**1978-1979 Calendar**

**Autumn Quarter**

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event/Eventual Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 7-18</td>
<td>M-F</td>
<td>Mail Registration for the Autumn Quarter. Consult schedules for detailed information.</td>
</tr>
<tr>
<td>September 7</td>
<td>Th</td>
<td>In-person registration for the Autumn Quarter.</td>
</tr>
<tr>
<td>September 18</td>
<td>M</td>
<td>Autumn Quarter begins. Late registration and program changes.</td>
</tr>
<tr>
<td>September 27</td>
<td>W</td>
<td>Feast of St. Vincent DePaul. Special liturgical services on both campuses. Holiday celebration October 9.</td>
</tr>
<tr>
<td>October 9</td>
<td>M</td>
<td>St. Vincent DePaul Celebration—No classes.</td>
</tr>
<tr>
<td>October 13</td>
<td>F</td>
<td>Final date for filing for February convocation.</td>
</tr>
<tr>
<td>October 28</td>
<td>Sat</td>
<td>Comprehensive Examinations, History and Education.</td>
</tr>
<tr>
<td>November 4</td>
<td>Sat</td>
<td>Last day to withdraw from class.</td>
</tr>
<tr>
<td>November 6-17</td>
<td>M-F</td>
<td>Mail registration for the Winter Quarter.</td>
</tr>
<tr>
<td>November 23-26</td>
<td>Th-Sun</td>
<td>Thanksgiving holidays.</td>
</tr>
<tr>
<td>November 27-</td>
<td>M-Sun</td>
<td>Final examinations for the Autumn Quarter.</td>
</tr>
<tr>
<td>December 3</td>
<td></td>
<td>Autumn Quarter ends December 3.</td>
</tr>
</tbody>
</table>

**Winter Quarter**

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event/Eventual Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>December 6</td>
<td>W</td>
<td>In-person registration for the Winter Quarter.</td>
</tr>
<tr>
<td>January 2</td>
<td>T</td>
<td>Winter Quarter begins. Late registration and program changes.</td>
</tr>
<tr>
<td>January 6 &amp; 13</td>
<td>Sat</td>
<td>Comprehensive Examinations, English, June 1979 convocation. (Applicants should apply to English Department one month in advance.)</td>
</tr>
<tr>
<td>February 4</td>
<td>Sun</td>
<td>Mid-Year convocation.</td>
</tr>
<tr>
<td>February 12-23</td>
<td>M-F</td>
<td>Mail registration for the Spring Quarter.</td>
</tr>
<tr>
<td>February 17</td>
<td>Sat</td>
<td>Last day to withdraw from class. Final date for filing for June convocation.</td>
</tr>
<tr>
<td>March 5-11</td>
<td>M-Sun</td>
<td>Final examinations for the Winter Quarter.</td>
</tr>
<tr>
<td>March 16</td>
<td>F</td>
<td>Winter Quarter ends March 11.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Comprehensive examinations, History and Education.</td>
</tr>
</tbody>
</table>

**Spring Quarter**

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event/Eventual Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 13</td>
<td>T</td>
<td>In-person registration for the Spring Quarter.</td>
</tr>
<tr>
<td>March 26</td>
<td>M</td>
<td>Spring Quarter begins. Late registration and program changes.</td>
</tr>
<tr>
<td>April 13-15</td>
<td>F-Sun</td>
<td>Easter Holidays. No classes.</td>
</tr>
<tr>
<td>May 3</td>
<td>Th</td>
<td>Feast of the Ascension. Holy Day. Special liturgical services on both campuses.</td>
</tr>
<tr>
<td>May 12</td>
<td>Sat</td>
<td>Last day to withdraw from class.</td>
</tr>
<tr>
<td>May 28</td>
<td>M</td>
<td>Memorial Day. No classes.</td>
</tr>
<tr>
<td>May 29-</td>
<td>T-M</td>
<td>Final examinations for the Spring Quarter.</td>
</tr>
<tr>
<td>June 4</td>
<td></td>
<td>Spring Quarter ends June 4.</td>
</tr>
<tr>
<td>June 10</td>
<td>Sun</td>
<td>Convocation.</td>
</tr>
</tbody>
</table>
General Information

Purpose

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

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

Aims

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

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

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

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

(ACADEMIC)

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

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

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

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

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

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

School of Music Center, 804 W. Belden.
Offices, classrooms, practice studios, and recital hall for the School of Music.

McGaw Library Building, 802 W. Belden.
School of Music Recital Hall, 800 W. Belden.

(ATHLETIC)

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

Hayes Healy Athletic Center, 940 W. Belden.
Intra-mural athletics.

(RESIDENTIAL)

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

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

Francis V. Corcoran Hall, 910 W. Belden.
Undergraduate dorm facilities that will accommodate up to 180 students.
(SOCIAL)

University Center, 2324 N. Seminary.
Cafeteria, dining rooms, recreational facilities, religious service facilities, lounge and conference rooms and student organization offices.

University Commons, 2324 N. Fremont.
Recreational facilities.

The Downtown Center

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

The University Libraries

The combined library facilities of DePaul University include over 400,000 volumes, over 4,300 periodical subscriptions, and extensive microcard and microfilm collections. Among the outstanding holdings are the Napoleonic and Irish collections, the Farthing Collection of Illinois Sessions and Statutes, the antiquarian treasury of St. Thomas More's works, and the Verrona Williams Derr—African-American Collection.

The Lewis Center's second and third floors contain the Robert R. McCormick Memorial Library collection, which is especially designed to serve the undergraduate and graduate programs using the Lewis Center campus. The Lower Arcade houses the current and bound periodical collections. Also in the Lewis Center is the Law Library, whose collections of legal works, current judicial reports, statutes, and professional journals occupy the seventh floor.

On the Lincoln Park Campus, the reserve reading room is situated on the second floor of the Schmitt Academic Center. The third floor houses the humanities and social sciences collections, and the fourth floor the natural sciences and periodical materials.

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

Center for Economic Education

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

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

Financial Aid for Graduate Students

General Procedures

Applicants for loan or grant programs should contact the Office of Financial Aid, DePaul University, 25 East Jackson Blvd., Chicago, Illinois 60604. Inquiries regarding part-time employment either on or off-campus should be made to the Office of Career Planning and Placement.

Students seeking any other form of financial aid (e.g. fellowships, assistantships, traineeships) should make preliminary application by letter to the chairman of their proposed major department, who will advise them on what further procedures must be followed.
Students applying for financial aid are advised that all credentials for admission to the Graduate School must be submitted to the Dean's office by February 15 prior to Autumn Quarter admission. Announcement of fellowship and scholarship awards will be made by April 1; the awards must be accepted or declined by April 15. Appointment to graduate assistantships may be made at any time, but applicants must again accept or decline by April 15.

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

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

Fellowships

Arthur J. Schmitt Fellowships are of two types. The first is a one-year fellowship available to students who have graduated from DePaul University, awarded to full-time graduate students working for the doctorate in any academic field. A stipend of up to $3000 is granted. There is no service requirement under the fellowship. Recipients of this type of fellowship pay their own tuition and fees.

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

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

Assistantships, Traineeships, and Other Aid for Graduate Study

Graduate Teaching Assistantships. The University provides a number of graduate teaching assistantships offering cash stipend and a tuition waiver. Application for an assistantship should be made directly to the chairman of the department in which the student plans graduate study. Stipends range from $2400-$3000.

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

The Department of Nursing offers a number of Public Health Service Traineeships. These provide monthly stipends and a tuition allowance for each quarter registered. Applicants should apply to the Chairman of the Department of Nursing. Special federal scholarships, which do not require any specific academic standing, are available to full-time students who can show exceptional financial need. Maximum awards are $2000. Applicants for traineeships should apply to the Department of Nursing and for the federal scholarships to the Office of Financial Aid.

Research Assistantships. Research assistantships are available in the natural sciences and psychology. Remuneration for these appointments ranges from about $2400 to about $3000 and the work undertaken is usually in the student's research area. Inquiries concerning such assistantships should be made directly to the individual department in which the student is studying. These awards include a tuition scholarship.
Grants

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

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

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

Student Loans

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

A borrower may receive partial cancellations for each completed year of service described below:

(a) as a full-time teacher in a public or other non-profit elementary school located in an area officially designated as a poverty area.
(b) as a full-time staff member in a preschool program popularly known as "Head Start."
(c) as a full-time teacher of handicapped children in a public or other non-profit elementary school or secondary school.
(d) as a member of the Armed Forces of the United States providing the person qualified for special pay because of service in an officially designated combat area.

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

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

Maximum loans are $5,000 per year for graduate students. The rate of simple interest is 7%. Payments of interest by the federal government while the student is in school are automatically available to students if the adjusted family income is less than $25,000.

Repayment of the loan at the rate of $30 per month minimum begins nine months after cessation of half-time study. The borrower has up to a maximum of 10 years to repay the loan depending upon the amount borrowed and approval of the lender. The typical period of repayment is five years.

Law Enforcement Educational Loans. Loans not to exceed $2,200 per academic year are available for full-time study in courses related to criminal justice or suitable for persons employed in criminal justice. The annual rate of simple interest is seven (7) percent on the unpaid balance. The repayment period begins six months after the last day of the month in which the borrower completes the course of study as a full-time student. The total amount of the loan, plus accrued interest, shall be cancelled at the rate of 25 percent for each complete year of certified service as a full-time employee of a public law enforcement agency.
**Nursing Student Loans.** Students, either full-time or half-time, who are pursuing a course of study in Nursing are required to borrow under this program rather than requesting a National Direct Student Loan. Loans up to a maximum of $2,500 per year, depending on need and funds available, may be granted for any academic year. The maximum amount for all years of study is $10,000. Repayment of loans begins 9 months after the borrower ceases to be a half-time student and are payable over a 10 year period. The rate of interest is 3%.

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

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

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

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

**Application Procedure for All Loan Programs.** Contact the University’s Office of Financial Aid, Room 1730, 25 East Jackson Blvd., Chicago, Illinois 60604.

**Employment Opportunities**

**College Work Study Program.** Full-time and half-time graduate students who can demonstrate financial need may apply for part-time and/or summer employment under this program, which is co-sponsored by the Federal Government and DePaul University. Students may work (mostly on campus) up to 20 hours weekly while attending classes and up to 40 hours weekly when no classes are scheduled. The basic pay range is from $2.65 to $3.50 per hour for Graduate School students depending upon the job classification. The student’s earnings cannot exceed his need. Application should be made to the Office of Career Planning and Placement.

**Other Part-Time Employment.** Part-time and summer jobs both on and off campus are available for students through the services of the Office of Career Planning and Placement. Rates of pay for graduate students are from $2.65 to $4.00 or more per hour. The location of the University in a metropolitan area contributes greatly to the number and variety of opportunities for employment. In addition, the University itself can offer positions to students. After students have registered for their classes, the Office of Career Planning and Placement will assist them in finding jobs. No proof of need is necessary to qualify for this service.

**Placement Services**

The University has two offices offering placement services to students and graduates of the Graduate School. Those seeking either part-time or full-time employment in business or government should apply to the Office of Career Planning and Placement in Room 1716 of the Lewis Center. Those who wish employment in teaching and other positions in education should apply to the Teacher Placement Office in Rooms 575-576 of the Schmitt Academic Center. Both offices sponsor on-campus interview programs and also provide service for alumni.
Health Insurance

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

Housing

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

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

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

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

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

The Graduate Council

Very Reverend John R. Cortelyou, C.M., Ph.D. .................................. President of the University
Rev. John T. Richardson, C.M., S.T.D. .................................................. Executive Vice President
Dean of Facilities
Rev. William T. Cortelyou, C.M., S.T.D. ........................................... Dean of the Graduate School
Chairman of the Council
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Thomas S. Brown, Ph.D. ................................................................. Department of Psychology
Robert J. Boevedt, Ph.D. ................................................................. Department of Marketing
Sr. Mary Jeremy Buckman, R.S.M., Ph.D. .......................................................... Department of Nursing
Gus Economos, M.B.A. ................................................................. Director, Graduate School of Business
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Donald O. Van Ostenburg, Ph.D. .......................................................... Department of Physics
Edward Ignas, Ph.D. ................................................................. Division of Human Services and Counseling
Thomas J. Kewley, Ph.D. ................................................................. Department of Finance
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Gerald F. Kreyche, Ph.D. ................................................................. Department of Philosophy
John J. Lane, Ph.D. ................................................................. Division of Educational Leadership
Frederick Miller, D.M.A. ................................................................. Dean, School of Music
Belverd Needles, Ph.D. ................................................................. Department of Accountancy
Dominic Parisi, Ph.D. ................................................................. Department of Management
Elmer Pry, Ph.D. ................................................................. Department of English
Cornelius Sippel, Ph.D. ................................................................. Department of History
Rev. F. Bruce Vawler, C.M., S.T.L., S.S.D. .......................................................... Department of Religious Studies
William R. Waters, Ph.D. ................................................................. Department of Economics

Faculty

Donald J. Abramose, Ph.D. ................................................................. Associate Professor of History
John T. Ahern, Ph.D. ................................................................. Associate Professor of Accountancy
L. Edward Allemand, Ph.D. ............................................................. Professor of Philosophy
Adnan J. Almaney, Ph.D. ................................................................. Professor of Management
Abdul J. Atwan, Ph.D. ................................................................. Professor of Management
Rev. Hugo N. Amico, S.T.D. ................................................................. Associate Professor of Religious Studies
Julian Andorka, Ph.D. ................................................................. Associate Professor of Marketing
Jurgis A. Anyasas, Ph.D. ................................................................. Chairman, Associate Professor of Chemistry
Joan K. Arteberry, Ph.D., R.N ............................................................. Associate Professor of Nursing
J. Marshall Ash, Ph.D. ................................................................. Professor of Mathematical Sciences
Rolf K. Auster, Ph.D. ................................................................. Associate Professor of Accountancy
Therese L. Baker, Ph.D. ................................................................. Associate Professor of Sociology
Sally A. Ballenger, M.S.N ................................................................. Associate Professor of Nursing
Rosemary S. Bannan, Ph.D. ................................................................. Professor of Sociology
Bala N. Batavia, Ph.D. ................................................................. Assistant Professor of Economics
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Richard L. Benkin, Ph.D. .................................................. Assistant Professor of Sociology
Charles L. Bennet, Ph.D. .................................................. Assistant Professor of Political Science
Avrom A. Blumenberg, Ph.D. ............................................. Professor of Chemistry
Mary L. Boas, Ph.D. ...................................................... Professor of Physics
Darlyn W. Bock, Ph.D. ..................................................... Assistant Professor of English
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Robert J. Boettger, Ph.D. .................................................. Chairman, Associate Professor of Marketing
John C. Bohan, M.Ed. ...................................................... Assistant Professor of Education
Judith A. Bootcheck, Ph.D. .............................................. Associate Professor of Sociology
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                                             Associate Professor of Psychology
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Mari K. Brown, Ph.D. .................................................. Associate Professor of Psychology
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Cameron Carley, Ph.D. ................................................... Assistant Professor of Management
Joseph L. Casey, Ph.D. .................................................. Associate Professor of Music
Minkyu Cho, Ph.D. ....................................................... Assistant Professor of Political Science
James E. Ciecka, Ph.D. .................................................. Associate Professor of Economics
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James M. Comer, Ph.D. .................................................. Associate Professor of Marketing
Very Rev. John R. Cortelyou, C.M., Ph.D. ........................ Director; Professor of Biological Sciences
Rev. William T. Cortelyou, C.M., S.T.D. ............................. Dean of the Graduate School;
                                             Associate Professor of Religious Studies
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John D. Crossan, S.T.D. ................................................ Professor of Religious Studies
Clovis daSilva, Ph.D. ................................................... Associate Professor of Accountancy
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Gilbert Derr, Sp.Ed. ..................................................... Lecturer in Education
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Leslie G. Desmangles, Ph.D. ........................................ Assistant Professor of Religious Studies
Donald R. Dewey, Ph.D. ................................................ Associate Professor of Geography
Sanat K. Dhar, Ph.D. .................................................. Associate Professor of Chemistry
James J. Diamond, Ph.D. ................................................ Professor of Economics
Floyd R. Dill, Ph.D. .................................................... Assistant Professor of Economics
Frank A. Dinello, Ph.D. ................................................ Director, Mental Health Center; Professor of Psychology
Ernest J. Doleys, Ph.D. .................................................. Associate Professor of Psychology
Zahava K. Dorinson, Ph.D. ............................................ Assistant Professor of English
Rene Dosogne, Mus.M., A.A.G.O., Ch.M ................................ Associate Professor of Music
Charles F. Douns, Ph.D. ................................................ Associate Professor of Management
Diane G. Dressler, Ed.D. ................................................ Associate Professor of Music
David Duff, J.D. .......................................................... Assistant Professor of Business Law
Gus L. Economos, M.B.A. .............................................. Director, Graduate School of Business;
                                             Associate Professor of Marketing
Zuhair M. ElSaffar, Ph.D. ................................................ Professor of Physics

