, 4 hours.

**Music Courses**
- **Applied Music**
  - APM 195 each quarter.
  - APM 152, 153, 154 one quarter each.
  - APM 299, 385, 386.
- **Music Education**
  - MED 335-336, 341, 373-374-375.
- **Music Ensemble**
  - MEN 121 each quarter in residence.
- **Music History and Literature**
  - MHL 344, 345.
- **Music Theory and Composition**
  - MTC 298, 301, 307, 313, 330, 373, 374, 375.

**SAMPLE PROGRAM FOR A VOICE MAJOR**

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<tr>
<th>Autumn</th>
<th>Freshman Year</th>
<th>Spring</th>
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<tbody>
<tr>
<td>4 APM 195—Voice</td>
<td>4 APM 195—Voice</td>
<td>4 APM 195—Voice</td>
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<tr>
<td>2 APM 152—Class Piano</td>
<td>2 APM 153—Class Piano</td>
<td>2 APM 154—Class Piano</td>
</tr>
<tr>
<td>4 MTC 111-2-3—Theory</td>
<td>4 MTC 121-2-3—Theory</td>
<td>4 MTC 131-2-3—Theory</td>
</tr>
<tr>
<td>1 MEN 121—Choir</td>
<td>1 MEN 121—Choir</td>
<td>1 MEN 121—Choir</td>
</tr>
<tr>
<td>4 Humanities</td>
<td>4 Humanities</td>
<td>4 Humanities</td>
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<tr>
<td>4 Philosophy-Religion</td>
<td>4 Philosophy-Religion</td>
<td>4 Philosophy-Religion</td>
</tr>
<tr>
<td>19 hours</td>
<td>19 hours</td>
<td>19 hours</td>
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</table>
Performance Major in Organ

General Education
De Paul College Courses.

Liberal Arts
English, 4 hours.

Music Courses

Applied Music
APM 140 each quarter.
APM 205, 206, 299.

Church Music
CHM 218.

Music Education
MED 283, 341, 352.

Music Ensemble
MEN 121 each quarter in residence.

Music History and Literature
MHL 344, 345.

Music Theory and Composition
MTC 298, 301, 307, 313, 330, 373, 374, 375.
### SAMPLE PROGRAM FOR AN ORGAN MAJOR

#### FRESHMAN YEAR

<table>
<thead>
<tr>
<th>Autumn</th>
<th>Winter</th>
<th>Spring</th>
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</thead>
<tbody>
<tr>
<td>4 APM 140—Organ</td>
<td>4 APM 140—Organ</td>
<td>4 APM 140—Organ</td>
</tr>
<tr>
<td>4 MTC 111-2-3—Theory</td>
<td>4 MTC 121-2-3—Theory</td>
<td>4 MTC 131-2-3—Theory</td>
</tr>
<tr>
<td>1 MEN 121—Choir</td>
<td>1 MEN 121—Choir</td>
<td>1 MEN 121—Choir</td>
</tr>
<tr>
<td>4 Humanities</td>
<td>4 Humanities</td>
<td>4 Humanities</td>
</tr>
<tr>
<td>4 Philosophy-Religion</td>
<td>4 Philosophy-Religion</td>
<td>4 Philosophy-Religion</td>
</tr>
<tr>
<td><strong>17 hours</strong></td>
<td><strong>17 hours</strong></td>
<td><strong>17 hours</strong></td>
</tr>
</tbody>
</table>

#### SOPHOMORE YEAR

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

#### JUNIOR YEAR

| 4 APM 140—Organ | 4 APM 140—Organ | 4 APM 140—Organ |
| 2 MTC 373—Analysis | 2 MTC 374—Analysis | 2 MTC 375—Analysis |
| 2 APM 205—Improvisation | 2 APM 206—Improvisation | 2 MED 283—Organ Method |
| 2 MTC 307—Counterpoint | 1 MEN 121—Choir   | 1 MEN 121—Choir   |
| 4 Behavioral Social Sci. | 4 Behavioral Social Sci. | 4 Behavioral Social Sci. |
| **13 hours**      | **13 hours**      | **13 hours**      |

#### SENIOR YEAR

| 4 APM 140—Organ | 4 APM 140—Organ | 4 APM 140—Organ |
| 1 MEN 121—Choir | 2 MED 341—Choral Conducting | 1 MEN 121—Choir |
| 4 English       | 2 AM 299—Recital   | 2 MTC 313—Acoustics |
| **13 hours**      | **13 hours**      | **13 hours**      |

### Composition

#### General Education
De Paul College Courses.

#### Liberal Arts
English, 4 hours.

#### Music Courses

- **Applied Music**
  - APM 152, 153, 154 one quarter each.
  - APM 150 each quarter until a total of six quarters have been completed.
  - APM 104.
  - Orchestral instrument electives until a total of three quarters have been completed.

- **Music Education**
  - MED 341, 352.

- **Music Ensemble**
  - MEN 101 or 121 or 131 each quarter in residence.
**Music History and Literature**  
MHL 344, 345, 377.  

**Music Theory and Composition**  

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**SAMPLE PROGRAM FOR A COMPOSITION MAJOR**

### FRESHMAN YEAR

<table>
<thead>
<tr>
<th>Autumn</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 MTC 111-2-3—Theory</td>
<td>4 MTC 121-2-3—Theory</td>
<td>4 MTC 131-2-3—Theory</td>
</tr>
<tr>
<td>2 APM 152—Class Piano</td>
<td>2 APM 153—Class Piano</td>
<td>2 APM 154—Class Piano</td>
</tr>
<tr>
<td>2 Orchestral Instrument</td>
<td>2 Orchestral Instrument</td>
<td>2 Orchestral Instrument</td>
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<tr>
<td>1 MEN 101 Band, 121 Choir or 131 Orchestra</td>
<td>1 MEN 101 Band, 121 Choir or 131 Orchestra</td>
<td>1 MEN 101 Band, 121 Choir or 131 Orchestra</td>
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<tr>
<td>4 Humanities</td>
<td>4 Humanities</td>
<td>4 Humanities</td>
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<tr>
<td>4 Philosophy-Religion</td>
<td>4 Philosophy-Religion</td>
<td>4 Philosophy-Religion</td>
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<td><strong>17 hours</strong></td>
<td><strong>17 hours</strong></td>
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### SOPHOMORE YEAR

<table>
<thead>
<tr>
<th>Autumn</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 MTC 141-2-3—Theory</td>
<td>2 MTC 251-2-3—Theory</td>
<td>4 MTC 261—Theory</td>
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<tr>
<td>2 APM 150—Piano</td>
<td>2 APM 150—Piano</td>
<td>2 APM 150—Piano</td>
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<tr>
<td>4 MHL 344—Music History I</td>
<td>4 MHL 345—Music History II</td>
<td>2 MTC 375—Analysis</td>
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<tr>
<td>1 APM 104—Percussion Class</td>
<td>1 MEN 101 Band, 121 Choir or 131 Orchestra</td>
<td>2 MTC 365—Composition</td>
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<tr>
<td>1 MEN 101 Band, 121 Choir or 131 Orchestra</td>
<td>4 Natural Sciences and Math.</td>
<td>1 MEN 101 Band, 121 Choir or 131 Orchestra</td>
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<tr>
<td>4 Natural Sciences and Math.</td>
<td>4 Behavioral Social Sci.</td>
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<tr>
<td><strong>16 hours</strong></td>
<td><strong>13 hours</strong></td>
<td><strong>15 hours</strong></td>
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### JUNIOR YEAR

<table>
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<tr>
<th>Autumn</th>
<th>Winter</th>
<th>Spring</th>
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<tbody>
<tr>
<td>2 APM 150—Piano</td>
<td>2 APM 150—Piano</td>
<td>2 APM 150—Piano</td>
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<tr>
<td>2 MTC 373—Analysis</td>
<td>2 MTC 374—Analysis</td>
<td>2 MTC 375—Analysis</td>
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<tr>
<td>2 MTC 301—Composition</td>
<td>2 MTC 302—Composition</td>
<td>2 MTC 303—Composition</td>
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<tr>
<td>2 MTC 307—Counterpoint</td>
<td>2 MTC 308—Counterpoint</td>
<td>2 MTC 309—Counterpoint</td>
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<tr>
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<td>1 MEN 101 Band, 121 Choir or 131 Orchestra</td>
<td>1 MEN 101 Band, 121 Choir or 131 Orchestra</td>
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<tr>
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<td>4 Behavioral Social Sci.</td>
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### SENIOR YEAR