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Parvis Emad, Ph.D. .................................. Professor of Philosophy
Helmut P. Epp, Ph.D. .................................. Associate Professor of Mathematical Sciences
Susanna S. Epp, Ph.D. ............................... Associate Professor of Mathematical Sciences
Linda F. Erickson, Ph.D. ....................... Assistant Professor of Management
Albert Erlebach, Ph.D. ....................... Professor of History
Francis H. Eterovich, O.P., Ph.D. ............... Professor of Philosophy
Arthur A. Eubank, Ph.D. ................ Associate Professor of Finance
Patricia Ewers, Ph.D. ....................... Dean, College of Liberal Arts and Sciences; Professor of English

Thomas E. Fabish, LL.D. .......................... Associate Professor of Music
William J. Fahrenbach, Ph.D. .................. Assistant Professor of English
Richard P. Farkas, Ph.D. .................. Associate Professor of Political Science
Robert W. Faulhaber, Ph.D. .................. Professor of Economics
William J. Feeney, Ph.D. .................. Professor of English
Louise Ferone, M.S.W. ..................... Associate Professor of Social Work
Kenneth Fidel, Ph.D. ..................... Associate Professor of Sociology
Elaine J. Fila, M.A. ......................... Associate Professor of Nursing

Lester E. Fisher, D.V.M. .................. Adjunct Associate Professor of Biological Sciences
Rev. Edmund J. Fitzpatrick, S.T.D. .......... Associate Professor of Religious Education
Austin M. Flynn, Ph.D. .................. Dean, Professor, School of Education
George W. Flynn, D.M.A. ................ .. Associate Professor of Music
Edward C. Foth, Ph.D. ................ Associate Professor of Accountancy
Harold W. Fox, Ph.D. ......................... Professor of Marketing

Robert F. Fries, Ph.D. ..................... Professor of History
Mandred S. Frings, Ph.D. .................. Professor of Philosophy
Robert Garfield, Ph.D. .................. Assistant Professor of History
Roberta Garner, Ph.D. .................. Associate Professor of Sociology
William T. Geary, Ph.D. .................. Associate Professor of Accountancy
William Gellman, Ph.D. ................ Director, Rehabilitation Services Training Program

Constantine E. Georgakis, Ph.D. .......... Associate Professor of Mathematical Sciences
Daniel Gibbs, Ph.D. ..................... Associate Professor of Biological Sciences
Joseph S. Giganti, Ph.D. .................. Professor Emeritus (Economics)
Lawrence Gluck, Ph.D. ................ Chairman, Associate Professor of Mathematical Sciences
Sigrun M. Goes, Ph.D. .................. Associate Professor of Mathematical Sciences

Jerry I. Goldman, Ph.D. .................. Professor of Mathematical Sciences
John M. Goode, M.B.A., C.P.A. .......... Associate Dean, College of Business; Assistant Professor of Accountancy

William E. Gorman, Ed.D. .................. Associate Professor of Education
Eugene Gratovich, D.M.A. .................. Associate Professor of Music
Margaret S. Greenwood, Ph.D. ........ Associate Professor of Physics
Gaylon E. Greer, Ph.D. .................. Associate Professor of Finance
Robert A. Griesbach, Ph.D. .......... Chairman, Associate Professor of Biological Sciences
Jack H. Grossman, Ph.D. .................. Associate Professor of Management
Marilyn D. Hafer, Ph.D. .................. Assistant Professor of Rehabilitation Services
James A. Hart, J.D., Ph.D. .............. Professor of Finance

William E. Hay, M.B.A. .................. Lecturer, Public Service
William J. Hayes, Ph.D. .................. Professor of Economics
Fred H. Heilizer, Ph.D. ................ Associate Professor of Psychology
Roy E. Horton, Ph.D. .................. Associate Professor of Management
Richard J. Houk, Ph.D. .................. Professor of Geography
Julius J. M. Hubert, Dipl. Ing., Ph.D. ....... Professor Emeritus (Physics)
Edward Ignat, Ed.D. .................. Program Director, Human Services & Counseling; Associate Professor of Education
Hugh J. Ingrasci, Ph.D. ................................. Associate Professor of English
Donald F. István, Ph.D. ............................... Professor of Accountancy
George M. Iwanika, Ph.D. .............................. Associate Professor of Finance
Leonard Jason, Ph.D. ................................. Assistant Professor of Psychology
Roger L. Jones, Ph.D. ................................. Associate Professor of Mathematical Sciences
Danute Jurčas, Ph.D. ................................. Assistant Professor of Biological Sciences
Martin G. Kalin, Ph.D. ................................. Professor of Philosophy
James W. Keating, Ph.D. .............................. Associate Professor of Philosophy
Elin M. Kelly, Ph.D. .................................. Associate Professor of English
Ilene Steven Kelly, D.B.A. ............................ Associate Professor of Marketing
Leone D. Ken, Ph.D. ................................. Assistant Professor of Economics
John W. Kennelly, M.B.A. ............................ Associate Professor of Accountancy
Thomas J. Kewley, Ph.D. ............................ Chairman, Professor of Finance
Nancy Klein, M.A. ................................. Assistant Professor of Sociology
John Kokosh, Ph.D. .................................. Assistant Professor of Psychology
Andrew T. Kopan, Ph.D. .............................. Program Director, Division of Educational Foundations;
                                                   Professor of Education
John P. Koval, Ph.D. .................................. Associate Professor of Sociology
Thaddeus Kozuch, Mus.M. ............................ Associate Professor of Music
Gerald F. Kreycy, Ph.D. ............................... Chairman, Professor of Philosophy
Narender Kumar Ladhwala, Ph.D. ................. Assistant Professor of Mathematical Sciences
Jeanne LaDuke, Ph.D. ................................ Assistant Professor of Mathematical Sciences
Glenn A. Lancaster, Ph.D. ............................ Associate Professor of Mathematical Sciences
John J. Lane, Ph.D. .................................. Program Director, School Administration;
                                                   Associate Professor of Education
Fred F. Lang, M.B.A. ................................. Associate Professor of Accountancy
Mary J. Larrabee, Ph.D. .............................. Assistant Professor of Philosophy
Nicholas A. Lash, Ph.D. .............................. Associate Professor of Finance
Helen N. Lavan, M.B.A. .............................. Assistant Professor of Management
Irwin P. Lazarus, Ph.D. .............................. Assistant Professor of Management
John M. Leahy, S.T.D. ............................... Associate Professor of Religious Studies
Rev. Robert Lechner, C.P.O., Ph.D. ................. Professor of Philosophy
Joseph H. Lehmann, Ph.D. ............................ Professor of History
Gerard P. Letz, Ph.D. .............................. Associate Professor of Physics
Diane M. Lewandowski, M.Ed. ................. Lecturer, Public Service
Francis E. Little, D.M.A. .......................... Assistant Professor of Music
Hemer Loiskandl, Ph.D. ............................ Associate Professor of Sociology
Martin J. Lowry, Ph.D. ............................ Dean, DePaul College; Professor of History
Adolph E. Mark, Ph.D. .............................. Associate Professor of Economics
Helen L. Marlborough, Ph.D. .................. Assistant Professor of English
Michael Z. Massel, Ph.D. ............................ Associate Professor of Management
John P. Masterson, Ph.D. ............................ Professor of Management
Dolores J. McWhinnie, Ph.D. .................... Associate Professor of Biological Sciences
M. A. McWhinnie, Ph.D. ............................ Professor of Biological Sciences
Sara Stock Melford, Ph.D. ........................... Associate Professor of Chemistry
Edwin F. Meyer, Ph.D. ............................ Associate Professor of Chemistry
Michael L. Meehan, Ph.D. ........................... Chairman, Professor of Political Science
Allen Miliewski, Ph.D. ............................ Assistant Professor of Psychology
Frederick Miller, D.M.A. ...................... Dean, Professor, School of Music
Robert Morris, Ph.D. .............................. Assistant Professor of Management
Eftat Moussa-Hamouda, Ph.D. .................... Associate Professor of Mathematical Sciences
Rev. Thomas Munson, S.T.L., Ph.D........... Professor of Philosophy
Thomas G. Stinchcomb, Ph.D. ................................. Professor of Physics
Charles R. Strain, Ph.D. .............................. Assistant Professor of Religious Studies
Eldred C. Strobel, M.Ph., C.P.A. ..................... Associate Professor of Accountancy
Elizabeth H. Succari, Ph.D. ........................ Assistant Professor of Political Science
Owais R. Succari, Ph.D. .............................. Associate Professor of Management
Charles S. Suchar, Ph.D. .............................. Associate Professor of Sociology
William N. Sukel, D.B.A. ............................ Associate Professor of Management
Howard A. Sulkin, Ph.D. ............................ Vice President for Planning;
                                                Professor of Education and Management
Joyce A. Sweeney, Ph.D. ............................. Associate Professor of Sociology
John R. Taccarino, Ph.D. ........................... Associate Professor of Education
Stanley B. Terris, M.B.A., C.P.A., C.M.A. .... Associate Director, Administration Studies Center
William Terris, Ph.D. ............................... Associate Professor of Psychology
Robert C. Thomas, Ph.D. ............................. Professor of Biological Sciences
Harry C. Thomson, Ph.D. ............................ Associate Professor of Political Science
Richard M. Thornton, Ph.D. .......................... Director, Center for Economic Education;
                                                Associate Professor of Economics
Arthur W. Thurner, Ph.D. ............................ Associate Professor of History
Frederick I. Tietze, Ph.D. .......................... Associate Professor of English
Jacob Towber, Ph.D. ................................. Professor of Mathematical Science
Robert J. Tracy, Ph.D. ............................... Associate Professor of Psychology
Ergin Uskup, Ph.D. .................................... Lecturer in Management
Stephen Vagi, Ph.D. ................................. Professor of Mathematical Science
William H. VanderMarck, Ph.D. .................. Professor of Religious Studies
Donald O. Van Ostenburg, Ph.D. ................. Professor of Religious Studies
Rev. F. Bruce Vawter, C.M., S.T.L., S.S.D. .... Chairman, Professor of Religious Studies
Wesley M. Vos, Ph.D. ............................... Associate Dean, Associate Professor of Music
Patricia Wagner, M.S.N. .............................. Associate Professor of Nursing
Hilda C. Wasson, D.B.A. ............................ Professor of Marketing
William R. Waters, Ph.D. .......................... Chairman, Professor of Economics
Rafael E. Weitler, Ph.D. ............................. Associate Professor of Education
Deena Weinstein, Ph.D. ............................ Associate Professor of Sociology
Kenneth E. Whittemore, Ph.D. ..................... Associate Professor of Rehabilitation Services
Michael Wichman, Ph.D. ............................ Associate Professor of Mathematical Sciences
Raymond Wilding-White, D.M.A. .................. Associate Professor of Music
Richard J. Wittgen, Ph.D. .......................... Assistant Professor of Economics
Jack B. Wollman, Ph.D. ............................ Professor of Accountancy
Y. F. Wong, Ph.D. ................................. Associate Professor of Mathematical Sciences
James E. Woods, Ph.D. .............................. Associate Professor of Biological Sciences
George E. Wright, Jr., Ph.D. ........................ Assistant Professor of Economics
Thomas J. Wynn, J.D. .............................. Associate Professor of Business Law
Pon-Nyong Yi, Ph.D. ............................... Associate Professor of Physics
Edwin S. Zollik, Ph.D. .............................. Professor of Psychology
The Graduate School

Purpose

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

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

In addition to the faculty and student centered purposes of the Graduate School are its University and community service objectives. The Graduate School augments the strength of the undergraduate colleges and most noticeably because the faculty enrichment the Graduate School occasions necessarily redounds to the advantage of the undergraduate students. Through the steady flow of its graduates into the community the Graduate School helps to meet contemporary society’s acknowledged need for the kind of advanced scholarliness, the knowledges, the skills and the competencies that are the fruit of graduate study and research.

Office

The Office of the Graduate School is on the sixteenth floor of the Frank J. Lewis Center, 25 East Jackson Boulevard, Chicago, Illinois 60604. Phone: 321-7670/1. All business in regard to graduate study in arts and sciences or professional education may be transacted through this office. The office is open from 9:00 a.m.–5:00 p.m. Monday through Friday.

Student Responsibility

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

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

Qualifications for Admission to the Graduate School

The first charter of DePaul University included a statement regarding non-discrimination. This policy, enunciated approximately 90 years ago, has been enforced vigorously over the years. Students, faculty, and the public are entitled to equal treatment regardless of race, creed, or color. It is the policy of the Graduate Council to make admissions decisions without regard to the race, color, religion, national origin, or sex of the candidate.

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

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

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

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

For FULL ADMISSION the criteria are:

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

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

Unclassified Students

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

Student-at-large

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

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

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

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

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

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

A non-refundable fee of $20.00 (check or money order payable to DePaul University) must be included with the application form when it is submitted.

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

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

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

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

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

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

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

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

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

Admission Procedure for International Students

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

Admission to Candidacy for a Degree

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

Academic Counseling

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

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

Registration: General Information

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

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

Course Credit. Credit is accumulated on the basis of quarter hours. Courses carry four quarter hours credit unless otherwise noted. For comparative purposes, one quarter hour equals 2/3 of a semester hour. Graduate credit will not be granted for advanced undergraduate courses (300-level) if the recorded grade is below "B."

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

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

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

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

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

A doctoral candidate who has been admitted to candidacy for the Ph.D. must maintain his registration in the University in every quarter of the academic year until the degree requirements have been completed. Resident Candidacy Continuation, non-credit, provides for all doctoral candidates who have completed all course and dissertation research registration requirements, but who are regularly using the facilities of the University for study and research. A fee of $274.00 per quarter is charged for this registration. Students in this category retain full-time status. Laboratory fees, where applicable, will also be assessed. Non-Resident Candidacy Continuation, non-credit, provides for those who are not in residence and need only occasional use of University facilities including the libraries. A fee of $25.00 per quarter is charged for this registration.