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<th>Autumn</th>
<th>Winter</th>
<th>Spring</th>
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<tr>
<td>2 MTC 330—Orchestration</td>
<td>2 MTC 331—Orchestration</td>
<td>2 MTC 332—Orchestration</td>
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<td>2 MTC 304—Composition</td>
<td>2 MTC 305—Composition</td>
<td>2 MTC 306—Composition</td>
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<td>2 MTC 363—Electronic Literature</td>
<td>2 MTC 364—Electronic Literature</td>
<td>2 MTC 365—Electronic Literature</td>
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<td>2 Music Elective</td>
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<tr>
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<td>4 Behavioral Social Sci.</td>
<td>4 Behavioral Social Sci.</td>
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<tr>
<td>1 MEN 101 Band, 121 Choir or 131 Orchestra</td>
<td>1 MEN 101 Band, 121 Choir or 131 Orchestra</td>
<td>1 MEN 101 Band, 121 Choir or 131 Orchestra</td>
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<td><strong>13 hours</strong></td>
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177
**Church Music**

*General Education*

De Paul College Courses.

*Music Courses*

**Applied Music**

APM 140 each quarter.
APM 152, 153, 154 one quarter each.
APM 205, 299.

**Church Music**

CHM 123, 218, 219, 220, 311.

**Music Education**

MED 283, 335, 341, 352.
APM 196, 197, 198 one quarter each.

**Music Ensemble**

MEN 121 each quarter in residence.

**Music History and Literature**

MHL 344, 345.

**Music Theory and Composition**


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### SAMPLE PROGRAM FOR A CHURCH MUSIC MAJOR

#### FRESHMAN YEAR

<table>
<thead>
<tr>
<th>Autumn</th>
<th>Winter</th>
<th>Spring</th>
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<tbody>
<tr>
<td>2 APM 140—Organ</td>
<td>2 APM 140—Organ</td>
<td>2 APM 140—Organ</td>
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<td>2 APM 152—Class Piano</td>
<td>2 APM 153—Class Piano</td>
<td>2 APM 154—Class Piano</td>
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<td>4 MTC 111-2-3—Theory</td>
<td>4 MTC 121-2-3—Theory</td>
<td>4 MTC 131-2-3—Theory</td>
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<tr>
<td>1 MEN 121—Choir</td>
<td>1 MEN 121—Choir</td>
<td>1 MEN 121—Choir</td>
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<tr>
<td>4 Humanities</td>
<td>4 Humanities</td>
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</tr>
<tr>
<td>4 Philosophy-Religion</td>
<td>4 Philosophy-Religion</td>
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<tr>
<th>Sophomore Year</th>
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<td>2 APM 140—Organ</td>
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<td>4 MTC 241-2-3—Theory</td>
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<td>4 MHL 344—Music</td>
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<td>History I</td>
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<td>2 AMP 196—Class Voice</td>
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<td>1 MEN 121—Choir</td>
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<td>4 Natural Science and Math.</td>
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<th>Junior Year</th>
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<td>4 APM 140—Organ</td>
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<td>2 MTC 373—Analysis</td>
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<td>2 MTC 307—Counterpoint</td>
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<td>2 MTC 330—Orchestration</td>
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<tr>
<td>1 MEN 121—Choir</td>
</tr>
<tr>
<td>4 Behavioral Social Sci.</td>
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178
Music Therapy

General Education
DePaul College Courses.

Liberal Arts
Biology, 8 hours; Psychology, 12 hours; Speech or Drama, 4 hours.

Professional Education
Physical Education, 2 hours.

Music Courses
Applied Music
APM 152, 153, 154 one quarter each.
APM 150 until a total of three quarters have been completed.
APM 104, 210, 196.
Electives, three quarters.

Music Education
MED 341, 352.

Music Ensemble
Ensemble each quarter in residence.

Music History and Literature
MHL 344, 345.

Music Theory and Composition
MTC 111-112-113, 121-122-123, 131-132-133, 241-242-243, 251-252-253,
261, 298, 330, 373.

Music Therapy
MTH 100, 343, 344, 345, 346, 347, 348, 349.

SAMPLE PROGRAM FOR A MUSIC THERAPY MAJOR

FRESHMAN YEAR

<table>
<thead>
<tr>
<th>Autumn</th>
<th>Winter</th>
<th>Spring</th>
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<tbody>
<tr>
<td>4 MTC 111-2-3—Theory</td>
<td>4 MTC 121-2-3—Theory</td>
<td>4 MTC 131-2-3—Theory</td>
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<tr>
<td>2 APM 152—Class Piano</td>
<td>2 APM 153—Class Piano</td>
<td>2 APM 154—Class Piano</td>
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<td>1 MEN—Ensemble</td>
<td>1 MEN—Ensemble</td>
<td>1 MEN—Ensemble</td>
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<tr>
<td>3 Introduction to Music Therapy</td>
<td>4 Philosophy-Religion</td>
<td>4 Philosophy-Religion</td>
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<tr>
<td>4 Humanities</td>
<td>4 Humanities</td>
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<tr>
<td>14 hours</td>
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### SOPHOMORE YEAR

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<th>Winter</th>
<th>Spring</th>
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<tbody>
<tr>
<td>4 MTC 241-2-3—Theory</td>
<td>4 MTC 251-2-3—Theory</td>
<td>4 MTC 261—Theory</td>
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<td>1 MEN—Ensemble</td>
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<tr>
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<td>4 PSY 106—General</td>
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<td>4 MHL 344—Music</td>
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<td>4 Philosophy-Religion</td>
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<tr>
<td>History</td>
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### JUNIOR YEAR

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<th>Winter</th>
<th>Spring</th>
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<tbody>
<tr>
<td>2 MTC 373—Analysis</td>
<td>2 MED 341—Choral</td>
<td>1 APM 104—Percussion</td>
</tr>
<tr>
<td>2 APM 196—Class Voice</td>
<td>Conducting</td>
<td>Class</td>
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<td>2 APM 210—Recreational Music</td>
<td>1 MEN—Ensemble</td>
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<tr>
<td>1 MEN—Ensemble</td>
<td>2 MTH 344—Psychology</td>
<td>4 MTH 345—Psychology</td>
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<tr>
<td>4 PSY 353—Abnormal Psychology</td>
<td>of Music I</td>
<td>of Music II</td>
</tr>
<tr>
<td>4 BIO 201—Mammalian Anatomy</td>
<td>4 BIO 202—Mammalian</td>
<td>4 Natural Sciences and Math.</td>
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<td>Physiology</td>
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<td></td>
<td>4 Speech or Drama</td>
<td>4 Humanities (300)</td>
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<td>4 Behavioral Social Sci.</td>
<td>2 Physical Education</td>
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<td>15 hours</td>
<td>17 hours</td>
<td>16 hours</td>
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### SENIOR YEAR

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<tr>
<th>Autumn</th>
<th>Winter</th>
<th>Spring</th>
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<tbody>
<tr>
<td>2 MTC 330—Orchestration</td>
<td>2 APM—Elective</td>
<td>2 APM—Elective</td>
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<tr>
<td>2 APM—Elective</td>
<td>1 MEN—Ensemble</td>
<td>1 MEN—Ensemble</td>
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<tr>
<td>1 MEN—Ensemble</td>
<td>2 MED 352—Instrumental Conducting</td>
<td>2 MTH 349—Music in Therapy II</td>
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<tr>
<td>2 MTH 346—Influence of Music on Behavior I</td>
<td>2 MTC 298—Integration</td>
<td>4 Natural Sciences and Math.</td>
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<td>4 Natural Sciences and Math.</td>
<td>2 MTH 347—Influence of Music on Behavior II</td>
<td>4 Behavioral Social Science (300)</td>
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<tr>
<td>4 Behavioral Social Sci.</td>
<td>2 MTH 348—Music in Therapy I</td>
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<td>15 hours</td>
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### COURSES OFFERED

#### APPLIED MUSIC—APM

Each course may be taken for either 2 or 4 hours credit. A minor course receives 2 hours credit for one private lesson and six to nine hours practice per week. A major course receives 4 hours credit for two private lessons and at least fifteen hours of practice per week. Students register for both the major and minor courses with the same listed course number, though the course requirements will differ.