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

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

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

Graduation

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

Graduation "with distinction" is obtained under the following conditions: a) received the grade of "A" in at least 75% of the courses in the degree program and no grade lower than "B" in the remainder of the degree courses; b) passes the final oral or written examination "with distinction."
Inter-and/or Cross Disciplinary Studies

Increasingly in the years ahead the Graduate Council anticipates the need to offer graduate students the opportunity to participate in graduate programs which are cross-disciplinary. Research on problems identified as environmental problems, pollution problems, social problems, etc., requires specialists from several domains of knowledge to work together as a team. The Graduate Council wishes to stimulate graduate students in groups or even singly to propose programs that will combine two or more of the traditional disciplines. Faculty advisers are prepared to explore with prospective graduate students the opportunities available for cross-disciplinary programs. See entry listed under Committee on Interdisciplinary Studies Program (Page 82.)

The Master's Degree

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

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

Courses, Credits and Grades

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

All courses carry four quarter hours credit unless otherwise specified.

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

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

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

Language Requirements

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

Master’s Thesis

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

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

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

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

Paper on Approved Topic

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

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

Comprehensive Examinations

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

The student makes application for this examination through the Graduate office no later than October 13 for the February Convocation and February 17 for the June Convocation. If the student does not pass the examination, the Dean may grant permission for another examination on the
recommendation of the department of the student's major field. This examination may not be repeated until after the next convocation, nor may the examination be taken more than twice.

The Doctor of Philosophy Degree

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

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

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

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

Residence

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

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

Language Requirements

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

Examinations

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

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

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

Admission to Candidacy

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

For Admission to Candidacy the doctoral candidate shall complete:

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

b) the departmental language or allied requirements;

c) the doctoral candidacy or comprehensive examination.

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

Dissertation

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

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

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

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

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

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

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

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

Tuition

Tuition and fees listed here are for the year 1978-79 and are applicable to graduate students only.

Graduate Student tuition:

All courses in the 100-200 series—per quarter hour ........................................ $ 51.50
All Music, Education, and Liberal Arts and Sciences courses
    in the 300-700 series—per quarter hour ......................................................... 68.50
All Graduate School of Business courses in the 500 series—per course .................. 290.00
Goodman School of Drama—per quarter ......................................................... 1,000.00
Service Fees

Graduate Application Fee (all applicants and non-refundable) ........................................... $20.00
Service Fee for Deferred Payment Plan ................................................................. 5.00
Deferred Payment Delinquency Fee ................................................................. 5.00
Registration Fee ................................................................. 5.00
Late Graduate Registration Fee (non-refundable) ......................................................... 10.00a
Change of registration made by the student ......................................................... 10.00b
Materials fee, see individual course description

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

Chemistry Laboratory Fee: Each course with laboratory ............................................... 20.00
Chemistry breakage deposit for each laboratory course .................................................. 10.00

Goodman School of Drama:
  General Fees: Locker, per quarter ................................................................. 5.00
  Script Fee, per quarter ....................................................................................... 5.00
  Course Fees: Scene Painting courses, per quarter ................................................. 7.50
  Costume Design courses, per quarter .................................................................... 7.50
  Deposit: Backstage Deposit ................................................................................ 25.00
  (applicable to programs in Scene Design, Costume Design, Lighting Design,
   Technical Production and Costume Construction)

Physics Laboratory Fee:
  Each course numbered under 370, with laboratory ................................................. 10.00
  Each course numbered 370 or over, with laboratory, per credit hour ....................... 5.00c
Deferred examination fee on designated days ............................................................. 10.00
Deferred examination fee on days not designated ....................................................... 20.00
Dissertation Fee (for Ph.D. candidates) ..................................................................... 40.00
Thesis binding fee (per copy) .................................................................................... 5.00
Graduation fee ........................................................................................................ 30.00
Service Fee, each Insufficient Fund or Stop Payment check ........................................ 3.00d
Fee for each transcript of credits ................................................................................ 1.00

  a. In addition to the regular registration fee.
  b. The change of registration fee is charged each time a student adds
     a class, or drops a class and adds another class.
  c. Physics 480—Thesis Research. This fee is NOT charged when
     D'Appol laboratory facilities are NOT used.
  d. If a student gives the University a check that is returned by the bank
     upon which it was drawn, marked "Not Sufficient Funds," "Payment Stopped,
     or "Account Closed" a $3.00 charge will be assessed for each such occurrence.

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

Religious and clergy in full-time graduate programs who request financial assistance may merit
aid through competitive selection. All religious, regardless of the level of study, will be granted a 30%
tuition discount during summer sessions.

No transfers of academic credit will be made unless the student's account is paid in full.
Registration cannot be accepted from a student with an unpaid balance from a prior term. Registration
attempted under these circumstances will be cancelled.
Deferred Payment Plan

Normally, the University expects all tuition and fees to be paid either at registration, or at or before the end of the first week of school.

For students unable to meet this requirement, the University does offer, on payment of $5.00 service fee, the following plan:

Payment of ½ of tuition and fees at or before the end of the first week of school.

Payment of ½ of tuition and fees at or before the end of the third week of school.

Payment of the final ½ 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 $5.00 for each and every delinquency.

Refunds

Charges for courses are based on the period of a student’s enrollment beginning with the opening day of the Quarter until the student initiates an Enrollment Change form to withdraw. Withdrawals must be processed in the College Office either in person or by mail and will be dated as of the end of the week in which the student signs the form or the letter is postmarked. Simply ceasing to attend or notifying the faculty does not constitute a withdrawal of record. No tuition is assessed for a registration terminated, as described above, during the first week of the Quarter. For a registration terminated in the second week the charge will be 25% of the total tuition assessed. A termination in the third week—50%, a termination in 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 initiated by the Cashier’s 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 Quarter in which the credit accrued.

NOTE: Students receiving financial aid are advised to contact a Financial Aid Counselor to discuss the consequences of a withdrawal affecting academic progress and eligibility at DePaul University or any other school to which they may transfer.
Administration Studies Center

Dominic G. Parisi, Ph.D., Director
Stanley B. Tarr, M.B.A., C.P.A., Associate Director
William Gellman, Ph.D., Director, Rehabilitation Services Training Program

The Administration Studies Center offers advanced educational programs for professionals in social and public service leading to the Master of Science degree in Management of Public Service and the Master of Science degree in Management of Rehabilitation Services. Throughout the year the Administration Studies Center conducts seminars on various topics of interest to the community served by DePaul University. The Center also initiates, conducts, and disseminates research on rehabilitation services, public service, social welfare, community relations and related areas.

Master of Science in Management of Public Service

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

Master of Science in Management of Rehabilitation Service

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

Robert A. Griesbach, Ph.D., Associate Professor, Chairman
John R. Cortelyou, C.M., Ph.D., Professor
Mary A. McWhinnie, Ph.D., Professor
Robert C. Thommes, Ph.D., Professor
Dolores J. McWhinnie, Ph.D., Associate Professor
Mary A. Murray, Ph.D., Associate Professor
Robert L. Novak, Ph.D., Associate Professor*
Daniel G. Oldfield, Ph.D., Associate Professor
James E. Woods, Ph.D., Associate Professor
Lester E. Fisher, D.V.M., Adjunct Associate Professor**
Daniel Gibbs, Ph.D., Assistant Professor
Danute S. Juras, Ph.D., Assistant Professor

*Joint appointment with Chemistry.
**Director, Chicago Park District Zoological Garden

Goal

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

Aims

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

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

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

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

Learning Objectives

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

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

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

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

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

Master of Science

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

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

Prerequisites

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

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

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

Requirements:

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

2) Advancement to candidacy by the Dean of the Graduate School based upon the results of a Colloquium between the student and the departmental faculty near the end of the second quarter of his/her first full year.

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

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

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

Doctor of Philosophy

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

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

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

Requirements:

1) A minimum of 108 quarter hours of study beyond the baccalaureate degree. (Students holding the Master's Degree may have up to 48 quarter hours applied to this requirement.)

2) The development of a graduate program—in consultation with his/her Graduate Committee within the first quarter following admission to the Graduate School.

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

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

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

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

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

8) Presentation of a formal (public) seminar.

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

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

All courses offered in Michael J. O’Connell Center, Lincoln Park Campus (1036 W. Belden Avenue).

Advanced Undergraduate-Level Courses

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

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


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

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

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

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

330 Developmental Biology. Developmental phenomena of animals including gametogenesis, fertilization, cleavage, organogenesis, metamorphosis and regeneration. Lecture-Laboratory. (5).
340 Neurobiology. Introduction to the structure and function of vertebrate and invertebrate nervous systems. Lecture Only. (4).
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). Lecture-Laboratory. (5).
380 General Physiology. Study of the chemical and physical phenomena operative in physiological processes common among living organisms. Lecture-Laboratory. (5).
386 Introduction to Endocrinology. Study of hormonal regulation in animals. Lecture Only. (4). Lecture-Laboratory. (5).

Graduate Courses

The following courses carry credit hours as designated.

400 Discussions of Selected Topics in Biology. Required of all first-year graduate students. (0). Autumn, Winter.
410 Biology of Hard Tissues I. Analysis of structure and biochemistry, and cell function in hard tissues of Invertebrate and Vertebrate organisms. (3).
412 Biology of Hard Tissues II. Analysis of the regulation of structure, function and biochemistry of vertebrate hard tissues by vitamins and hormones. (3). (Prerequisite: Biology 410.)
418 Advanced Genetics. A study of chromosomes and (prokaryotic) genophores as chemically, morphologically, functionally and evolutionarily dynamic genetic elements concerned with cell and organismal heredity. Lecture. (3).
420 Cell Physiology: Interactions. Analysis of organelle interactions governing cellular growth, division, differentiation and energy conversion processes during the cell cycle. Lecture. (3).
421 Cell Physiology: Interactions. Laboratory. (2).
426 Experimental Immunology. Laboratory. (2).
430 Advanced Developmental Biology. Selected topics, with emphasis on the molecular mechanisms involved in the regulation of differential gene function in developing organisms. Lecture. (3).
431 Advanced Developmental Biology. Laboratory. (2).
435 Comparative Animal Physiology. Study of physiological processes, their evolutionary base and adaptional role. Lecture. (3).
436 Comparative Animal Physiology. Laboratory. (2).
440 Physiology of the Endocrine System. Analysis of the regulatory role of hormones in vertebrates. Lecture. (3).
441 Physiology of the Endocrine System. Laboratory. (2).
444 Physiology of Reproduction. Comparative study of neuroendocrine mechanisms in vertebrate reproduction. Lecture. (3).
445 Physiology of Reproduction. Laboratory. (2).
447 Comparative Endocrinology. Comparative and phylogenetic aspects of regulatory mechanisms in the animal kingdom. Lecture. (3).
449 **Plant Hormones.** A study of the chemical structure, biosynthesis and transport as well as developmental and physiological significance of auxins, gibberellins, cytokinins, abscisic acid (domin), ethylene and hormonal antagonists. Lecture. (3).

**Seminars:**

450 **Problems in Cell Biology.** Analysis of basic contemporary problems in cellular morphology and physiology, with emphasis on the regulation of cell cycle processes by organelle interactions. (4).

454 **Problems in Developmental Biology.** Current problems in development at the cellular and molecular level. (4).

460 **Comparative Animal Physiology.** Current problems in physiological mechanisms. (4).

464 **Hormonal Regulatory Mechanisms.** Hormonal action at the cellular and subcellular level. (4).

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

468 **Endocrine Mechanisms in Embryonic Systems.** Development of endocrine correlations in vertebrate embryos. (4).

470 **Insect Physiology and Development.** Current problems in the physiology and development of insects. (4).

480 **Hormonal Regulation of Mineral Metabolism.** Influence of the hormonal environment on the structure and biochemistry of skeletal and soft tissues, and mineral homeostasis. (4).

482 **Problems in Immunobiology.** Evaluation of current experiments on regulation of the immune response: a) cell interactions, and b) immunoglobulin synthesis. (4).

**Special course for Graduate Laboratory Teaching Assistants:**

495 **Practicum in Teaching Biology.** Open to graduate student laboratory assistants. One registration may be applied to the M.S. and/or Ph.D. Degree. (2). Autumn only.

**Research:**

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

498 **Research for Master's Thesis.** Original study of a specific biological problem leading to a thesis. (2,4). (Prerequisite: Approval of the Department). Laboratory. Autumn, Winter, Spring, Summer.

598 **Research for Doctoral Dissertation.** Original investigation of a specific biological research problem leading to the dissertation. (2, 4 or 6). (Prerequisite: Approval of the Ph.D. Dissertation Proposal. See page 28). Laboratory. Autumn, Winter, Spring, Summer.

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

701 **Resident Candidacy Continuation.** Students admitted to candidacy for the doctoral degree who have completed all course and dissertation registration requirements but who are regularly using the facilities of the University for study and research are required to be registered each quarter of the academic year until the dissertation and final examination have been completed. Non-credit, $274.00 per quarter. (Prerequisite: Admission to candidacy).

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

Gus L. Economos, Director
Philip Kemp, Assistant Director

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

Application for admission and additional information may be obtained directly from the Graduate School of Business Office, Room 1207, or by calling 321-7810.

Master of Business Administration Degree

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

Master of Science in Accountancy Degree

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

Master of Science in Taxation Degree

In its emphasis on planning and decision making as the role of the professional in taxation, it is the purpose of the program to integrate a sound technical competence, an appreciation of the social and governmental aspects of taxation, and an awareness of the other relevant functional areas of business and the contribution they make to professional competence.
Department of Chemistry

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

Purpose

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

Prerequisites

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

Degree of Master of Science

Requirements

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

Programs

A. Chemistry

1. Thesis Option
   (a) Satisfactory credit in the following courses:
       422, 424 Advanced Inorganic Chemistry
       450, 452 Advanced Organic Chemistry
       470, 472 Advanced Physical Chemistry
       490 Advanced Analytical Chemistry
       one course of 430 Polymer Synthesis or 476 Polymer Science
   (b) A minimum of twelve quarter hours of research credit.
   (c) A satisfactory thesis.
   (d) An oral examination: This is in two parts. The first part is the thesis presentation and defense, and the second part is an oral examination concerning the candidate's general knowledge of chemistry.

2. Non-Thesis Option
   (a) Satisfactory credit in forty-four quarter hours (eleven courses) of formal course work including:
       i) the above eight courses,
       ii) 480—Special Topics in Analytical Chemistry.
       iii) two elective courses.
B. Biochemistry
1. Satisfactory credit in the following course sequence.
   (a) 340, 342, 440 Biochemistry
   341, 343 Experimental Biochemistry
   (b) One set of two courses from:
       450 and 452 Advanced Organic Chemistry
       422 and 424 Advanced Inorganic Chemistry
       470 and 472 Advanced Physical Chemistry
   (c) Two electives courses (eight quarter hours).
2. A minimum of twelve quarter hours of research credit.
4. An oral examination (see description above).

Chemistry as a Minor Field

Prerequisites

Six quarters of chemistry, three quarters of physics and calculus must be completed before a minor sequence can be started. The 200-level courses and course 390 listed below can be used for graduate credit only by chemistry minors.