APM 299 Senior Recital. 2 hrs. Preparation for public recital by performance majors. Representative repertoire arranged in a program format.

#### Instrumental and Voice Class Courses:

APM 051-052 Piano Class I, II. Non-credit piano class for beginning students to prepare for enrollment as a freshman, piano minor.

180
APM 101 Brass Class. 1 hr. All brass instruments with emphasis on the trumpet as the primary brass instrument. The class covers a beginner's book on each of the principal brass instruments.

APM 102 Woodwind Class. 1 hr. All woodwind instruments, with emphasis on the clarinet as the primary instrument. The class covers a beginner's book on each of the principal instruments.

APM 103 String Class. 1 hr. String playing utilizing violin, viola, cello and bass. Proper methods of tone production, bowing styles and left hand techniques. The student must demonstrate by performance that he has learned the various techniques to a certain minimum degree.

APM 104 Percussion Class. 1 hr. Fundamentals of snare drum, bass drum, cymbals, castanets, tambourine, and triangle. Lecture and class participation utilizing classical, modern, and military percussion excerpts.

APM 105 Percussion Class. 1 hr. Fundamentals of mallet keyboard instruments and timpani. Lecture and class participation. Studies in scales, chords, technique, and ear training for timpani study.

APM 151 Piano Repertoire Seminar. 2 hrs. Repertoire for piano performance majors. Discussion of technic, style, tone-production and tempi in reference to specific works performed by students and instructor.

APM 152, 153, 154 Class Piano. 2 hrs. each. Class instruction in piano. Technical studies, études and repertoire appropriate to specific levels.

APM 196, 197, 198 Class Voice. 2 hrs. each. Class instruction in voice. Technical studies, études and repertoire appropriate to specific levels.

APM 205-206-207 Improvisation on the Organ. 2 hrs. each. Application of harmonic idioms which exploit contrast through harmonic variety and modulation. Simple forms of one, two and three part units.

APM 206 Continuation of creative melodic and harmonic varieties in specific forms.

APM 207 Extended structures including the Organ Symphony (homophonic), Fugue (polyphonic) and Variation Forms.

APM 210 Recreational Music. 2 hrs. Techniques for using guitar, autoharp and recorders in recreational and therapeutic settings.

APM 213 Radio and TV Brass Class. 2 hrs. Solo and ensemble performance involving brass instruments, with specific attention to factors associated with radio and television broadcasting.

APM 385-386 Vocal Coaching. 2 hrs. International phonetic alphabet and language rules for Italian, German, and French. Performance of repertoire including examples from 16th century music to contemporary works.
CHURCH MUSIC—CHM


CHM 218 Service Playing. 2 hrs. Hymn Playing: tempo, rhythm, articulation, leading the congregation, musical introduction to the Hymns. Special problems in the accompaniment of refrain and psalm types.

CHM 219 Service Playing. 2 hrs. Study of freer Hymn accompaniments. Problems in accompaniment of solo and choral material. Performing from reduced score. Transposition. Integration of organ repertory in the Liturgy. (Prerequisite: CHM 218)

CHM 220 Hymnody and Psalmody. 2 hrs. Survey of traditional hymn types, hymn melodies and texts, contemporary hymn types, Psalm and refrain types, traditional and contemporary, for cantor, leader of song, choir, and congregation.

CHM 299 Service Recital. 2 hrs. Preparation for senior recital, which reflects guided and independent study. Recital performance in student’s principal performing area, conducting and accompanying of sacred choral works. Recital should demonstrate clearly the candidate’s ability to plan and execute music in the Liturgy.

CHM 311-312 Gregorian Chant and Chironomy. 2 hrs. each. Gregorian Modes and Chant notation; Gregorian Chant rhythm according to the method of the monks of Solesmes. Study of various types and structures drawn from the Ordinary and Proper Chants. Chironomic aspects of the conducting of Gregorian Chant.

CHM 323 Modal Analysis. 2 hrs. Gregorian Chant and Renaissance Music, music of later periods, and Twentieth Century materials employing Modal materials as elements of structure. (Elective course)

MUSIC EDUCATION—MED

MED 201 Elementary Vocal Methods and Observation. 2 hrs. For students majoring in music education. Children’s musical growth; aims and objectives; teaching techniques, and music literature; planning sequential development of musical learnings.


MED 203 High School Vocal Methods and Observation. 2 hrs. For students majoring in music education. Musical growth in the adolescent years; aims, objectives, teaching techniques and music literature pertinent to the secondary school music program.

MED 204 High School Instrumental Methods. 2 hrs. Organizing the High School band, marching band and orchestra. Planning the instrumental music room.

MED 205 Guitar Class. 2 hrs. Use of the Guitar as a classroom instrument for accompaniment and general classroom use.


MED 282 Piano Methods and Materials. 2 hrs. Continuation of MED 281 with emphasis on more advanced materials.

MED 283 Organ Methods and Materials. 2 hrs. History and methodology of pipe voicing, tonal design, and their effect on the creation and performance of pipe organ repertoire.


MED 377 String Methods. 2 hrs. Discussion, illustration and practice involving violin and viola, and approaches to pedagogy of beginning students.


MED 339 Percussion Methods. 2 hrs. Fundamentals of percussion pedagogy, lecture and class participation. Teaching techniques for snare drum, accessories, mallet keyboard instruments, and timpani.
MED 341 Choral Conducting. 2 hrs. Baton technique, expression, cueing and phrasing as applied to choral ensembles. Rehearsal techniques, vocal score reading. Study of the vocal mechanism. Choral problems and solutions. Basic repertoire.


MED 373 Music Theater. 1 hr. The body as a tool for expression. The stage as a working area.

MED 374 Music Theater. 1 hr. History of opera and opera stage tradition. Mastery of mechanics of creative stage action, improvisation and pantomime. Synchronization of stage and musical activities.

MED 375 Music Theater. 1 hr. Creative application of learned skills to actual operatic repertoire. Application of vocal and dramatic skills on the stage. Planning a production. The “essence” of the work. Style and presentation. Scenic plan—costumes, lighting.

MED 376 Opera Workshop. 1 hr. A one-quarter class for Music Education majors in which production styles, acting and stage movement as well as history of operatic writing and the physical theatre is presented. Syllabus and texts are used.

MED 392 Student Teaching. 12 hrs. A variety of supervised and directed experiences in the teaching of music in the elementary and secondary schools. The teaching in schools is supplemented with conferences, evaluations and a weekly seminar.

MUSIC ENSEMBLE—MEN

MEN 101 Band. 1 hr. Study and practice of basic and new band repertoire in preparation for concerts presented regularly each year.

MEN 121 Choir. 1 hr. University Choir—rehearsals and performances of larger works of the choral repertoire.

MEN 123 Chamber Chorus. 1 hr. A choral ensemble of selected voices.

MEN 131 Orchestra. 1 hr. Study and practice of basic and new orchestral repertoire in preparation for three concerts presented annually at Orchestra Hall.

MEN 225, 224, 225, 226, 227, 228 Accompanying. 1 hr. each. Techniques of piano accompaniment. Specific accompaniments for voice, instrument, ensemble, or choir literature, including examples from 16th century sacred and secular music to contemporary works. (Prerequisite: Junior standing in piano)

MEN 241 Chamber Music. 1 hr. A practical application of the performance techniques for advanced instrumentalists. Repertory adapted to the instrumentation of the class, according to the ability of the class members. Public performance is expected.

MEN 251 Woodwind Ensemble. 1 hr. Standard and new woodwind ensembles. Tone, technic, intonation, style and interpretation are studied in reference to specific compositions.

MEN 261 Percussion Ensemble. 1 hr. Ensemble playing of percussion literature. Arrangements including music for percussion instruments and piano, celeste, brass, and woodwinds. Workshop for original percussion arrangements.

MEN 271 Improvisation Techniques. 1 hr. Fundamentals of scales, chord structures, progressions, substitute chords and progression alteration. (Prerequisite: MTC 131-2-3)

MEN 281 Jazz Ensemble. 1 hr. Current performance styles for large ensemble. Up-to-date arrangements and compositions are utilized. Performances are presented both on and off campus.

MUSIC HISTORY AND LITERATURE—MHL

MHL 344 Music History and Literature. 4 hrs. History of western music from the early middle ages to 1700. Emphasis on the history of style with appropriate musical examples and recordings.

MHL 345 Music History and Literature. 4 hrs. A continuation of the history of music from Bach to the twentieth century.

MHL 377 Twentieth Century Music. 2 hrs. New directions in music. Idioms, trends, composers and compositions from Impressionism through electronic, aleatoric and mixed-media types.

MUSIC THEORY AND COMPOSITION—MTC

MTC 033 Pre-Freshman Theory. No credit. Notation, signatures, major and minor scales, intervals, triad structures and cadences. Course includes keyboard, dictation, and sight-singing studies.

MTC 119 Solfege. 1 hr. Practical sight-singing including major and minor scales, intervals, rhythm patterns, using movable C and F clefs. (Prerequisite: MTC 033)
MTC 120  Solfege. 1 hr. Sight-singing of vocal literature for single voice or in parts, including oratorio and opera excerpts. (Prerequisite: MTC 119)

MTC 215  Sight-Reading. 2 hrs. Progressively more difficult music. Material for four, six and eight hands and accompaniments for vocal and instrumental compositions.

MTC 111  Aural Skills. 1 hr. Sight singing, diatonic melodies, intervals, melodic dictation, identification of triads in root position, rhythm exercises.

MTC 112  Written Skills. 2 hrs. Written skills—triads in open and closed position, figured bass.

MTC 113  Keyboard Skills. 1 hr. Analyses. Diatonic chord progressions and transposition.

MTC 121  Aural Skills. 1 hr. Sight singing—continuation of MTC 111. Identification of inversions, introduction of two part contrapuntal dictation.

MTC 122  Written Skills. 2 hrs. Inversion of triads, cadences, non-harmonic tones, figured bass, simple modulations. Analyses.

MTC 123  Keyboard Skills. 1 hr. Progressions employing inversions and non-harmonic tones.

MTC 131  Aural Skills. 1 hr. Sight singing melodies involving skips—some difficult progressions—two part contrapuntal dictation—choral progressions.

MTC 132  Written Skills. 2 hrs. Dominant seventh and ninth chords—secondary dominants, and figured bass. Analyses.

MTC 133  Keyboard Skills. 1 hr. Chord progressions employing the dominant seventh including inversions and diatonic modulations.

MTC 241  Aural Skills. 1 hr. Sight singing melodies with chromatic elements, dictation of two part contrapuntal exercises with skips and modulation.
MTC 242 Written Skills. 2 hrs. Secondary dominants; irregular resolutions and the diminished seventh chord, chromatic modulation. Analyses.

MTC 243 Keyboard Skills. 1 hr. Transpositions of secondary dominants, and the seventh and ninth chords. Analyses.

MTC 251 Aural Skills. 1 hr. Sight singing melodies with altered tones and changing meters. Dictation includes identification of altered chords.

MTC 252 Written Skills. 2 hrs. Eleventh and thirteenth chords, altered chords including the neapolitan sixth, and harmonic analysis of baroque and classic masterpieces. Analyses.

MTC 253 Keyboard Skills. 1 hr. Keyboard work is correlated with written harmony.

MTC 261 Twentieth Century Theory. 4 hrs. Analysis of and writing of compositions in representative contemporary idioms; survey of music from 1900 to the present; introduction to electronic music and "musique concrète."

MTC 298 Music Integration. 2 hrs. Comprehensive review of undergraduate history and theory, projects in assigned historical periods, preparation for Graduate Record Examinations.

MTC 301 Composition. 2 hrs. Basic compositional techniques, including an analytical survey of music systems evolution, composition projects in 20th century idioms, assigned readings.

MTC 302 Composition. 2 hrs. Expanded means, composition for chamber ensembles utilizing short forms within a multi-movement framework.

MTC 303 Composition. 2 hrs. Expanded-format assignments for orchestral family groups (choruses, woodwinds, etc.), exploration of aleatoric/improvisation devices.

MTC 304 Composition. 2 hrs. Concentration on combined instrumental and choral ensembles, exploration of "collage" techniques, analysis of representative compositions.

MTC 305 Composition. 2 hrs. Electronic/tape techniques applied to orchestral composition, analysis of orchestral works by Penderecki, Gorecki, and Lygeti for methods of treating orchestral instruments as signal generators.

MTC 306 Composition. 2 hrs. Multi-media, environmental, and other avant-garde trends, compositions using extra-musical notational systems, composition in the student's chosen idiom.

MTC 307 Counterpoint. 2 hrs. Basic contrapuntal techniques, analysis of Bach two and three part inventions, exercises in contrapuntal writing, composition of two-part inventions.

MTC 308 Counterpoint. 2 hrs. Fugue, analysis of Bach Well-Tempered Clavier, composition of three-part and one four-part fugues.

MTC 309 Counterpoint. 2 hrs. Contemporary contrapuntal techniques, including analysis of Berg, Webern, Schoenberg, Krenelk, and serial determinists.

MTC 310 16th Century Counterpoint. 2 hrs. Modal Counterpoint—vocal contrapuntal idiom of the XVIIth Century; Species counterpoint, with and without cantus firmus. Two and three voice studies without cantus firmus and with Latin and English texts.

MTC 313 Musical Acoustics. 2 hrs. Psychological and physical basis of sound phenomena and regulations governing musical systems; survey of theoretical writings.

MTC 314 Essentials of Jazz. 2 hrs. Basic and advanced chord constructions in written and keyboard applications.

MTC 315 Essentials of Jazz. 2 hrs. Harmonizing melodies by the use of advanced harmonies and techniques of modern chord substitutions. Developing the ability to play "by ear."


MTC 326 Musicology. 2 hrs. Problems connected with Music History, such as bibliography, editions and aesthetics. Special emphasis is given to the organization and writing of a scholarly paper. Representative compositions will be examined with the aid of musicological tools in order to analyze and perform them more accurately.

MTC 330 Orchestration. 2 hrs. Ranges and characteristics of woodwind, brass, percussion and string instruments. Transcriptions for ensembles and small orchestras; examination of current technical instrumental resources.

MTC 331 Orchestration. 2 hrs. Transcription and composition for chamber orchestra; analysis of representative compositions with emphasis on contemporary usage.

MTC 332 Orchestration. 2 hrs. Transcription and writing for symphony orchestra; projects assigned relating to current problems and techniques; analysis of selected compositions.
MTC 340 Music of Cinema, TV and Radio. 2 hrs. Composing and scoring of original music for these media with a survey of recording problems, script synchronization, and dramatic color.

MTC 350 Choral Arranging. 2 hrs. Preparing choral settings for various vocal groupings, including male, female and mixed chorus. Methods of simplifying parts for young voices.

MTC 360 Orchestra and Band Arranging. 2 hrs. Arrangements for the orchestra and concert band, of any size. The translation of orchestral material into the concert band medium. The rearrangement of orchestral scores for smaller or larger resources.

MTC 363 Electronic Literature. 2 hrs. Evolution of electronic music from musique concrète to the present; analysis of representative compositions; assignments begin with elementary tape techniques and culminate with use of the Moog Synthesizer.

MTC 364 Electronic Equipment. 2 hrs. Analysis of hybrid tape compositions incorporating live, electronic, and pre-recorded instrumental sources; discussion of notational and compositional problems encountered.

MTC 365 Electronic Workshop. 2 hrs. Analysis of multi-media and computer-assisted works; introduction to computer language and logic; assigned project involving combination of live and synthesized sound materials.

MTC 373 Form and Analysis. 2 hrs. Definition and basic concepts. The nature of organization in music. Techniques and procedures in analysis. Units of structure from the figure to the five-part song form and group materials in structural, stylistic and historical frames of reference.

MTC 374 Form and Analysis. 2 hrs. Continuation of study and analysis of song-forms with trio, rondo, variation, sonatina, sonate-allegro, contrapuntal techniques and contrapuntal forms including canon, invention, fugue and choral prelude.