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

211 Physical Chemistry II. Prerequisite: Course 196. Offered Winter quarter.
212 The Chemical Bond. Prerequisite: Course 211. Offered Autumn quarter.
215 Physical Chemistry III. Prerequisite: Course 211. Offered Spring quarter.
260 Analytical Equilibrium Chemistry. Prerequisite: Course 147 or 127 or consent of instructor. Offered Autumn quarter.
261 Instrumental Analysis. Prerequisite: Course 215. Offered Winter quarter.
265 Air Chemistry. Prerequisite: Course 127 or 147. Offered in the Spring quarter or even-numbered years.
267 Aqueous Chemistry. Prerequisite: Course 127 or 147. Offered in the Autumn quarter of even-numbered years.
320 Intermediate Inorganic Chemistry. Prerequisite: Course 125 or 175. Offered Autumn quarter.
325 Solid Waste Chemistry. Prerequisite: Course 196. Offered in the Winter quarter of odd-numbered years.
340 Biochemistry I. Prerequisite: Course 125 or 175. Offered Autumn quarter.
341 Experimental Biochemistry I. Two quarter hours. Corequisite: Course 340. Offered Autumn quarter.
342 Biochemistry II. Prerequisite: Course 340. Offered Winter quarter.
343 Experimental Biochemistry II. Two quarter hours. Prerequisite: Course 341. Offered Winter quarter.
356 Spectral Interpretation. Prerequisite: Course 125 or 175. Offered Spring quarter.
374 Selected Topics in Physical Chemistry. Two quarter hours. This course may be any topic in the field of polymers, solutions, statistical mechanics, surfaces, transport phenomena, etc. Prerequisite: Permission of instructor. Offered by arrangement. This course may be repeated for credit if topic is different.
385 Advanced Chemical Techniques. Two quarter hours. This is a laboratory course which may be in the fields of analytical, biochemistry, inorganic, organic or physical chemistry. This course may be repeated for credit if topic is different. Prerequisite: Permission of chairman. By arrangement.
390 Forensic Science. No prerequisite.
Advanced Inorganic Chemistry I. Prerequisite: Course 212 or consent of instructor. Offered Winter quarter.

Advanced Inorganic Chemistry II. Prerequisite: Course 422. Offered Spring quarter.

Bioinorganic Chemistry. Prerequisite: Course 422. Offered in Spring quarter of even-numbered years.

Polymer Synthesis. Prerequisite: Course 125 or 175. Offered in the Spring quarter of odd-numbered years.

Biochemistry III. Prerequisite: Course 342. Offered Spring quarter.

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

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

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

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

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

Advanced Topic in Physical Chemistry. Prerequisite: permission of chairman. By arrangement. This course may be repeated for credit if topic is different.

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

Advanced Analytical Chemistry. Prerequisite: Course 147. Offered in Spring quarter.

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

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

William R. Waters, Ph.D., Professor, Chairman
Bala N. Batavia, Ph.D., Assistant Professor
Francis J. Brown, Ph.D., Professor Emeritus
James E. Ciecka, Ph.D., Associate Professor
James J. Diamond, Ph.D., Professor
Floyd R. Dill, Ph.D., Assistant Professor
Robert W. Faulhaber, Ph.D., Professor
Joseph G. Giganti, Ph.D., Professor Emeritus
William A. Hayes, Ph.D., Professor
Leonor K. Ken, Ph.D., Assistant Professor
Adolph E. Mark, Ph.D., Associate Professor
Norman D. Nicholson, Ph.D., Associate Professor
Margaret E. Oppenheimer, Ph.D., Assistant Professor
Anthony C. Petto, Ph.D., Associate Professor
Donald W. Ramey, Ph.D., Assistant Professor
Richard M. Thornton, Ph.D., Associate Professor
Richard J. Wiltgen, Ph.D., Assistant Professor
George E. Wright, Ph.D., Assistant Professor

Purpose

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

Degree of Master of Arts

Prerequisites

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

Requirements—Thesis Program

1. Completion of nine courses.
   a) At least five courses must be taken at the 500 level, and these five must include Advanced Price and Distribution Theory, Advanced Income Theory, History of Economic Thought, and either Topics in Quantitative Economics or Seminar in Economics. In addition, Econ. 375 or equivalent is required.
   b) Students who have completed 11 courses in economics or finance as undergraduates have the option of selecting two courses in a minor field for which they have completed the required prerequisites.
   c) Students who have completed less than 11 undergraduate courses in economics are not permitted to choose a minor field.
2. A thesis is required. The student must register for Economics 600, Thesis Research, for which eight quarter hours of credit are given.
3. An oral comprehensive examination covering the thesis and the Area of Economic Concentration of the thesis is required. This examination will be taken after submission of an approved final draft of the thesis. If the thesis is evaluated as excellent and the student's grade point average is above-average, the chairperson may dispense with the oral examination.
Requirements—Non-Thesis Program

1. Completion of 11 courses.
   a. At least six courses must be taken at the 500 level and these six must include Advanced Price and Distribution Theory, Advanced Income Theory, History of Economic Thought, and either Topics in Quantitative Economics or Seminar in Economics. In addition, Econ. 375 or equivalent is required.
   b. Most students must choose an Area of Economic Concentration and take at least three courses therein, unless an alternative program is worked out with the approval of the student’s advisor. (For areas, see section following course listings.)
   c. Students who have completed 11 courses in economics or finance as undergraduates may have the option of selecting two courses in a minor field for which they have completed the required prerequisites.
   d. Students who have completed less than 11 undergraduate courses in economics or finance are not permitted to choose a minor field.

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

Economics as a Minor Field

Prerequisites

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

Advanced Undergraduate Courses

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

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

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

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

325 The Economics of Poverty. Material and cultural, absolute and relative forms of poverty will be
investigated insofar as they derive systematically, directly and indirectly, from the American economy. Taking elimination of poverty as an appropriate objective, existing private, institutional and governmental activities will be analyzed, including economic activity itself. Personal, social, demographic, technological, and political background factors will also be brought to bear in the consideration of more successful antipoverty economic programs and policy. (Prerequisite: Economics 104.)

330 The Economics of Socialism. This course aims at an understanding of fundamental economic relationships as they exist under socialist forms of organization. The pure theory of socialism is examined, as well as the practical organization of the economies in the various socialist nations. Attention is paid to the economic problems of deciding what goods will be produced, how resources will be allocated, and the uses to which economic goods are put. The question of the economic efficiency of the socialist economies will be examined. (Prerequisite: Econ. 104.)

335 Resource, Energy, and Environmental Economics. Introduction to the fundamental problems of resource depletion and environmental deterioration; trade-offs 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. (Prerequisite: Economics 104.)

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

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

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

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

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

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

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

381 Mathematics for Economics and Business II. This course is a continuation of Economics 380. Areas of concentration will include: a survey of the relevant concepts of both differential and integral calculus, differential equations, difference equations, and the mathematics of statistical inference. (Prerequisite: Economics 380.)
Courses for Graduate Students Only

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

429 The Teaching of Economics in U.S. History. Basic economic concepts and the tools of analysis as they appear in American history with emphasis upon topics of contemporary concern. Designed for teachers of American history, social studies and business education on a secondary level. (Prerequisite: Graduate Standing. Not applicable to a master's degree in economics. Cross listed with Education 429.)

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

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

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

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

499 Independent Study.

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

506 Advanced Income Theory. A macro-economic analysis which examines the determinants of income, employment, and prices and their interrelations aiming at the construction of a general theory. The dynamic character of income determination will be emphasized as well as the effects of government policy, economic institutions, and social goals. (Prerequisite: Graduate Standing.)

507 Macroeconomic Models. This course will develop and evaluate several fiscal and monetarist models that predict GNP, prices, unemployment, and other macro indicators. Examples of the models that may be examined are the St. Louis, Wharton, and FRB-MIT-Penn (FMP) models. (Prerequisite: Graduate Standing and Economics 375.)

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

511 Business and Economic Forecasting. This course will be primarily concerned with macroeconomic data, variables, and predictions. Emphasis will be on the need for accurate predictions of economic activity and the importance of accurate predictions in implementing national economic policy and in making intelligent business decisions. (Prerequisite: Graduate Standing. Cross listed with Mathematics 511.)

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

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

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

518 Labor Force Analysis and Wage Theory. A study of the American labor force: measurement, characteristics, behavior under changing income, employment, and technology. An examination of recent trends in real and money earnings and the distribution of the national income provides the basis for a critical economic analysis and appraisal of contemporary wage theory. (Prerequisite: Graduate Standing.)

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

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

550 Regional and Urban Economics. An analysis and evaluation of the following methods of regional science will be made: economic base studies, regional multipliers, input-output analysis, industrial location measures, shift and share analysis, and gravity migration models. Inquiries into the problems of regional income inequality, planning, system of cities, and cost-benefit analysis to social problems of the cities. (Prerequisite: Graduate Standing.)

551 Health Economics. An introductory economic analysis of the health industry in which the structure of the demand for, and supply of, medical services will be surveyed in relation to theories of cost inflation. Recent proposals for cost control and regulation will be emphasized. (Prerequisite: Graduate Standing.)

557 Topics in Theory of International Trade. Modern theories of international trade: Classical theory of comparative advantage, factor proportion of theory, factor price equalization, application to international trade of welfare economics, including regional economic integration, commercial policy and tariff problems. (Prerequisite: Graduate Standing: Economics 361 or equivalent.)

560 Development of the American Economy. This course describes the economic development of the United States by tracing the effects of the significant innovations. Consideration is divided among the various American metropolitan economies. (Prerequisite: Graduate Standing.)

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

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

600 Thesis Research. The student writing his thesis for the Master of Arts degree must register for this course. He will pursue his research under the direction and guidance of a member of the graduate faculty. Eight quarter hours of credit is given upon the successful completion of the thesis. (Prerequisite: Permission of the Department Chairman.)
“Areas of Economic Concentration”

I. BUSINESS ECONOMICS
   Econ. 507  Macroeconomic Models
   Econ. 510  Managerial Economics
   Econ. 511  Business and Economic Forecasting
   Econ. 512  Applied Time Series and Forecasting
   Econ. 514  Industrial Organization and Prices
   Econ. 515  Business and Public Policy
   Fin. 551  Problems in Corporate Financial Policy
   Acct. 504  Financial Accounting

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

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

IV. SOCIAL ECONOMICS*
   Econ. 320  Economics and the Common Good
   Econ. 325  Economics of Poverty
   Econ. 330  Economics of Socialism
   Econ. 360  Economics of Underdeveloped Countries
   Econ. 515  Business and Public Policy
   Econ. 518  Labor Force Analysis and Wage Theory
   Econ. 539  Modern Economic Systems
   Econ. 551  Health Economics
   Econ. 560  Development of the American Economy

V. URBAN AND MANPOWER
   Econ. 318  Labor Economics and Organization
   Econ. 325  Economics of Poverty
   Geo. 333  City Problems and Planning
   Mgmt. 333  Labor Law and Legislation
   Econ. 368  Industrial and Commercial Location
   Econ. 518  Labor Force Analysis and Wage Theory
   Econ. 550  Regional and Urban Economics
   Econ. 551  Health Economics

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

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

Austin Flynn, Ph.D., Dean

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

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

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

Graduate Degree-Granting Programs

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

The School of Education seeks students who show intellectual promise, social responsibility and 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 candidates with appropriate prior requisites may apply for State of Illinois Certification.

Accreditation

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

Admission to Programs

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

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

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

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

**Student Classification**

1. **Regular Student**
   Student has met all requirements and has been admitted to a degree program in the School of Education.

2. **Unclassified Student**
   a. Student is interested in a degree program and is admitted provisionally until the requirements for regular student status have been completed.
   b. Student wants to pursue graduate study, but not a master's degree program.

**Requirements for a Master's Degree**

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

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

**Admission to Candidacy for the Master's Degree**

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

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

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

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

Programs of Study

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

Division of Teacher Education

Business Education—Patrick Sheahan, Ed.D., Program Director

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

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

Admission to Program

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

A. Completed certification requirements to teach business education in the secondary school.
B. Three of the following areas:
   - Accountancy (8 quarter hours)
   - Economics (8 quarter hours)
   - Finance (4 quarter hours)
   - Management (4 quarter hours)
   - Marketing (4 quarter hours)

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

Course Requirements

A. Foundations of Education (12 quarter hours)
   - Educ. 400
   - Educ. 402 (or 401 or 403)
   - Educ. 408
B. Business Education (20 quarter hours)
   Educ. 435, 440, and 531 or 539
   Two courses selected from: Educ. 436, 437, 438, 439, or 636
C. Electives (16 quarter hours)
   Business Administration (12 quarter hours) 3 courses
   Business Education (4 quarter hours) 1 course
   (Electives selected under advisement with the student's Program Director)

Division of Human Services and Counseling

Elementary Guidance—Edward Ignas, Ed.D., Program Director
Secondary Guidance—Edward Ignas, Ed.D., Program Director
Reading Disabilities and Other Learning Disabilities—
   Austin M. Flynn, Ph.D., Program Director

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

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

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

2. Development of theoretical models and techniques for influencing affective, cognitive and psycho-motor human development.
3. Development of concept-mastery and skills in individual and group counseling, consulting methods and practices, psychological assessment, career development, and the identification of behavior disorders and remediation procedures.
4. Development through practical field experience of the latest methods for developing institutional renewal and change strategies.
Admission to Programs

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

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

All students are required to complete the basic core of courses. Through consultation with his or her advisor, a personalized program of study, which will be multi-disciplinary in nature, will be developed. Throughout this advising process, students will focus upon their chosen career development and professional competencies. Each student who selects school counseling will be required to complete the Practicum in Elementary or Secondary Counseling prior to the completion of the program (4 quarter hours).

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

Course Requirements

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

B. Guidance and Counseling: (36 quarter hours)
   Educ. 453      Educ. 463
   Educ. 458      Educ. 464
   Educ. 460      Educ. 552
   Educ. 461      Educ. 551 or 559
   Educ. 462

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

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

Course Requirements

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

B. Guidance and Counseling: (36 quarter hours)
   Educ. 462      Educ. 461
   Educ. 453      Educ. 462
   Educ. 456      Educ. 552
C. Cognate Courses:
Candidates who have career needs in a subject matter field may substitute one course in that field. Courses are chosen under advisement.

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

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

Admission to the Program

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

1. Be a certified teacher in Elementary or Secondary Education and have a copy of this certificate on file in the office of the Program Director in Reading Disabilities and Other Learning Disabilities.
2. Furnish three letters of recommendation from Administrative or Supervisory Personnel, to include one letter from one's current principal stating one's competence as a teacher. These letters should be on file in the office of the Program Director in Reading Disabilities and Other Learning Disabilities.
3. Have a personal interview with the Program Director.

Course Requirements

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

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

C. A total of two hundred clinical hours must be spent in practicum courses Educ. 542, 543 and 544. Practicum courses will include scheduled seminars on appropriate topics.

Division of Educational Leadership

Elementary and Secondary School Administration and Supervision—
John Lane, Ph.D., Program Director
Curriculum Development—Alfred L. Papillon, Ph.D., Program Director
The purpose of this Division is to prepare educational personnel for administrative positions.
Program for the Master of Arts or Master of Education Degree in School Administration or Supervision

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

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

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

Admission to Programs

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

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

Course Requirements

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

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

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

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

E. Courses in Cognate Disciplines:
   Candidates who have career needs in a subject matter field may substitute one course in that field. Courses are chosen under advisement.
Program for the Master of Arts Degree or Master of Education Degree in Curriculum/Program Development

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

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

Admission to the Program

In addition to the general requirements for admission to degree programs in the School of Education, the applicant to the program in Curriculum/Program Development must submit evidences of adequate background for the program.