MTC 375 Form and Analysis. 2 hrs. Study and analysis of multi-movement and multi-sectional forms including sonata, suite, concerto, overture, free forms, larger sacred and secular vocal types, forms of music before 1600 and after 1900. The function and metamorphosis of forms.

MUSIC THERAPY—MTH

MTH 100 Observation. 0 hrs. One hundred clock hours non-credit observation in approved settings.

MTH 343 Introduction to Music Therapy. 3 hrs. Survey of current Music Therapy practice with emotionally and physically handicapped children, adolescents, adults, and geriatrics. Includes ten clock hours of observation/volunteer experience in clinical settings.

MTH 344 Psychology of Music I. 2 hrs. Dimensions of tone, consonance and dissonance; rhythm as stimulus and response; the affective and aesthetic responses to music; the nature of musical ability; and the measurement of musical behavior.

MTH 345 Psychology of Music II. 4 hrs. Introduction to practical research in psychology of music. Each student will plan and conduct a research project in the field of Music Therapy which will be presented to the class for discussion and evaluation.

MTH 346, 347 Influence of Music on Behavior. 2 hrs. each. Traces the history of music as treatment for various physical and emotional conditions, from the early Greek application of music for moral development to the emergence of Music Therapy as a behavioral science in the 1950s. Various components of music and musical experiences will be isolated and their effects studied as preparation for using music therapeutically to influence behavior.

MTH 348, 349 Music in Therapy. 2 hrs. each. Integrates the body of knowledge from Psychology of Music and Influence of Music on Behavior and establishes working applications of music as therapy in the treatment of various emotional and physical disorders. First Quarter: Applications of Music Therapy in the areas of mental retardation, physical disabilities, and special education. Second Quarter: Music Therapy in the treatment of behavior disorders (neuroses, psychoses, character disorders) and Music Therapy in community mental health centers.
FACULTY

Dean: Frederick Miller, D.M.A.
Professors: Frederick Miller, D.M.A.; Leon Stein, Ph.D., Director of Orchestra.
Associate Professors: Thomas A. Brown, Ph.D., History of Music, Piano; Joseph Casey, Ph.D., Music Education; Diane Dressler, Ed.D., Music Education; Rene Dosogne, Mus.M., Church Music; Thomas Fabish, LL.D., Music Education, Director of Band; Thaddeus Kozuch, Mus.M., Piano; Francis E. Little, D.M.A., Voice; Mark McDunn, Trombone.
Assistant Professors: Annemarie Gerts, Mus.B., Voice; Viola Haas, Mus.M., Piano; James Harris, Mus.M., Music Therapy; B. Lynn Hebert, Mus.M., Director of Choirs; Herman Pedike, Mus.M., Organ, Theory; Wesley M. Vos, Ph.D., Humanities, Associate Dean; Raymond Wilding-White, D.M.A., Humanities; Philip Winsor, M.A., Theory, Composition.
GENERAL ACADEMIC INFORMATION AND REGULATIONS

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Graduation Requirements
Graduation with Honors
Transcripts
Access to Records
Discipline
Graduate Study
Professional Study in Law
School for New Learning
Tuition and Fees
Regulations and General Information

UNIVERSITY REGULATIONS

This bulletin does not constitute a contract between the student and the University. Every effort has been made to provide students with complete, accurate and firm information. However, the University reserves the right to change programs, courses and requirements, and to modify, amend or revoke any rules, regulations or financial schedules. The student will fulfill the graduation requirements listed in the college bulletin in effect at the time of acceptance as a degree seeking student. A former student re-admitted will fulfill the requirements in the bulletin in effect at the time of re-admission.

PROGRAM SEQUENCE AND REQUIREMENTS

Students are responsible for planning their own programs and for completing course sequences and degree requirements. In planning each quarter's course of studies, the student should remember that required courses take precedence over elective and advanced courses. Students should be guided by their interests or needs where electives are indicated. A student regularly employed is advised to discuss his course load for each quarter with his faculty advisor prior to registration. Advisors and counselors are available to assist students in planning programs and schedules. Each program must be officially approved by the student's faculty advisor and home college or school.

CLASSIFICATION

College credit is accumulated on the basis of quarter hours earned. Students are classified for administrative purposes as follows:
- Freshmen—43 quarter hours or less
- Sophomores—at least 44 but less than 88 quarter hours
- Juniors—at least 88 but less than 132 quarter hours
- Seniors—at least 132 quarter hours

FULL-TIME STUDENT

A 12 quarter hour course load is sufficient for a student to maintain full-time status for purposes of financial aid. Information concerning Veterans Administration and Social Security Certification is available through the Registrar's Office.

REGISTRATION REGULATIONS

Registrar's Office

1. Each student is required to register at the time and in the manner prescribed by the University.
2. Each student is issued a De Paul University Student Identification Card (I.D.) to be carried while on campus. The student can be required to show this I.D. card at any time to authorized personnel of the University. The I.D. card must be presented to use the library and to pay by check at the bookstore. Replacement I.D. cards may be obtained upon request to the Registrar's Office.
3. Registration is not complete until financial arrangements have been made.
4. A student will receive credit only for courses taken in a section for which he has been duly registered.
5. An additional fee is charged for any late registration.
6. Changes in registration (courses dropped or added) must be made by the student at the academic office of his home college or school.
7. No addition in registration for the current quarter may be made by any student after the first week of class.
8. No withdrawal from registration can be made after the seventh week of class.
College/School

1. A day division degree-seeking student may not enroll for less than 12 nor more than 20 hours each quarter without explicit approval of his dean.

2. An evening division student may not enroll for more than 12 hours a quarter without obtaining explicit approval of his dean.

3. A student desiring to register for more than 10 quarter hours of credit at any one time during the summer sessions must submit a written request to the dean of his college or school at least two weeks before the first day of summer registration.

4. A student may audit a course only with permission of his advisor or dean. A student may not change from the status of credit student to that of an auditor or vice versa after the third week of class.

5. To receive credit applicable to a degree from De Paul University for courses taken in another institution after becoming a De Paul degree-seeking student, a student must obtain approval and written permission from the dean of his college or school prior to registration at the institution.

6. Extension courses taught through other accredited institutions are accepted only when the sponsoring institution itself conducts the courses and certifies the grade and credit through an official transcript. A De Paul degree-seeking student must obtain the written permission of his dean before enrolling in an extension course.

CLASS ATTENDANCE

The University requires certification of the attendance of students in classes to fulfill requirements established by several governmental agencies. To satisfy these requirements it is University policy that attendance will be monitored in all classes. Each school or college maintains additional specific policies concerning attendance. Students should become familiar with these policies.

Tardiness: Promptness is expected of a student for all regular class sessions. Tardiness of more than ten minutes is generally to be considered by the instructor as an absence.

WITHDRAWAL FROM COURSE

A withdrawal must be filed through the academic office of the student's home college or school before the beginning of the eighth week of the quarter. A student who withdraws without filing a withdrawal form through his home college or school is still considered as registered in the course. Neither non-attendance nor notification to the instructor constitutes an authorized withdrawal. Students who do not process a withdrawal form will receive a grade of FX. No refund is made for an unauthorized withdrawal.

A student required to withdraw from classes for failing to meet the scholastic requirements in the previous quarter's work will not be charged for his cancelled registration.

There is no refund for audited courses and, except for students dropped for poor scholarship, there is no refund for fees other than tuition.

COURSE EXAMINATIONS

All courses require periodic evaluations of the students' performance. At approximately the mid-point of a course the instructor is to inform the students formally of their academic progress in the course. Normally each course will have a final examination.
Make-up examinations are held on scheduled calendar dates. Applications for make-up examinations must be filed at the dean's office three weeks prior to the scheduled date. A fee of $10.00 is charged for each scheduled make-up examination. A fee of $20.00 is charged for an examination taken at any time other than the scheduled dates.

EVALUATION OF ACHIEVEMENT

Following is the key to the system of evaluating the academic achievement by the student of the educational objectives specified by the instructor in the course syllabus.

A—Exceptional achievement
B—Superior achievement
C—Satisfactory achievement
D—Poor achievement
F—Failure to meet minimum achievement
IN—Temporary grade indicating that the student has a satisfactory record in work completed, but for unusual or unforeseeable circumstances not encountered by other students in the class and acceptable to the instructor, is prevented from completing the course requirements by the end of the term.

An “IN” grade must be removed before the end of the following quarter. Responsibility for its removal rests entirely with the student. Failure to do so automatically reduces the grade to F.
PA—Passing achievement in a “pass-fail” course.
W—Automatically recorded when the student files his withdrawal through his home college or school on or before the date designated in the academic calendar for such a withdrawal.
F—(Optional Attendance Plan) Student registered for the course has not presented to the instructor sufficient evidence for him or her to give a letter grade indicative of achievement.
FX—(Required Attendance Plan) Student has had excessive absences.

A “D” grade will not fulfill the requirements in a major field of concentration.

REPEATING A COURSE

“A student who receives a ‘D,’ ‘F,’ or ‘FX’ grade in an undergraduate course will be permitted to repeat the course. The grade achieved will be entered on the student's record and the original grade bracketed. Quality points will be awarded for the second grade if it is higher.

COLLEGE CREDIT

One of the University's requirements for graduation with a bachelor's degree is that a student successfully complete a minimum of 180 quarter hours of college credit. College credit is accumulated on the basis of quarter hours. The unit of credit is one quarter hour granted for 45 minutes of classroom work a week. The normal class extends over a ten-week period. An undergraduate course carries four quarter hours of credit unless otherwise specified. College credit is earned if a student receives an A, B, C, D, or PA grade. College credit can also be earned through transfer, advanced standing, and credit-by-examination credits.
QUALITY POINTS

Quality points are awarded to a student in relation to the grade given and the number of quarter hours of credit attempted in the course. Quality points are awarded according to the following schedule:

A—four times as many quality points as the credit hours assigned to the course.
B—three times the number of credit hours.
C—twice the number of credit hours.
D—one quality point for each credit hour in the course.
F, FX—no quality points.
W, INC, PA—not calculated.

ILLUSTRATION

<table>
<thead>
<tr>
<th>GRADE</th>
<th>COURSE CREDITED HOURS ATTEMPTED</th>
<th>QUALITY POINTS MERITED</th>
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<tbody>
<tr>
<td>A (4 times)</td>
<td>4 quarter hours</td>
<td>= 16</td>
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<tr>
<td>B (3 times)</td>
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<td>= 12</td>
</tr>
<tr>
<td>C (2 times)</td>
<td>4 quarter hours</td>
<td>= 8</td>
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<tr>
<td>D (1 time)</td>
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<td>= 4</td>
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<tr>
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<tr>
<td>W, IN, PA</td>
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</table>

NOTE: Transfer, advanced standing, and credit-by-examination credits do not carry quality points.

A University requirement for graduation with a bachelor’s degree is that a student’s total quality points must equal twice the number of quarter hours attempted. (E.g., a student who completes 180 quarter hours of credit attempted, must have merited a minimum of 360 quality points.)

GRADE POINT AVERAGE

A student’s grade point average is computed by dividing the total number of quality points accumulated by the total number of credit hours attempted. (The grade point average is calculated only upon grades earned at De Paul University.)

ILLUSTRATION

<table>
<thead>
<tr>
<th>GRADE</th>
<th>CREDIT HOURS ATTEMPTED</th>
<th>QUALITY POINTS MERITED</th>
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NOTE: Transfer, advanced standing, and credit-by-examination credits are not included in the grade point average.

A University requirement for graduation with a bachelor’s degree is that a student maintain a 2.0 (C) cumulative grade point average.
GRADE REPORTS

A report based on the professor's evaluation of the student's total achievement in every course is sent to the student at the end of each term. This report also includes the student's credit hours attempted, credit hours earned, and quality points. Report of grades will not be released to students who have unresolved financial or library obligations.

<table>
<thead>
<tr>
<th>OFFICE OF THE REGISTRAR</th>
<th>GRADE REPORT</th>
<th>CHICAGO, ILLINOIS 60614</th>
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<table>
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ACHIEVEMENT LISTS

Full time students who maintain a cumulative grade point average of 3.50 will be placed on the Dean's List. Full time students who maintain a cumulative grade point average of 3.50 will be placed on the President's List.

PROBATION

Any student who fails to maintain a 2.00 (C) cumulative grade point average is subject to academic probation. A student is removed from academic probation when his cumulative grade point average reaches the required minimum of 2.00 (C). Ordinarily the student will not be permitted to be on academic probation for longer than consecutive two quarters.

Academic disciplinary action will be taken by the dean of the student's home college or school in accordance with the degree of the student's academic deficiency.

DISMISSAL

A student dismissed for academic reasons shall not be eligible for readmission to any division of De Paul University for a period of two quarters subsequent to such exclusion. Application for readmission must be made through the Office of Admissions at least one month prior to the first day of class in the quarter in which the student expects to register. Decision on the application is made by the Office of Admissions. A student dismissed with serious deficiency will be required to demonstrate acceptable academic achievement at another institution of higher learning before readmission will be approved.

PASS-FAIL OPTION

Written permission to use this option must be obtained from the student's academic advisor or from the proper authority appointed by the home college dean prior to the third week of the quarter.

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A student not on probation may register for one course each quarter, to a maximum of 32 quarter hours, in which he will receive either a passing (PA) or failing (F) grade.

The option is limited to no more than one course in any one department or division. If the course is passed, the credit hours earned are entered on the student's record; the grade is not included in computing the student's grade point average. If the course is failed, the "F" grade is recorded on the student's record and the credit hours attempted are included in computing the student's grade point average.

In order to apply for the elective option the student must complete an enrollment change form (drop/add) which he obtains in his home college office.

**CREDIT-BY-EXAMINATION**

Credit-By-Examination is available in general education, in the fields of the "major," and for electives. A detailed booklet, "De Paul University—Program of Credit-By-Examination," is available in each college and school administrative office. Credit-By-Examination is offered to all registered degree-seeking undergraduate students and to incoming degree students in several ways:

1. **College-Level Examination Program (CLEP).** Incoming degree-seeking freshmen and transfer students who took CLEP tests before being admitted to De Paul University should have an official statement of their CLEP scores mailed to the office of the Director of Admissions, De Paul University. The University will award successful candidates college credit in accordance with the CLEP charts listed in the booklet, "De Paul University—Program of Credit-By-Examination." Currently enrolled degree-seeking students may take the tests approved by their respective dean.

2. **Advanced Placement Program (AP).** The Advanced Placement Program is administered by the College Entrance Examination Board. These tests, designed for high school seniors who have taken college-level courses in high schools, can be taken by such students at their high school.

3. **University Tests.** Based on syllabi prepared by the divisions and departments of the University, Credit-By-Examination can be taken in many areas through these tests. A currently enrolled degree-seeking student may take the tests for courses approved by his dean. Credit is awarded in accordance with the Departmental and Divisional chart listed in the booklet.

Generally, a student may earn as much as 50% of the total degree credits necessary for graduation through Credit-By-Examination.

Credit-By-Examination is available in the following areas:

- Accounting
- Biological Sciences
- Chemistry
- Computers & Data Processing
- Economics
- Education
- English
- Finance
- French
- Geography
- German
- History
- Management
- Marketing
- Mathematics
- Nursing
- Physics
- Political Science
- Psychology
- Sociology
- Spanish
- Statistics
- Theology
- Latin
GRADUATION REQUIREMENTS

University requirements for graduation with a Bachelor’s degree are:

1. The student must have completed a minimum of 180 quarter hours. The total quality points must equal twice the number of quarter hours attempted.

2. The student must have satisfied all the regulations of the individual college or school granting his degree.

3. The student must complete the residential requirement, i.e., he must complete the following work at De Paul University.
   a. the final 48 quarter hours of credit.
   b. one-half of the credit earned in his major area of concentration.
   c. all courses in his senior year.

   Exemptions to the residential requirement may be made by the Dean in individual cases.

4. A formal application for graduation must be filed by a candidate in the dean’s office no later than the dates announced in the Academic Calendar. Application for graduation may be made only by classified degree-seeking students.

5. All students receiving degrees are required to be present at the graduation exercises. Permission to graduate in absentia may be granted by the dean when a student presents his reasons in a letter to the dean and makes arrangements for mailing the diploma.