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

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

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

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

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

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

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

IV. Concentrations
    A. Curriculum Administration: (16 quarter hours)
       Educ. 489
       Educ. 490
       Educ. 491
       Educ. 582
    B. Curriculum in the Elementary School: (16 quarter hours)
       Educ. 412
       Educ. 416
       Educ. 484
       Educ. 489
    C. Curriculum in the Secondary School: (16 quarter hours)
       Educ. 421
       3 Cognate Courses
    D. Curriculum in Radio and Television: (16 quarter hours)
       Educ. 482
       Educ. 486
       Educ. 487
       One (1) Elective (from Curriculum Courses only)
    E. Curriculum in Selected Areas: (16 quarter hours)
       1. Economic Education
          Educ. 431
          Educ. 433
          Two (2) Economic Education courses selected from:
          Educ. 429, 430, 432, 434, or 435
       2. English Education
          Educ. 426
          Educ. 427
          Educ. 428
          One (1) Elective to be selected under advisement
       3. Religious Studies
          Educ. 466
          Three (3) Religious Studies courses to be selected under advisement.
Division of Educational Foundations
(This Division does not contain a Degree Program)

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

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

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

Courses Offered for Graduate Credit
(Courses below 400 not applicable toward graduate degree requirements)
(Unless otherwise indicated, all courses below are 4 quarter hours)

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

310 **Teaching, History and the Social Sciences.** Concepts of history and other social sciences and their implications for teaching and materials development. (Cross listed with History 393.)

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

342 **Methods: Art in the Elementary School.** (Material Fee: $10.00.) Program planning, objectives for art education, methods of instruction in elementary education, and the selection and use of instructional materials.

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, 336 and permission of program counselor.)

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

348 **Methods: Teaching the Young Child, Pre-School and Kindergarten.** The teaching-learning process in programs for the young child, pre-schooler and kindergartner. Laboratory experiences include observation, participation and directed teaching of small pupil groups. (Prerequisites: Education 207, 209, 326, 331, 337, 338 and permission of program counselor.) (6 quarter hours.)

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

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

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

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

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


Teaching Social Studies in the Elementary School. Study is made of social studies education in the elementary school. Special attention is given to recent research and curriculum organization.

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

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

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

Graduate Courses

Educational Research Design and Statistics. Content of the course includes principles of research design, bibliographical skills and statistical procedures for the interpretation of educational data. (Prerequisite: Graduate Standing.)

Advanced Developmental Psychology. Current research and theories in child development relating to the elementary school child and secondarily to motivation, personality, learning and socialization. Case studies and an analysis of various developmental problems. (Prerequisite: Education 209 or 337.)

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

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

History and Philosophy of Bilingual Education.

Psychology and Education of the Bilingual Child.

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

Seminar: Understanding Needs and Behavior of the Elementary School Child. An interdisciplinary seminar which studies the anthropological, philosophical, psychological, social, medical and practical aspects of children’s needs and problems (age 5 to 13). Strategies and materials that meet these needs and facilitate learning in both home and classroom are examined and discussed.

The Functions of the Elementary School. The role of functions in the analysis of an educational agency. The school, the pupil, the family and society as determinants of the functions of the elementary school. The functions of the elementary school to develop the child in mastery of organized knowledge, in mastery of intellectual processes, as a person and as a member of society.

The Curriculum in the Elementary School. A study of basic concepts of design, organization,
and implementation of the elementary school curriculum. Attention is also given to the problems of curriculum change and improvement.

412 Theories, Methods, and Content in Reading and Language Arts Instruction in the Elementary School. The psychological bases of reading and language arts teaching and learning as implemented in the elementary school. Empirical research evidence related to different teaching approaches. Impact of the knowledge explosion on reading and language arts.

413 Theories, Methods, and Content in Science Education in the Elementary School. The psychological bases of teaching and learning science as implemented in the elementary school. Empirical research evidence related to different teaching approaches. Impact of the knowledge explosion on science education.

414 Exploring the Use of Mathematics Manipulatives. This course focuses on the knowledge and understanding, skills, attitudes, objectives and activities which will help teachers make more effective use of mathematic manipulatives in their classroom.

415 Theories, Methods, and Content of Social Studies Education in the Elementary School. Psychological bases of social studies teaching and learning as implemented in the elementary school. Empirical research evidence related to different teaching approaches. Impact of the knowledge explosion on social studies education.


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

418 Problems and Research in Early Childhood Education. Basic concepts of pre-school, kindergarten, and primary school programs are analyzed and evaluated. Current trends and issues are an integral part of the course.

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

420 Career Education: Instructional Modules for Business. Designed to assist business education teachers in integrating career education into the curriculum with special emphasis in the following areas: the development of a philosophical base for career education, the determining of goals and objectives for career education, and the development of instructional modules for career emphasis in accounting, secretarial, clerical, data processing, sales, and related job clusters.


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

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

428 Literature and the Reader. This course analyzes the interaction which occurs between the reader and the literary work and then examines implications for classroom teaching and curriculum development.
The Teaching of Economics in U.S. History. Basic economic concepts and the tools of analysis as they appear in American history with emphasis upon topics of contemporary concern. Designed for teachers of American history, social studies and business education on a secondary level. (Cross listed with Economics 429.)

Teaching Consumer Education. The teaching of installment purchasing, budgeting, comparison of prices, and other topics to comply with the recent legislation requiring such instruction in grades 8 through 12. Meets the certification requirements for teachers of consumer economics in Illinois.

Basic Concepts in Economic Education. Basic economic concepts and tools of analysis needed by teachers for a clear understanding of the American economic system, the consumer and contemporary economic problems. (Cross listed with Economics 431.)

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

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

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

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

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

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

Improving Instruction in Shorthand. New approaches in the teaching of shorthand and transcription with emphasis on updated instructional techniques and the use of multiple-channel equipment.

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

Foundations in Business Education. Reviews the origin of economic theory and basic business concepts and the development of programs in education for business.

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

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

Diagnosis and Remediation of Reading Disabilities. Analysis of problems in reading to determine the factors involved in order to develop a program of remediation. The course will include the diagnostic program at all age and grade levels. Students evaluate and discuss a variety of diagnostic reading instruments. (Prerequisite: 441, 445, 326.)

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

Characteristics of the Exceptional Learner. A survey of educational programs as well as a consideration of alternative placement appropriate to children with disabilities in the various categories of exceptionality. Characteristics of visually handicapped, auditorially impaired, mentally retarded, gifted, multiple handicapped, emotionally disturbed and learning disabled children will be reviewed. (Prerequisite: permission.)
447 Speech and Language Development. A consideration of the nature of language and speech; the origin of language in man; a study of verbal communications from the prelinguistic period to adulthood in the normal; a consideration of psycholinguistic theories of child language and the psychodynamics of language acquisition.

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

449 Diagnosis and Remediation of Reading Problems of the Bilingual Child.

450 The Dynamics of African-American Culture. This course is intended for teachers in order that they may examine the contribution of the black man to American Culture; gain a functional understanding of the social, economic and political development of the black man in America; gain an insight into problems created in America because of non-acceptance relationships; gain an understanding of the intensity of the impact of the black man on American Culture. (Cross listed with Soc. 490.)

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

452 Seminar in Human Services and Counseling. This course deals with the principles and current practices used in the development and organization of programs in human services and counseling program. Administrative problems, integration of human services, community relations and evaluation procedures will be studied. The organizational structure and management styles, as they affect counseling and other human services, are examined and discussed.

453 Educational and Occupational Information. This course deals with the results of studies in educational and occupational opportunities. The following areas will be discussed: occupational trends, sources of information, techniques for conducting local occupational surveys, scholarship information, and classroom use of educational and occupational information.

454 Human Services and Counseling for Career Development. This course includes ways to assist the individual to choose, prepare for, and progress in a career. Vocational testing, sources of occupational information are described. Study of vocational behavior in relation to career patterns, with special attention to the analysis of empirical data and theories pertaining to vocational choice.

455 The Administration of Human Services and Counseling Programs. The Administration of Human Services Programs, an interdisciplinary approach to meeting human needs, describes how administrators and counselors can develop skills and competencies to employ, assign and supervise their staff. An analysis of various supervisory techniques is made.

456 Counseling the College-Bound Student. A course designed to assist professionals in the human services and counseling areas in formulating a deeper perspective of the college counseling process. The use of profiles, types of colleges and admissions procedures, testing, scholarships, advance placement, the preparing of the school report and many other items will be included in the instruction. The workshop approach will be used in the final two weeks of the course to put into practice the concepts, skills, and techniques learned earlier.


458 Facilitating Human Services Through the Group Process. The student makes a study of group process, its theory, procedures, and problems as they relate to facilitating human growth and development through group counseling. The class engages in a regular group experience. Opportunity to observe and participate in group work is provided. (Prerequisite: 462. Permission of Instructor.)

459 Clinical Studies in Human Services and Counseling. This course deals with the study of normal children with learning and emotional problems. The nature, synthesis and use of case studies for personal development will be stressed. The interrelationship among the various counseling and human service techniques will be demonstrated.

460 Guidance in the Elementary School. A study of the philosophy, concepts and rationale which undergird elementary school guidance. Principles and practices as they relate to the guidance program are presented. The student is acquainted with the role of the counselor and is introduced to the various facets of the elementary school program. Attention is given to the development of guidance techniques in the classroom and group guidance.

461 Use of Tests in Appraisal and Development. Detailed analysis of intelligence, aptitude,
personality, and achievement tests used with groups and individuals. The course is intended to familiarize students with various appraisal procedures and their utilization in human services and counseling. Attention is given to the development of the institutional testing program.

462 Counseling Theory and Practice for Human Services. This course seeks to develop an understanding of the major counseling theories and their application for professionals in the human services. Each student investigates counseling theory through wide reading and has an opportunity to see the implications of the theories in demonstration and practice. The basic theoretical considerations underlying human services and counseling are stressed. Students are expected to develop a personal theory of counseling.

463 Techniques of Human Services and Counseling in Elementary and Junior High School. A thorough study of the counseling relationship and counseling process. Students are introduced to specific techniques in counseling. The course is designed to help the student acquire the necessary counseling skills such as the establishment of a relationship, reflection, summarization, tentative analysis, and encouragement. The student evaluates and analyzes tapes, develops listening skills to facilitate communication, engages in role playing, and has limited contact with the counselee. The relationship of counseling and consultation and the skills necessary to employ human services are considered. (Prerequisites: Education 460 and 462.)

464 Consulting in Human Services. This course focuses on the utilization of a human behavior rationale in consultation work with teachers, parents, and others working in institutional and social service areas. Students are engaged in the case study, role playing, and observation of the consultant role. Investigation is made of counseling techniques in the helping professions.

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

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

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

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

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

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

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

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

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

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

476 Human Interaction and Teaming. Student makes a study of group process, its theory, procedures, and problems as they relate to facilitating human growth and development through group counseling. The class engages in a regular group experience. Opportunity to observe and participate in group work is provided.

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

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

479 Supervision and Administration in Religious Education.

480 Practicum in Material Development. A series of workshop experiences designed to explore the technology of curriculum in social studies, language arts, science and mathematics. (4.5 quarter hours.)

481 Observation and Analysis of Teaching. This course is concerned with the ways in which teaching has been studied and analyzed. Includes discussion of formal schemes of classroom, analysis of data from classroom observation, research on teaching, methodological issues in analyzing teaching, and the use of observation and research in improving teaching. (Prerequisite: Education 497.)

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

483 Seminar in Teaching Approaches. Included in the seminar are individualized instruction, inquiry teaching, discovery learning, and open classroom. Instructional modules are developed utilizing an approach and two days are spent field testing the modules.

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

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

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

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

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

489 Learning Resources Centers. This course deals with goals, learning resource materials, staffing, location, space equipment, functions, services, budgeting and human relations as all of these are involved in establishing and operating learning resources centers.

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

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

492 Elementary School Administration and Supervision. This course deals with the administration and supervision of pupils; classification and promotion procedures; the program of studies; special problems associated with kindergarten, primary, intermediate, and upper grade levels; direction and supervision of classroom teaching; and methods of evaluating pupil progress. Economic and effective methods of administrating and supervising attendance, the school library, books, supplies, school records and the educational plant receive particular attention. (Prerequisite: Education 491 or permission of advisor.)
Secondary School Administration and Supervision. An intensive study of factors involved in the administration and supervision of a secondary school. Topics considered include the administration and supervision of student personnel, faculty, lay and professional officers, class scheduling, co-curricular program, promotion policies, instructional materials, properties and finance, community relations and other basic needs in administering and supervising a secondary school. (Prerequisite: Educ. 491 or permission of advisor.)

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

School Law. This course concerns authority, powers, and liability of school personnel; status of students; character of districts and school board control of curriculum, school property, finances. Special emphasis on recent state and federal court decisions as they affect Illinois and neighboring states.

Human Relations: Home, School, Community. Home-school-community relations is taught with full recognition of the equity of the church, the home, the community and the school in the education of our boys and girls. The students will critically analyze the force of public opinion as well as the devices employed in shaping public opinion. Consideration will be given to the various means employed by gaining the support of the many cooperating agencies in the community. (Prerequisite: Education 491.)

Principles of Curriculum/Program Development. Purpose of course: to prepare the student for special role of reorganizing and administering the curriculum. Course treats relationships of the curriculum to the social order, principles of content selection and sequence, patterns of curriculum organization, personnel and organization required for curriculum revision.

Principles and Practices of Supervision. Fundamental phases of supervision and the relationship of the supervisor to the administrator and to the classroom teacher. Illustrations will be made of techniques for the improvement of learning through the improvement of teaching, through satisfactory procedures. Emphasis is on basic principles. (Prerequisite: Education 491 or permission of advisor.)

Problems in School Supervision. Special problems as they affect the interrelation of teaching and learning will be discussed. A detailed study of various techniques which lead to cooperative effort of supervisor, teacher, and learner in the improving of the learning industry situation will be made. Problems presented by members of the class will be studied cooperatively and tentative solutions will be planned. (Prerequisite: Education 491, 498.)

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

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

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

Teaching Internship in Elementary Curriculum. An internship involving teaching in a school. Student is supervised by personnel from the school and from DePaul University. This course includes a weekly seminar. (10 quarter hours.)

Materials and Methods for Introducing Economic Concepts into Existing School Curriculum.

Independent Study in Elementary Curriculum. (Prerequisite: Permission of program director.) (2-4 quarter hours.)

Thesis Research in Elementary Curriculum. A student writing a thesis registers for this course for four quarter hours of credit where the thesis research and the writing of the thesis itself is prolonged beyond the usual time, the program director may require the student to register for additional credit. (Prerequisite: Admission to candidacy and thesis topic outline approved.)

Research Seminar in Secondary Curriculum. Opportunity is provided for individual research and study of problems in secondary education. A seminar research paper is a major requirement of the course.
522 Curriculum and Methods in Bilingual Education.
523 Methods of Teaching Spanish Language Arts.
524 Teaching English as a Second Language.
525 Teaching Internship in Secondary Curriculum. An internship involving teaching in a secondary school. Student is supervised by personnel from the school and from DePaul University. This course includes a weekly seminar. (10 quarter hours.)
528 Independent Study in Secondary Curriculum. (Prerequisite: Permission of program director.) (2-4 quarter hours.)
529 Thesis Research in Secondary Curriculum. A student writing a thesis registers for this course for four quarter hours of credit. Where the thesis research and the writing of the thesis itself is prolonged beyond the usual time, the program director may require the student to register for additional credit. (Prerequisite: Admission to candidacy and thesis topic outline approved.)
531 Research Seminar in Business Education. Opportunity is provided in this seminar for Master of Education candidates to write their 5,000 word paper. Individual research and study of problems in business education form the basis for this class.
532 Organization and Administration of Cooperative Business Education Programs.
533 Administration and Supervision in Business Education.
534 Methods and Materials in Office Practice.
535 Comparative Systems of Shorthand.
536 Methods for Mainstreaming in Business Education.
537 Machine Shorthand Theory and Methods.
538 Independent Study in Business Education. (Prerequisite: Permission of director.) (2-4 quarter hours.)
539 Thesis Research in Business Education. A student writing a thesis registers for this course for four quarter hours of credit. Where the thesis research and the writing of the thesis itself is prolonged beyond the usual time, the program director may require the student to register for additional credit. (Prerequisite: Admission to candidacy and thesis topic outline approved.)
541 Seminar on the Psychopathology of Learning. A review of inter-disciplinary theories and research applicable to the atypical learner. Opportunity is provided in this seminar for the Master of Education candidate to write the master’s paper. (Prerequisite: Permission of instructor.)
542 Diagnosis and Remediation of Reading Disabilities, Practicum I. The practical application of the learnings of 441 and 443 in a supervised clinical setting. Students will be working with a variety of reading disabled clients by actually doing educational planning and treating clients. (Prerequisite: 442, 443, and approval of instructor.)
543 Diagnosis and Remediation of Learning Disabilities, Practicum II. Clinical observation and practical application of the diagnostic-remedial process by working in a clinical setting with children and young adults who have specific learning disabilities. (Prerequisite: 442, 444, and approval of instructor.)
544 Testing and Diagnosis of Reading and Learning Disabilities, Practicum III. Students participate by evaluating a selected number of children in a supervised clinical setting. (Prerequisite: 442 and approval of instructor.)
547 Creative Methods and Materials for Teaching Reading.
548 Independent Study in Reading and Other Learning Disabilities. (Prerequisite: Permission of program director.) (2-4 quarter hours.)
549 Thesis Research in Reading and Other Learning Disabilities. A student writing a thesis registers for this course for four quarter hours of credit. Where the thesis research and the writing of the thesis itself is prolonged beyond the usual time, the program director may require the student to register for additional credit. (Prerequisite: Admission to candidacy and thesis topic outline approved.)
551 Research Seminar in Human Services and Counseling. Opportunity is provided in this seminar for Master of Education candidates to write their 5,000 word paper. Individual research and study of problems in guidance form the basis of this class.
552 Practicum in Human Services and Counseling. This course consists of selected and
directed experiences provided to qualify students to serve in the secondary schools as student personnel and guidance staff members. (Prerequisite: Open to students in degree programs only by advisement.)

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

554 Counseling the Latin Student.

558 Independent Study in Human Services and Counseling. (Prerequisite: Permission of program advisor.) (2-4 quarter hours.)

559 Thesis Research in Human Services and Counseling. A student writing a thesis registers for this course for four quarter hours of credit. Where the thesis research and the writing of the thesis itself is prolonged beyond the usual time, the program advisor may require the student to register for additional credit. (Prerequisite: Graduate standing and thesis topic and outline approved.)

560 Physical and Sexual Abuse of Children.

562 Practicum in Counseling. This course consists of selected and directed experiences provided to qualify students to serve in the elementary schools as student personnel and guidance staff members. (Prerequisite: Open to students in degree program only by advisement.)

560 Research Seminar in Curriculum/Program Development. Students in the Master of Education program in curriculum development complete a bibliographical research study of issues and problems in curriculum development. Students who currently hold positions in curriculum may complete an action research project for this seminar.

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

583 Workshop in Curriculum/Program Supervision.

584 Workshop in Computer Usage in Curriculum/Program Development, Research and Evaluation. In this workshop, students have the option, under direction of the professor, to plan a set of experiences that will add to their competencies and qualify them to perform leadership functions. Areas of study available in this workshop include: introduction to program writing, in basic language; analysis of statistical computer programs; use of common parametric and non-parametric intermediate statistics in the analysis of data; teacher-made programs for teaching; and programs designed to facilitate curriculum/program evaluations. Opportunity is provided for hands-on experiences with Hewlett-Packard Timesharing equipment and to apply competencies to school/organization activities and data, including participants' own.

587 Finance Seminar.

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

589 Thesis Research in Curriculum/Program Development. A student writing a thesis registers for this course for four quarter hours of credit. Where the thesis research and the writing of the thesis itself is prolonged beyond the usual time, the program advisor may require the student to register for additional credit. (Prerequisite: Admission to candidacy and thesis topic outline approved.)

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

591 Research Seminar in Administration. For graduate students who hold administrative positions or who are majoring in and have completed their pre-courses in educational administration. Critical evaluation of recent research in field; investigation and discussion of pertinent
Research Seminar in Supervision. Designed for students majoring in supervision and administration. A general review of the literature in the field; critical evaluation of recent studies in supervision. Student undertakes a special project in the area of his major interests in supervision and receives practice in cooperative leadership. (Prerequisite: Education 400.)

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

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

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

School Personnel Administration. This course considers the theory, practice and relevant research in modern personnel administration for schools. Recruitment, staff development, interviewing, collective bargaining, conflict resolution and employee evaluation are emphasized.

Politics of Education. This course is concerned with policy development in education as a political process; community power, state and national politics in educational decision making; role of leadership and pressure groups in the shaping of educational policy at local, state, and national levels.

Independent Study in School Administration and Supervision. (Prerequisite: Permission of program advisor.) (2-4 quarter hours.)

Thesis Research in School Administration and Supervision. A student writing a thesis registers for this course for four quarter hours of credit. Where the thesis research and the writing of the thesis itself is prolonged beyond the usual time, the program advisor may require the student to register for additional credit. (Prerequisite: Graduate standing and thesis topic and outline approved.)

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

Workshop in Alternative Approaches in Education.

Workshop in New Directions in Health Education.

Workshop: Health Problems Among Women.

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

Workshop: Problem Areas in Elementary and Secondary Sports Programs.

Athletic Training and Coaches Workshop.

Workshop in Consumer Education. The teaching of installment purchasing, budgeting, comparison of prices, and other topics to comply with the recent legislation requiring such
instruction in grades 8 through 12. Meets the certification requirements for teachers of consumer economics in Illinois.

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

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

643 **Metric Education Workshop.**

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

645 **The Administration and Operation of Special Education.** Recent state and federal legislation has changed the nature of Special Education services in selected states. This legislation has both modified Special Education services and increased the involvement of general education in the instruction of handicapped students. This course is designed for students of Educational Administration who wish to prepare themselves for their involvement in the education of handicapped students, for practicing public school administrators who now find themselves active participants in the education of exceptional children, and for Special Education staff members who wish to obtain an increased understanding of the intent of the legislative innovations.

646 **Teaching Reading to the Disadvantaged.** This course emphasizes the special skills, techniques and insights necessary to instruct effectively the child from an inner city environment. The range for this course will be from the pre-school level through the senior high school.

647 **Children's Literature.** Sources of literature for children and youth. Criteria for selection and evaluation. Intensive review and analysis of both poetry and prose.

648 **Corrective Reading Problems.** Methods and materials appropriate to the diagnosis and remediation of corrective reading problems. Organization of corrective reading programs in the classroom setting.

649 **Teaching of Reading in the Content Areas.**

650 **Theories and Practices of Crime Prevention in Schools.**

651 **Curriculum Development in Crime Prevention in the School/Community.**

652 **Practicum in Crime Prevention in School/Community.**

658 **Guidance in Basic Adult Education.** This course is intended for educators who are actively engaged in work with disadvantaged adults. Emphasis is placed on personnel services in basic education centers for adults. (6 quarter hours.)

659 **Counseling in Basic Adult Education.** This course is intended for educators who are actively engaged in work with disadvantaged adults. Emphasis is placed on counseling in basic education centers for adults. (6 quarter hours.)

680 **Individually Guided Education (IGE) Workshop.**

681 **Indochinese Adult English as a Second Language Workshop.**

683 **Management of the Instructional Process.**

685 **Introduction to Drug Education.**

687 **Curriculum Development in Drug Education.**

688 **Practicum in Drug Education.**

694 **Rights and Responsibilities of Students, Parents and Teachers.** Includes study of dress codes, conduct codes, compulsory attendance and accountability. (Prerequisite: Consent of program director.) (2-4 quarter hours.)

695 **Human Relations—Rights and Responsibilities.** An indepth study of human relations. The course is conducted as a class seminar for teachers, parents and school administrators. (Prerequisite: Consent of the instructor.) (2-4 quarter hours.)

697 **Strategies for Implementing Law-Focused Education in the Elementary and Secondary Schools.**

698 **Advanced Seminar in Strategies for Implementing Law-Focused Education Programs.**
Department of English

Elmer Pry, Ph.D., Associate Professor, Chairman
Frederick I. Tietze, Ph.D., Associate Professor, Director of Graduate Studies
Darilyn W. Bock, Ph.D., Assistant Professor
Bernard A. Brunner, Ph.D., Professor
Zahava Dorinson, Ph.D., Assistant Professor
Patricia Ewers, Ph.D., Professor
William J. Fahrenbach, Ph.D., Assistant Professor
William J. Feeney, Ph.D., Professor
Hugh J. Ingrasci, Ph.D., Associate Professor
Ellin M. Kelly, Ph.D., Associate Professor
Helen L. Marlborough, Ph.D., Assistant Professor
John E. Price, Ph.D., Associate Professor
Lavon Rasco, Ph.D., Associate Professor
Frank Sherman, Ph.D., Associate Professor

Purpose

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

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

Prerequisites

For all programs leading to the Master’s Degree, the prerequisite is normally an undergraduate degree with a major in English. The student without such a major may be admitted with a passing grade on the Graduate Record Examination. Two letters of recommendation are required from academic sources.

Degree of Master of Arts Program I: Traditional

Requirements

Completion of ten courses, normally all in English. These courses must include the following:

a) 400 Bibliography and Literary Research
    401 History of the English Language
    470 Studies in Literary Criticism

b) Seven other courses of which no more than two may be on the 300 level

2. Two additional courses, including one seminar, of which not more than one may be on the 300 level (non-thesis program)
   or
   Thesis Research, 499, and a thesis or, with the approval of the Creative Thesis Committee, a creative writing project in fiction, drama, or poetry (thesis program).

3. A comprehensive written examination.
Degree of Master of Arts Program II: Prospective College Teachers

Requirements

1. Completion of twelve courses, normally all in English. These courses must include the following:
   a) 400 Bibliography and Literary Research
       401 History of the English Language
       403 The Twentieth Century English Language
       405 The Process of Composition
       470 Studies in Literary Criticism
       475 Studies in Literary Analysis
   b) Six other courses, including one seminar, of which no more than three may be on the 300 level.
2. Comprehensive written examination.

Degree of Master of Arts Program III: Comparative Literature

Requirements

1. Completion of twelve courses, normally all in English. These courses must include the following:
   a) 400 Bibliography and Literary Research
       401 History of the Language
       470 Studies in Literary Criticism
   b) Five courses in Comparative Studies, including one seminar, of which no more than one course may be on the 300 level.
   c) Four courses chosen from the five periods of English Literature and the offerings in American Literature. No more than one course may be chosen from any one of these groups and no more than two may be on the 300 level. Exceptions will be made depending on offerings at any given time and the student's particular choices from the offerings in Comparative Literature. Such exceptions must be approved by the student's advisor and one more faculty member.
2. A revised seminar paper to be submitted to a committee of the graduate faculty.
3. A comprehensive written examination.

Course Offerings

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

Required Graduate Courses for All Programs

400 Bibliography and Literary Research. A general course for the guidance of students in methods of literary research.

401 History of the English Language. A systematic study of the nature, history, and usage of the English language. The course traces the language from its origin to its present status in England and America.


Writing and Language

300 Advanced Composition.
305 Creative Writing: Prose and Poetry.
401 History of the English Language.
403 The Twentieth Century English Language. Survey of major theories of grammar.
405 The Process of Composition: A Theory and Practice Course for College Teachers.
Problems in Editing and Publishing. Theory, skills, and practice in writing and editing for various kinds of publication.

Seminar in Special Topics in Writing and Editing. Alternating areas of emphasis will include Media and Culture, Free-Lance Writing, and Textual Editing. (Check current schedule for topic.)

Medieval Period

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


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

Studies in Middle English Verse Romances. Emphasis on non-Arthurian matter.

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

Renaissance Period

English Renaissance Literature. Survey of the major works including the works of More, Wyatt, Sidney, Spenser, Shakespeare, Donne, and Milton.

Studies in English Renaissance Prose. Major prose documents, 1500-1600, including More’s Utopia, Sidney’s Defence of Poesie, Bacon’s Essays, and Milton’s Areopagitica.


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

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

Restoration and Eighteenth Century

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

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


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

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

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

Nineteenth Century Period

Nineteenth Century English Literature. Survey of the major works and authors of the Romantic and Victorian periods.
342 The English Romantic Movement. Survey of the major works and authors of the Romantic period.
343 The Victorian Age in English Literature. Survey of the major works and authors of the Victorian period.
441 The English Romantics as Literary Critics. The critical writings of Wordsworth, Coleridge, De Quincy, Lamb, Hazlitt, Hunt will be studied in some detail as exercises in critical perception and esthetic judgment.
444 Studies in Victorian Poetry. A consideration of the major poets of the period including Tennyson, Browning, Housman, and Arnold.
445 Studies in Nineteenth Century British Fiction. Alternating areas of emphasis include the major writers of the period: Austen, Scott, Dickens, Thackeray, the Brontes, Hardy, Eliot, Meredith, and Trollope.
447 Comparative Studies in the Nineteenth Century. English, American, and European thought of the century as manifested in the literature of the time, including Hegel, Mill, George Eliot, Zola, Emerson, and others.
449 Seminar in Special Topics or Authors of the Nineteenth Century. (Check current schedule for listing.)

Modern Period
451 Studies in the Modern British Novel. Alternating areas of emphasis will include Woolf, Joyce, Lawrence, and Huxley.
452 Studies in Modern British Poetry. Alternating areas of emphasis will include Yeats, Auden, Lawrence, Dylan Thomas, and Hopkins.
459 Seminar in Special Topics or Authors of the Modern Period. (Check current schedule for listing.)

American Literature
360 Early American Literature. Survey of Puritan and national literature including Edwards, Franklin, Cooper, and Irving.
362 Realism and Naturalism in American Literature. Twain, James, Crane, Dreiser, Dickinson, Robinson, and Frost; development of the modern style in poetry and prose.
364 Development of the American Novel. Narrative prose from beginnings to modern novel; emphasis on sentimental and gothic novels, travel and adventure narratives, and romances.
461 Studies in American Literature: 1820-1870. The flowering of imagination in the nineteenth century. Alternating areas of emphasis include Hawthorne and Melville, Irving, Cooper, and Poe, the Transcendentalists, and Whitman and Dickinson.

73
Studies in American Literature: 1870-1920. The growth of realism and naturalism in the modern style. Alternating areas of emphasis include Twain and James, the Development of Modern Poetry, the Colloquial Style, and Naturalism.


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

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

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

Literary Criticism

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


Studies in Literary Analysis. A Theory and Practice Course for College Teachers.

Comparative Literature

Masterpieces of World Literature. Representative masterpieces organized either chronologically or topically, excluding British and American.

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

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

Studies in Comparative Literature: Modern. Alternating areas of emphasis will include the Novel in the Twentieth Century, Symbolist Poetry, and Developments in Form in Modern Literature.