GRADUATION WITH HONORS

The distinction “with highest honor” is conferred upon students who have demonstrated rare scholastic ability by obtaining a 3.6 grade point average.

The distinction “with high honor” is conferred upon students who have demonstrated definitely superior ability by obtaining a 3.4 grade point average.

The distinction “with honor” is conferred upon students who have maintained a 3.2 grade point average.

(Note: Beginning in the academic year 1978-79, the grade point average required for honors will change as follows: ‘with highest honor,’ 3.9; ‘with high honor,’ 3.7; ‘with honor,’ 3.5.)

On the basis of the cumulative grade point average as computed from transfer credits and the De Paul University academic record, the transfer student may graduate ‘with honor,’ ‘with high honor,’ or ‘with highest honor.’

TRANSCRIPTS OF CREDITS

Requests for transcripts should be presented to the Registrar’s Office in writing at least two weeks in advance of the time needed. Requests will not be taken over the phone. Transcripts are sent directly to the institution designated by the student. Students may, however, request transcripts for their personal use. A fee will be charged for each transcript requested, and will be issued only after the student has fulfilled all his financial obligations to the University.

Official transcripts of credit earned at other institutions are a part of the student’s permanent record at De Paul University and are not reissued or copied.
for distribution. If needed, they must be obtained directly from the institution in question.

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.

DISCIPLINE

The University expects its students to maintain the standards of conduct and good citizenship as found in the De Paul University Code of Student Responsibility. This document, available to all students, codifies the disciplinary regulations of the University and sets down the procedures for a student to follow if he believes that his rights are being violated.

GRADUATE STUDY

De Paul University provides a number of programs in graduate education through its Graduate School. A student planning to complete a graduate program should inquire of his faculty advisor how an undergraduate junior and senior can, in most major concentrations, begin studies in the Graduate School applicable toward a Master's degree.

Master's Degree programs are offered:

A. Through the Graduate School in Biological Sciences, Chemistry, Economics, Education, English, Nursing, Philosophy, Physics, Psychology, Sociology, History, Mathematics, Theology, Rehabilitation Services.

B. Through the Graduate School of Business in Accounting, Economics, Finance, Management, Marketing.

C. Through the School of Music, Graduate Division, in Music Performance, Church Music, Music Education, Music Theory, Music Composition.

Doctoral Degree programs are offered through the Graduate School in the Biological Sciences, Philosophy, and Psychology.

SCHOOL FOR NEW LEARNING

The School for New Learning (SNL) is DePaul's non-traditional college for adults of 24 years of age or older. SNL is a competency-based program featuring contract learning and individualized curriculum. The students have responsibility for designing their own educations and have the opportunity to get credit for life experience gained outside the traditional walls of a university.

Students may enroll with three different types of goals:

1. To gain the B.A. degree
2. To achieve a learning certificate
3. For continuing education — adult students may enroll in courses without having applied for entrance into the degree or certificate options.

Further information may be obtained by visiting or calling the SNL offices which are located on the sixth floor of the 23 E. Jackson building (321-7901). Prospective students may wish to attend one of the weekly information sessions given by the staff of the School or may place their names on a mailing list in order to receive the quarterly SNL course guide.
TUITION AND FEES

A general cost estimate of tuition, fees and books for a full-time undergraduate at De Paul University is approximately $2,700 each academic year. For an accurate overall figure, the cost of commuting, lunch, and personal needs should be added. Details of school expenses appear below.

TUITION CHARGES FOR UNDERGRADUATE STUDENTS

Day Students
Tuition for 12 to 20 quarter hours .................. $815.00
Hours in excess of 20 quarter hours—per hour ........ 48.00
Less than 12 quarter hours—per hour ............... 68.00

Evening Students
Undergraduate courses (1-399)—per hour ............... 48.00
Students enrolled in internship programs will be charged tuition rates scaled to the costs incurred by the University. The student should consult the director of the specific departmental program for more detailed information.

ROOM AND BOARD CHARGES

Clifton Hall
Single Occupancy—Academic Year .................. $1,732.50
Double Occupancy—Academic Year ................. 1,590.00

The Clifton Hall is open throughout the Academic Year except during the Christmas Vacation. Consult the Director of Housing for rates at other times. The contract provides 15 meals per week, Monday through Friday, except during the Thanksgiving break, Christmas Vacation, and Winter-Spring Quarter break.

McCabe Hall — For Graduate or Married Students
Apartment rental only:
Studio Apartment ................................. $1,350.00
One Bedroom Apartment (per person) .............. 960.00
Two Bedroom Apartment (per person) .............. 1,350.00
Meal contracts additional (per person) ............ 787.50

The rates for McCabe Hall are for the Academic Year only. Consult the Director of Housing for rates at other times. The meal contract for the Academic Year provides 15 meals per week, Monday through Friday, except during the Thanksgiving break, Christmas Vacation, and Winter-Spring Quarter break.

GENERAL FEES

Application Fee ........................................... $20.00
Deferred Examination Fee
On Designated Dates ................................ 10.00
At Time Not Designated .......................... 20.00
Service Fee for Deferred Payment Plan .............. 3.00
Deferred Payment Delinquency Fee ................. 3.00
Graduation Fee ......................................... 20.00
Registration Fee—each registration ............... 5.00

Additional Registration Charges
For Late Registration .............................. 10.00
For Change of Registration ....................... 10.00
Service Fee, each Insufficient Fund or Stop Payment check 3.00
Fee for each transcript of credits ................. 1.00

The change of registration fee is charged each time a student adds a class, or drops a class and adds another class. No fee is charged for simply withdrawing from a class.
DEFERRED PAYMENT PLAN

Normally, the University expects all tuition and fees to be paid either at registration, or at or before the end of the first week of school.

For students unable to meet this requirement, the University does offer, on payment of $3.00 service fee, the following plan:

Payment of 1/3 of tuition and fees at or before the end of the first week of school.
Payment of 1/3 of tuition and fees at or before the end of the third week of school.
Payment of 1/3 of tuition and fees at or before the end of the sixth week of school.

Students failing to make payments on or before the scheduled date will be assessed an additional $3.00 for each and every delinquency.

REFUNDS

Charges for courses are based on attendance from the first day of class. Withdrawals are dated as of the end of the week in which the enrollment change form is filed. No tuition is assessed for attendance during the first week of the quarter. For any attendance into the second week the charge will be 25% of the total tuition assessed; into the third week—50%; into the fourth week—75%; thereafter—100%. (All Evening Students, and those Day Students withdrawing from courses which will reduce their enrollment to less than 12 quarter hours, will be charged according to the preceding schedule.) Fees are not refundable. All refunds are made by the Student Finance Office only upon receipt of an approved enrollment change form and a specific request by the student within one calendar year of the opening of the term in which the credit accrued.

GENERAL NOTES

1. Students combining day and evening courses must pay the tuition charges as outlined above for Day Students.

2. Degree-seeking students admitted to the School of Music are allowed a maximum of 4 quarter hours in their Instrument or Voice within the basic tuition charge. Students majoring in the College of Liberal Arts and Sciences sequence in Music Theory are allowed a maximum of 4 quarter hours in their Instrument or Voice within their required curriculum. Any additional quarter hours in their instrument or voice will be charged at the part time Day rate.

3. Registration cannot be accepted from a student with an unpaid balance from a prior term. Registrations attempted under these circumstances will be cancelled.

4. Tuition and fees for courses audited are charged at the regular tuition rates, must be paid at the time of registration and are not refundable. The foregoing does not apply to non-credit students enrolled in the Division of Continuing Education.

5. Students receiving financial aid in the form of scholarships, tuition grants, or loans—from Federal Programs, the State Government, or De Paul University—must determine that the amount of aid received (total amount of awards divided by 3 quarters, normally) at least equals total tuition and fees each term. In the event such proration leaves a balance due from the student, this balance must be paid not later than the end of the first week of the term in order to avoid Service Fee for Deferred Payment and/or Delinquency Fees.

6. Undergraduate day students combining undergraduate and graduate courses in a 12-20 quarter hour program, will pay an additional $5.00 for each quarter hour of graduate study, by which the combined registration exceeds 12 hours.
In addition, if the combined registration exceeds 20 hours, the regular graduate rate shall apply to such excess. Graduate courses, for this purpose, are those with a course number 400 and above.