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

Seminar in Special Topics or Authors in Comparative Literature. (Check current schedule for specific listing.)

Special Studies and Individual Study

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

Thesis Research. A four quarter hour course. Guidance by a member of the English faculty required in the preparation of the master’s thesis. The student will register for this course after consultation with the department chairman.
Department of Geography

Gerald W. Ropka, Ph.D., Assistant Professor, Chairman
Lorin R. Contescu, Ph.D., Lecturer
Donald R. Dewey, Ph.D., Associate Professor
Richard J. Houk, Ph.D., Professor
Albert J. Larson, Ph.D., Lecturer
Ronald Pollina, Ph.D., Lecturer
Vernon R. Prinzing, Ph.D., Assistant Professor

Prerequisites as a Minor Field

Geography as a minor field may be taken in connection with economics, Education, history, or sociology. The prerequisites are 22 quarter hours in geography courses equivalent to Geography 100, 101, 106 or 107 or 110, 341, 342, and 395. Students minoring in geography must confer with the chairman of the department, who will propose an individual program of study based on previous training, interests, and needs.

301 Introduction to Oceanography. Concerned with the formation and exploration of the oceans and their political and economic significance.

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

311 Patterns of the Pacific.
312 Arab Africa and the Middle East.
313 Black Africa, A Continent in Transition.
314 Peasants, Problems and Potential in South and Southeast Asia.
316 Physical, Economic and Cultural Contrasts in Western Europe.
317 Physical, Economic and Cultural Contrasts in Eastern Europe and the USSR.
320 Illinois: Upstate, Downstate.
321 The Chicago Metropolitan Area. Extensive field trips make possible on-the-spot study of local phenomena of major importance in analyzing Chicago's urban geography. (Transportation fee required.)
322 Eastern United States and Canada.
323 Western United States and Canada.
326 The Environments of Mexico, Central America and the Caribbean.
327 The Environments of South America.
333 The City: Problems and Planning. Analyzes the development of cities as geographic forms and the role of City Planning in preventing or solving urban problems.
335 Political Geography. Investigates the basic factors influencing man's political organization of space.
340 Maps and Man. Stresses the preparation and interpretation of maps, charts and globes and explains their vital importance in the modern world.
341 Cartography and Computer Graphics. Practical instruction in the use of computers and traditional hand techniques in the construction of maps.
342 Cartography Laboratory. Must be taken concurrently with Geography 341. (2 quarter hours. Lab fee $15.00.)
350 World of Wine. An analysis of the factors which influence the production and distribution of wine throughout the world. (Many wines are sampled during the course.)

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

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

370 Geography of Recreation and Leisure. Location and development of the urban and rural recreational landscape as mankind organizes space to meet leisure time and recreational needs.

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

398 Independent Reading and Research. Permits intensive study of a topic of special interest. Private conferences permit discussion with instructor of supervised reading and research.
Department of History

Cornelius Sippel, Ph.D., Associate Professor, Chairman
Donald Abramoske, Ph.D., Associate Professor
Albert Ertebacher, Ph.D., Professor
Robert F. Fries, Ph.D., Professor
Robert Garfield, Ph.D., Assistant Professor
Joseph J. Lehmann, Ph.D., Professor
Martin J. Lowery, Ph.D., Professor
Ralph J. Mailliard, Ph.D., Professor Emeritus
Bernardine Pietraszek, Ph.D., Associate Professor
Sholom Singer, Ph.D., Associate Professor
Arthur Thurner, Ph.D., Associate Professor

Purpose

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

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

Prerequisites

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

Degree of Master of Arts

Requirements

1. Completion of 48 quarter hours.
   a. Course 401, Historical Method and Bibliography, is required. The remaining courses must include 24 quarter hours in 300-level courses; 16 quarter hours in 400-level courses in addition to 401. The remaining four quarter hours may be earned by writing an acceptable thesis (History 499, Thesis Research), or by taking another 400-level course approved by a departmental advisor. In exceptional cases a 300-level course may be substituted for a 400-level course in the same field with the consent of the student's advisor and the chairman. An exceptionally well-prepared student may substitute up to two 400-level courses for two courses at the 300-level with permission of his advisor and the chairman.
   b. At least one 300-level course must be chosen from each of the following fields: African, American, Latin American, and European.

2. Reading knowledge of one foreign language, preferably French, German, or Spanish. The department will accept as evidence of reading knowledge of a foreign language 18 quarter hours (12 semester hours) of college study successfully completed, or four years of high school study.
Students who have earned less than 18 quarter hours or the equivalent in the study of a single foreign language must have evidence of reading knowledge by passing an examination set by the department. Examinations are available only in languages taught at the university.

3. A written or oral comprehensive examination covering two of the fields of history written below. The student may elect either the written or the oral examination.

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<thead>
<tr>
<th>Field</th>
<th>Offered in</th>
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<tbody>
<tr>
<td>Medieval Europe, 400-1500</td>
<td>Great Britain since 1700</td>
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<tr>
<td>Modern Europe to 1850</td>
<td>Latin America</td>
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<tr>
<td>Modern Europe since 1850</td>
<td>United States to 1860</td>
</tr>
<tr>
<td>England to 1700</td>
<td>United States since 1860</td>
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History as a Minor Field

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

Courses for Advanced Undergraduate and Graduate Students

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

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

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

328 English Constitutional History. A study of Anglo-Saxon institutions; feudalism after the Norman conquest; growth of the common law; foundations of Parliament and the development of central administrative systems.
330 The Renaissance and the Reformation. A detailed consideration of the significant political, economic, intellectual, religious, and artistic developments of the early modern period.

332 French Revolution and Napoleon. Political and economic failure of the Old Regime, influence of the philosophers, the rise and fall of revolutionary idealism, the spread of revolutionary principles, the development of imperialism and dictatorship under Napoleon, the settlement of Europe and the Congress of Vienna.

333 Europe from Metternich to Bismarck. The decline of the aristocratic-clerical order, the emergence of capitalism, the appearance of liberal states, and the rise of nationalism in Italy and Germany.

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

335 Europe Since 1914. A study of the main currents of international affairs during the period, and domestic problems of the leading states, with emphasis upon the dynamic of power politics.

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

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

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

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

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

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

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

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

346 The Black Mind in America (formerly 387). Black contributions in the areas of philosophy, theology, politics, literature, and art from 1619 to the present.

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

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

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

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

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

355 Russia Under Khans and Tsars. The Kievan period, the Mongol Invasions, Ivan the Terrible, the emergence of modern Russia, 19th century tsarist autocracy and the formation of the radical tradition.
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<th>Book Title</th>
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<tbody>
<tr>
<td>Soviet Russia, 1905 to the Present</td>
<td>The Bolshevik revolution, Stalin's rise to power, the Five Year Plans, the Second World War and Russia's place in the modern world.</td>
</tr>
<tr>
<td>History of Spain and Portugal</td>
<td>An analysis of the social, economic, political, and intellectual development of the Iberian Peninsula from the time of Ferdinand and Isabella.</td>
</tr>
<tr>
<td>Colonialism and Independence in Latin America</td>
<td>A thorough analysis of Spanish and Portuguese colonizing techniques and comparative development of institutions under the Hapsburgs and Bourbons.</td>
</tr>
<tr>
<td>Liberalism and conservative Response in Latin American Republics</td>
<td>A study of the enlightenment and the various causes behind the revolt of the Spanish and Portuguese colonies from the mother country, including foreign intervention; revolutionary leaders, their ideals and effectivity.</td>
</tr>
<tr>
<td>Contemporary Latin American Republics</td>
<td>An analysis of the major domestic and foreign problems confronting the new republics, including a study of liberalism, conservatism, federalism, socialism, and communism.</td>
</tr>
<tr>
<td>Dictatorships and Militarism in Latin America</td>
<td>A study of causes, characteristics, and effects of dictatorships in Latin America, emphasizing the role of the military.</td>
</tr>
<tr>
<td>Topics in Contemporary United States-Latin American Relations</td>
<td>The development of the Pan-American concept from the Congress of Panama in 1826 up to the Alliance for Progress and the Organization of American States.</td>
</tr>
<tr>
<td>The Caribbean</td>
<td>The history of the Carribean from colonial times to the present, with special emphasis upon the role of the United States in the development of this region.</td>
</tr>
<tr>
<td>The Beginnings of American Civilization to 1760</td>
<td>The discovery, exploration, and settlement of the eastern seaboard, with discussion of significant political, economic, and social consequences.</td>
</tr>
<tr>
<td>The Age of the American Revolution</td>
<td>The establishment of American independence, adoption of the Constitution; the first years of the republic considered in analytical detail.</td>
</tr>
<tr>
<td>Jefferson, Jackson, and the Coming of the Civil War</td>
<td>The historical forces that shaped the early growth and development of the republic.</td>
</tr>
<tr>
<td>Civil War and Reconstruction, 1860-1877</td>
<td>The causes of the war, its development, and major problems of the peace.</td>
</tr>
<tr>
<td>The Emergence of Modern America, 1877-1914</td>
<td>New culture patterns, political party battles, growth of big business and organized labor, Populism and the Progressive period.</td>
</tr>
<tr>
<td>America in the Age of World War, 1914-1945</td>
<td>A consideration of World War I, the Twenties, the Great Depression, the New Deal, World War II.</td>
</tr>
<tr>
<td>The United States Since 1945</td>
<td>Significant developments in American life during the period after World War II.</td>
</tr>
<tr>
<td>America in the Nineteenth Century: The Development of the Pragmatic Tradition</td>
<td>A study of the social development of the American people and of patterns of thought, religion, and art.</td>
</tr>
<tr>
<td>American Civilization in the Twentieth Century: Ideas and History</td>
<td>Continues course 378.</td>
</tr>
<tr>
<td>United States Constitutional History to 1815</td>
<td>Examines the English colonial charters and governments in the 17th and 18th centuries, the constitutional aspects of the American Revolution; the Articles of Confederation, the federal constitution.</td>
</tr>
<tr>
<td>United States Constitutional History, 1915-1920</td>
<td>Explores the concepts of federalism and separation of powers with reference to major Supreme Court decisions; constitutional aspects of Civil War and Reconstruction; problems of industrial regulation.</td>
</tr>
<tr>
<td>United States Constitutional History since 1920</td>
<td>Problems of civil liberties in the post-World War I era, constitutional issues of the New Deal, and the controversies arising during and after World War II, including the major decisions of the Warren court.</td>
</tr>
<tr>
<td>United States Foreign Relations: Independence, Isolation and International Commerce</td>
<td>Development of basic American foreign policies during the formative period; genesis of American imperialism; diplomacy of the World Wars, and the contemporary era.</td>
</tr>
</tbody>
</table>
384 **Topics in American Studies** (formerly 315). Taught in cooperation with the English Department. May carry credit in English or History.

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

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

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

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

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

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

**Courses for Graduate Students**

401 **Historical Method and Bibliography.**

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

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

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

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

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

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

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

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

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

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

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

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

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

Course Offerings

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

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

Lawrence Gluck, Ph.D., Associate Professor, Chairman
Helmut Epp, Ph.D., Associate Professor, Computer Science Program Coordinator
J. Marshall Ash, Ph.D., Professor
Susan Epp, Ph.D., Associate Professor
Constantine Georgakis, Ph.D., Associate Professor
Sigrun Goes, Ph.D., Associate Professor
Jerry Goldman, Ph.D., Professor
Effat Moussa-Hamouda, Ph.D., Associate Professor
Roger Jones, Ph.D., Associate Professor
James Kenevan, M.A., Instructor
N. R. Ladhaawala, Ph.D., Assistant Professor
Jeanne La Duke, Ph.D., Assistant Professor
Glenn Lancaster, Ph.D., Associate Professor
Robert Ogden, Ph.D., Associate Professor
Walter Pranger, Ph.D., Professor
Jacob Towber, Ph.D., Professor
Stephen Vagi, Ph.D., Professor
Michael Wichman, Ph.D., Associate Professor
Y. F. Wong, Ph.D., Associate Professor

The Department of Mathematical Sciences offers programs of study leading to the Master of Science degree in pure and applied mathematics and to the Master of Science degree in mathematics with a concentration in computer science.

Programs in Pure and Applied Mathematics

Purpose

In the Pure and Applied Mathematics programs the goal of the department is to provide the student with the mathematical knowledge required for study and research in mathematics, for the teaching of secondary school mathematics, or for the attainment of career goals in other professions which require a thorough mastery of pure and applied mathematics.

The graduate student in the mathematics programs may choose one of three areas of concentration: 1) pure mathematics; 2) statistics; 3) actuarial science. Each of these concentrations has its own degree requirements. However, the graduate committee may under certain circumstances allow a student to complete a modified program, or a program which consists of a combination of the three areas. In addition, with approval of the graduate committee, a student may take some of his elective courses in computer science.

Prerequisites for Concentrations in Mathematics

Applicants for admission to the Pure and Applied Mathematics programs should have a strong undergraduate major in mathematics which includes at least forty quarter hours of mathematics. Undergraduate preparation for graduate study should include at least two quarters of abstract algebra, real and complex analysis, linear algebra and advanced multivariate calculus (the equivalents of Math. 220, 310, 311, 335, 336, and 337). Applicants without this background may be required to enroll in appropriate undergraduate courses prior to admission to graduate school.
Requirements for Concentrations in Mathematics

General Requirements

1. Forty-eight quarter hours of graduate level work are required. All students must complete the following four basic courses: Math. 400, Math. 401, Math. 410 and Math. 411. In addition, depending upon the student's undergraduate background, he may be required to take Math. 405 (Standards of Mathematical Reasoning) and Math. 406 (Methods of Mathematical Reasoning). The decision as to whether or not a particular student needs to take these courses will be made on an individual basis by the graduate committee.

Requirements for the Specific Concentrations in Mathematics


A student may take any of these exams irrespective of whether he has taken the indicated courses. Complete syllabi of the exams are available from the department.

Electives

3. Electives may be selected according to interest from among the 400 and 500 level mathematics courses and the 300 level mathematics courses admissible for graduate credit.

Program in Computer Science

Purpose

The Department of Mathematical Sciences offers a program of study leading to a masters degree in mathematics with a concentration in computer science.

The goal of the department is to provide the student with the knowledge of computer science required for further graduate study or for the attainment of professional career goals which require a thorough background in computer science.

Prerequisites

Applicants for admission to the program must meet the admission standards of the Graduate School. Students who do not have an undergraduate degree in computer science or in mathematics with a computer science concentration may be required to complete portions of Phase I before starting the masters program (Phase II).

Requirements for the Computer Science Program

Phase I

The first Phase of the curriculum provides students with the background in computer science or mathematics for a successful pursuit of the degree program. Depending on the student's background, all or part of the Phase I curriculum may be waived after consultation with the coordinator of the computer science program.
Computer Science
CSC 340, 341 Computer Science I, II.
CSC 344 Assembly Language.

Mathematics
MAT 150, 151 Calculus I, II.
MAT 220 Linear Algebra with Applications I.
MAT 348 Applied Statistical Methods and Theory I.

See the section Phase I courses for computer science for course descriptions.

Phase II

Forty-eight quarter hours of graduate-level work are required. All candidates must complete the following five core courses.

CSC 420 Discrete Structures.
CSC 442 Data Structures.
CSC 445 Computer Architecture.
CSC 446 Computer Operating Systems.
CSC 447 Concepts of Programming Languages.

In addition, the student must complete five from the following seven advanced core courses.