7. 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.

DEPARTMENTAL FEES

Biology:
   Each course with laboratory .............................................. $ 15.00

Chemistry:
   Each course with laboratory .............................................. 20.00
   Breakage Deposit—each laboratory course ............................... 10.00

C.P.A. Review: (Cannot be included as part of Day tuition charge)
   Tuition—per course ................................................................. *390.00
   Application Fee ........................................................................ 10.00

*subject to change

After January, 1973, anyone who completes the Review Course (submits at least 75 per cent of the assignments) and is unsuccessful in passing the Examination, may repeat the course once with the payment of $125.00 tuition.

Education:
   Business Education Students
      Office Machines Fee—each course ............................................. 7.50
      Typewriter Fee—each course ..................................................... 7.50
      Secretarial Procedures Course—Laboratory Fee ......................... 5.00

   Physical Education Students
      Equipment Fee for each activity course .................................... 4.00
      Activities Accident Policy—each quarter ................................... *2.75

   Teacher Placement—Initial Registration Fee .............................. 10.00

*subject to change

Music:
   Instrument Rental Fee—each quarter ........................................ 10.00
   Electronic Laboratory Fee ......................................................... 15.00

   Applies to: MTC 363, 364, 365 & Private Electronic
      Composition each quarter .....................................................
   Organ Practice Fee—each quarter .............................................. 10.00

Physics:
   Laboratory Fee:
      All courses numbered under 370—each course .......................... 10.00
      Courses numbered 370 and above—per credit hour ................... 5.00

General Notes: a) Fees are not refundable.
   b) Certain Fees other than those listed above are shown with the course listing.
UNIVERSITY
ORGANIZATION
AND FACILITIES

Administration of De Paul University
Directory of University Offices
and Services
Buildings and Facilities
Libraries
Accreditation
ADMINISTRATION OF DEPAUL UNIVERSITY

The Board of Trustees is legally responsible for setting the purposes, establishing the policies, and supervising the administration of De Paul University. The Board elects the president, chancellor, executive vice president, and secretary of the University, who hold office at its pleasure.

Board committees—executive, academic, development, finance, and student affairs—are the means by which the work of the president and his staff is reviewed in terms of the quality of the University's educational programs, its fiscal soundness, the management of its physical plant, the conduct of business activities, and the formulation of long-range plans.

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ADMISSIONS OFFICE—Lewis Center, 1st Floor
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EDWIN J. HARRINGTON, Director of Inter-College Relations

ALUMNI RELATIONS—Lewis Center, 5th Floor
TIMOTHY UNSWORTH, Director

ATHLETICS—Lincoln Park, 1011 West Belden
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Lewis Center, 1st Floor

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Lewis Center, 4th Floor

CHAPELS—Lincoln Park, 2324 North Seminary
Lewis Center, 1st Floor

COLLEGE OF COMMERCE—
Lewis Center, 12th Floor

COLLEGE OF LIBERAL ARTS AND SCIENCES—
Lincoln Park, Schmitt Center, 5th Floor
Lewis Center, 15th Floor

COMPUTER SERVICES—Lewis Center, 15th Floor

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Lincoln Park Campus, Schmitt Center
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Lewis Center, 17th Floor
KENNETH C. CONWAY, Director

GOVERNMENT—CERTIFICATION OF STUDENTS,
Lewis Center, Registrar Office
Veterans Administration, Social Security

INTERNATIONAL STUDENT ADVISOR—Lewis Center, 1st Floor

LIBRARY—Lewis Center, 2nd Floor
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Lincoln Park, Schmitt Center
MARY R. STRITCH, Associate Director of Libraries
DORIS BROWN, Associate Director for Technical Services
Lewis Center, 2nd Floor
ELAINE M. WATSON, Associate Director of Libraries
Lewis Center, 7th Floor
CHRISTINE BROCK, Law Librarian
MENTAL HEALTH CLINIC—Education and Psychology Building
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Linear Park, Schmitt Center, 5th Floor

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Linear Park, Schmitt Center, 5th Floor
Frank G. Bailem, Director

SCHOOL FOR NEW LEARNING—Lewis Center, 6th Floor

SCHOOL OF MUSIC
Linear Park Campus, East

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Lewis Center, 16th Floor
Marie Walsh, Bursar

STUDENT HEALTH SERVICE
Dr. K. Sie, Medical Director
Mrs. Ethel Planting, R.N.
Linear Park Campus, 1st Floor, Residence Hall
Lewis Center, Room 1630

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Robert H. Gielow, C.M., Chaplain/Counselor
John H. Cwan, Director of University Center
Sheila A. Spaeth, Director of Housing
Teryl A. Rosch, Director of Student Activities
Lewis Center, Room 1617
Marilyn M. Kennedy, Assistant Dean of Students
J. Bernard Fitzgerald, C.M., Chaplain/Counselor

TEACHER PLACEMENT BUREAU—Linear Park, Schmitt Center
THE LINCOLN PARK CAMPUS

The Lincoln Park Campus is located in the vicinity of Fullerton, Webster, Racine and Halsted Avenues, approximately four miles north of the Chicago Loop. Located here are many academic buildings of the University, residences for clerical and lay faculty and students and the University Church of St. Vincent de Paul. Major buildings on campus are:

ACADEMIC: Arthur J. Schmitt Academic Center, 2323 N. Seminary, Library, classrooms, faculty and administrative offices. Michael J. O'Connell Center, 2300 N. Kenmore, Laboratories and offices: Biological Sciences and Chemistry. Thomas F. Levan Center, 2322 N. Kenmore, Classrooms and offices: Nursing and Geography. Peter V. Byrne Hall, 2219 N. Kenmore, Classrooms, offices and facilities; Psychology, Mental Health Clinic and School of Education. The Lyceum, 2235 N. Sheffield, Offices and studios; School of Education and Art. Science Hall West, 1215 W. Fullerton, Offices and laboratories: Physics and Psychology. School of Music Center, East Campus, Offices, classrooms, practice studios, recital hall. Library, East Campus.

ATHLETIC: Alumni Hall, 1011 W. Belden, Theodore J. Wangler Hall, East Campus, The Old Gym, 2219 N. Sheffield, Gymnasiums, handball courts, exercise rooms, swimming pool, classrooms, offices: Athletic and Physical Education departments.

RESIDENTIAL: Clifton Hall, 2312 N. Clifton, Francis X. McCabe Hall, 900 N. Belden, Francis V. Corcoran Hall, East Campus, Single, double and apartment accommodations.

SOCIAL: University Center, 2324 N. Seminary, University Commons, East Campus, Cafeteria, dining rooms, recreational facilities, religious service facilities, lounge and conference rooms, student organization offices. 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 Blvd. and Wabash Avenue in the Chicago Loop. They contain the Administrative and faculty offices of the general administration, the College of Law, the College of Commerce, the Graduate School and the School for New Learning, along with classrooms, library, theater, bookstore and chapel.
THE UNIVERSITY LIBRARIES

The Lewis Center Library contains approximately half of the university's collection of educational materials, with strength in Commerce and Music. The book collection is housed on open shelves on the second and third floors; the lower arcade contains the Media Center which includes an extensive collection of recordings and the Periodicals Collection.

The Law Library, whose collection of legal works, current judicial reports, statutes, and professional journals, occupies the sixth and seventh floors of Lewis Center.

The Lincoln Park Campus Library occupies part of the second floor and all of the third and fourth floors of the Schmitt Academic Center. The collection strengths are in Humanities, Social Sciences and Natural Sciences. It also includes an expanding Media Center and Curriculum library.

Supplementing the collections of the university are cooperative arrangements and use of such scholarly libraries as Newberry, John Crerar, the Library of International Relations and the Center for Research Libraries. Information concerning library services can be obtained from the Reference Departments.

ACCREDITATION

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

De Paul University is on the approved list of:
The American Bar Association
The National Association for Music Therapy
The State Approval Agency for Veterans Training
The Illinois Office of Education, State Teacher Certification Board

De Paul University is a member of:
The National Catholic Educational Association
The Association of American Colleges
The Association of Urban Universities
The American Association of Colleges for Teacher Education

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