CSC 448 Compiler Design.
CSC 459 File Management and Organization.
CSC 460 Topics in Operating Systems.
CSC 485 Numerical Analysis.
CSC 486 Advanced Numerical Analysis.
CSC 490 Theory of Computation.
CSC 491 Analysis of Algorithms.

The candidate must also pass a comprehensive exam which will cover the material of the five core courses as well as two topics chosen from the seven advanced courses.

The remaining two courses may be taken from among the 400 or 500 level computer science or mathematics courses or, upon approval by the computer sciences coordinator, from among the graduate level courses in the College of Liberal Arts and Sciences or the College of Commerce.

See the section Graduate Courses in Computer Science for course descriptions.
Graduate Mathematics Courses

Actuarial Science

461 Actuarial Science I. Actuarial numerical methods; theory and applications of compound interest.
462 Actuarial Science II. Theory and application of single-life and other contingencies. (Prerequisite: 461.)
463 Actuarial Science III. Multi-life contingencies, mortality and demographic statistics. (Prerequisite: 462.)
464 Statistics. Introduction to demography and population Statistics. (Prerequisite: 451.)

Algebra

400 Advanced Algebra I. Groups; isomorphism; theorems of Lagrange and Cayley; homomorphism.
401 Advanced Algebra II. Rings; ideals; fields; quotient and extention fields. (Prerequisite: 400.)
402 Advanced Algebra III. Linear Algebra. (Prerequisite: 401.)
504 Topics in Algebra. (Prerequisite: Consent.)
570 Linear Algebra with Applications II. Special theorem for self-adjoint operators in finite dimensional inner product spaces; techniques for computation of eigen values and their applications to physics, statistics, and other fields.

Analysis

410 Real Analysis I. Real numbers; continuous functions on metric spaces; convergence of infinite series and differentiation. (Prerequisite: 335 or its equivalent.)
411 Real Analysis II. Sequences of functions; interchange of limits with differentiation and integration; improper integrals. Functions of several variables. (Prerequisite: 410.)
412 Measure and Integration. Lebesque’s theory of measure and integration; convergence theorems and differentiation; product measure and Fubini’s theorem. (Prerequisite: 410.)
437 Advanced Complex Analysis. Complex integration and calculus of residues, maximum modulus principle; analytic continuation and the monodromy theorem; conformal mapping. (Prerequisite: 411 and 336 or consent.)
481 Applied Fourier Analysis and Special Functions I. (Prerequisite: Graduate Standing.)
482 Applied Fourier Analysis and Special Functions II. (Prerequisite: 481.)
483 Applied Fourier Analysis and Special Functions III. (Prerequisite: 482.)
515 Topics in Real Analysis. (Prerequisite: Consent.)
516 Topics in Complex Analysis. (Prerequisite: Consent.)

Computer Science

The following courses in computer science may be used to satisfy elective requirements in a program in pure and applied mathematics. See the section Graduate Courses in Computer Science for course descriptions.

420 Discrete Structures.
472 Logical Deduction and Computers.
485 Numerical Analysis.
486 Advanced Numerical Analysis.
487 Operations Research I.
488 Operations Research II.
490 Theory of Computation.
491 Design and Analysis of Algorithms.
497 Information theory.
Education

651 Calculus and Analysis for Secondary School Teachers I.
652 Calculus and Analysis for Secondary School Teachers II.
653 Calculus and Analysis for Secondary School Teachers III.

Foundation Courses

405 Standards of Mathematical Reasoning. This course has a single purpose: to enable the student to distinguish correct proofs from incorrect ones.
406 Methods of Mathematical Reasoning. The purpose of this course is to enable the student to manipulate mathematical definitions, and construct correct mathematical proofs.

Geometry

480 Introduction to Topology. Definition of topological space; subspaces; continuity; separation axioms; axioms of countability; metric spaces; products and quotients; connectedness and compactness.
520 Geometry I. Incidence and separation properties of plane; congruence; parallel postulate; area theory; ruler and compass construction.
521 Geometry II. Reimannian and hyperbolic geometry; metric axioms; triangles and angle sums; consistency of hyperbolic postulates. (Prerequisite: 520.)
522 Topics in Geometry. (Prerequisite: Consent.)
581 Differential Geometry.

Statistics and Probability

451 Probability and Statistics I. Probability spaces; random variables and distributions; laws of large numbers and central limit theorem. (Formerly 351.)
452 Probability and Statistics II. Joint probability distributions and correlations; sampling distributions; theory of estimation. (Prerequisite: 451.)
453 Probability and Statistics III. Testing of hypotheses; simple linear regression; one-way analysis of variance; nonparametric statistics. (Prerequisite: 452.)
454 Multivariate Statistics. The general linear model for multivariate regression and analysis of variance; principal components and factor analysis. (Prerequisite: 453.)
455 Stochastic Processes. Markov chains; branching processes; Poisson process; queuing theory; telephone traffic problems. Brownian motion. (Prerequisite: 451.)
456 Applied Regression Analysis. Simple linear, multiple, polynomial and nonlinear regression models. Selection of best regression equation and examination of residuals for homoscedasticity and autocorrelation. Data analysis with the aid of computer programs. (Prerequisite: 352 or its equivalent.)
457 Nonparametric Statistics. Inference concerning location and scale parameters, goodness of fit tests, association analysis, and tests of randomness using distribution free tests. (Prerequisite: 351 or 242 and consent.)
458 Statistical Quality Control. Control charts for means, standard deviations and attributes; acceptance sampling inspection using one and multi-stage sampling methods. Emphasis on industrial quality control problems. (Prerequisite: 351 or 242 and consent.)
511 Business and Economic Forecasting. This course will be primarily concerned with macroeconomic data, variables, and predictions. Emphasis will be on the need for accurate predictions of economic policy and in making intelligent business decisions. (Prerequisite: Graduate Standing.) (Cross-listed with Econ. 511.)
512 Applied Time Series and Forecasting. Theory and computer implementation of the Box-Jenkins Techniques with emphasis on forecasting Business and Industrial activity. (Prerequisite: Math. 353 or consent.) (Cross-listed with Econ. 512.)
548 Applied Statistical Methods and Theory I. The objective of the sequence, of which this is the first course, is to develop competence in the application and understanding of the theoretical foundations of statistical methods. Emphasis is given to both the application of such methods to real life data and the underlying theoretical rational of the application. Among the topics to be covered are elements of probability theory; discrete and continuous probability models; principles of estimation theory and hypothesis tests with emphasis on large and small samples inference concerning means, variances and proportions. (Prerequisite: Elementary Calculus and one course in Elementary Statistics such as BMS 142.)

549 Applied Statistical Methods and Theory II. A continuation of Math. 548. Emphasis is given to statistical methods of inference. Topics to be covered are sample survey methods; cross classifications and the X^2 tests; analysis of variance and some experimental designs; simple and multiple regression; non-parametric inference and time series. (Prerequisite: Math. 548.)

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

580 Topics in Quantitative Economics. This course is designed to acquaint students with certain areas of quantitative and mathematical economics. To a great extent the content of the course will depend upon the individual instructor. Topics generally included in this course are actively analysis, linear programming, game theory, input-output analysis, growth theory, and ........

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

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

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

Miscellaneous

599 Independent Study.

Graduate Courses in Computer Science
(These courses are designated CSC.)

420 Discrete Structures. Finite algebraic structures and their application to various areas of computer science. Elements of combinatorics and graph theory.
433 **Computer Simulation.** Computer simulation of social, biological and physical systems. Simulation languages DYNAMO, GPSSII, GASP, SIMSCRIPT, SIMPAC, and SIMULATE. (Prerequisite: 149 or 303 or 305.) Laboratory fee.

442 **Data Structures.** Representation and management of data in a computer. String representation and manipulation. Text editors and word processors, arrays, stacks, queues, linked linear lists, trees and graphs, sorting and searching. (Prerequisite: 341 or equivalent.) Laboratory fee.

445 **Computer Architecture.** A comparative study of past and present computers. A formal description language, large scale systems and minicomputer systems' microprogramming. (Prerequisite: 344 or 396 or consent.) Laboratory fee.

446 **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.

447 **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: 442 or consent.) Laboratory fee.

448 **Compiler Design.** Design and structure of higher level programming languages. Symbol tables, lexical and syntactic scan, bootstrapping techniques. (Prerequisite: 447.)

459 **File Management and Organization.** Hardware and its parameters. File system organization including indexed and tree structured files. File system evaluation. Data base implementation. Reliability and protection of data base. (Prerequisites: MAT 152, CSC 442.)

460 **Topics in Operating Systems.** A survey of current literature including system description, allocation strategies, modeling and performance measurements. (Prerequisite: 446.)

469 **Computer Graphics.** A survey of hardware used for computer graphic displays. Mathematical software including projections and other transformations. Displays file and data structures. Hidden-line and surface algorithms. Real time displays. (Prerequisites: Math. 220, CSC 341, or consent.)

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

480 **Artificial Intelligence.** Introduction to machine simulation of human intelligence. Topics covered include problem solving, game playing, learning. The LISP programming language will be used. (Prerequisite: 447.)

485 **Numerical Analysis.** Use of a digital computer for numerical computation. Error analysis, Gaussian elimination and Gauss-Seidel method, solution of non-linear equations, function evaluation, approximation of integrals and derivatives, Monte Carlo methods. (Prerequisites: Math. 220 and a programming course.)


487 **Operations Research I. Linear Programming.** The Linear Programming problem and its dual; the simplex method; transportation and warehouse problems; computer algorithms and applications to various fields. (Prerequisites: MAT 220 and any introductory programming course.)

488 **Operations Research II. Optimization Theory.** Integer programming; non-linear programming; dynamic programming; queuing theory; game theory. (Prerequisite: 487.) (Cross-listed with MAT 388.)

490 **Theory of Computation.** An introduction to the mathematic foundations of computation. Random access and Turing machines, recursive functions, algorithms, computability, and computational complexity. (Prerequisites: 442 and 420.) (Cross-listed with MAT 490.)

491 **Design and Analysis of Algorithms.** Measures of complexity of algorithms. Efficient algorithms for sorting, graph manipulation and integer arithmetic. NP—complete problems, intractable problems. (Prerequisite: 490.)

494 **Software Methodologies.** A survey of recent techniques for software development and
software management. Problem specification, software design and testing; evaluation and documentation. Students will participate in a class project which will be integrated with the lectures. (Prerequisite: Three courses at the 400 level.)

496 **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: Consent of instructor.) Laboratory fee.

497 **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: MAT 311 and MAT 351 or consent.) (Cross-listed with MAT 497.)

560 **On-Line Systems of Telecommunications.** Topics in On-Line File systems. Distributed processing. Study of large scale on-line systems.

573 **Data Bases and Data Management.** Integrated data bases, architecture of data base systems, storage structures, integrated management systems, on-line file organization, teleprocessing. (Prerequisites: 304, 442, 442, or consent.) Laboratory fee. (Cross-listed with MGT 573.)

574 **Advanced Topics in Data Base.** Study and comparison of relational, hierarchical and network data base systems. Problems of implementation of Data Base management systems. Critical evaluation of commercial Data Base systems.

603 **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.

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

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

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

**Phase I Courses for Computer Science**

340 **Computer Science I.** An introduction to computer science using PL/I. Conceptual models of a computer, machine language, flowcharts, loop 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.

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

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.)

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

348 **Applied Statistical Theory and Methods I.** Elements of probability theory; discrete and continuous probability models; principals of estimation theory and hypotheses tests with emphasis on large and small samples inference concerning means, variances and proportions. (Prerequisite: Elementary calculus and one course in elementary statistics such as BMS 142.)
School of Music
Frederick Miller, D.M.A., Dean
Wesley Vos, Ph.D., Associate Dean

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

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

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

Sr. Mary Jeremy Buckman, R.S.M., Ph.D., Associate Professor, Chairman
Joan K. Arteberry, Ph.D., Assistant Professor
Ann C. Clark, M.S.N., Assistant Professor
Elaine J. Fila, M.S.N., Associate Professor
Herbert A. Nishikawa, M.S.N., Associate Professor
Grace G. Peterson, M.N.A., Associate Professor
Patricia A. Wagner, M.S.N., Associate Professor

Purpose

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

Beliefs, objectives, and conceptual framework of the graduate program are in concert with those of the University and of the undergraduate program in nursing. The graduate student is expected to build on the basic nursing concepts through the process of systematic inquiry, enhanced concept development, and exploration and testing of theories in nursing. Experiences are designed to assist the student in making new relationships between forces and factors that affect nursing and health care delivery.

All students follow the same curriculum pattern for the first three quarters of the program with emphasis on the science and practice of nursing. (During the 4th and 5th quarters, students prepare for role specialization through learning experiences designed to meet desired goals.) Cognate courses are taken to support and enhance both advance nursing practice and/or functional role. Students are expected to be self-directive in pursuing graduate study. The program design is flexible enough to permit faculty and student to plan learning experiences incorporating the student’s identified goals along with the program objectives. Evaluation is on-going throughout the program.

Characteristics of the Graduate

The Graduate of the Master’s Program in Nursing is able to:

1. Contribute to theory development relevant to Nursing by:
   — Initiating a systematic inquiry into health care phenomena.
   — Exploring concepts from the general domain.
   — Testing concepts for applicability in Nursing.
   — Perceiving change in conceptual relationships as a pathway to theory development.

2. Conduct research relevant to Nursing by:
   — Utilizing selected modes of investigation.
   — Isolating elements of theoretical constructs for systematic examination.
   — Analyzing research findings for implication to health care practice.
   — Integrating findings into concept based practice.

3. Engage in advanced practice of Nursing by:
   — Bringing vision, creativity and an open mind to the practice setting.
   — Interacting with man holistically.
   — Utilizing the Nursing Process based on a conceptual model of practice.
   — Expediting man’s quest for health.
   — Making judgments utilizing a theoretical base.
   — Adapting in a variety of settings using systems perspective.
   — Utilizing nursing theory as rationale for independent action.
4. Actualize leadership role by:
   — Synthesizing theoretical constructs to nursing.
   — Using a consultative model.
   — Initiating strategies to promote change in social systems.
   — Evaluating outcomes of own actions.
   — Participating in peer review.
   — Taking risks by sharing ideas, feelings, expertise.
   — Expressing ideas openly through various channels.

5. Engage in ethical and humanistic practice by:
   — Assuming responsibility for own actions.
   — Pursuing independent learning.
   — Valuing the quality of life.
   — Utilizing a multicultural focus.

**Prerequisites**

1. Eligibility for admission to the Graduate School.
2. Completion of a baccalaureate degree program accredited by the National League for Nursing with upper division Nursing Major.
3. Completion of a basic statistics course or its equivalent.
4. Acceptable baccalaureate and/or graduate G.P.A. performance.
5. Current licensure as a registered professional nurse in Illinois with professional liability insurance.
6. Written the Graduate Record Examination, Aptitude Test.
7. A preferred academic background to include strength in social/cultural; and in human physiology/pathophysiology.
8. Applicants who completed other curricula will be considered individually.

**Admission**

1. Complete application to Graduate School and return it as directed.
2. Submit results of Graduate Record Examination.
3. Request transcripts of previous schooling be sent to Graduate School (two copies). Graduates of DePaul must also request transcripts be sent to Graduate School.
4. In addition, to the above, submit with the application:
   a) Statement of your philosophy of nursing;
   b) Reasons for pursuing advanced degree;
   c) One page biographical sketch.
5. Applications are reviewed by the Department of Nursing and enrollment is limited.

**Degree of Master of Science**

**Requirements**

1. Completion of a minimum of 58 quarter hours with an overall G.P.A. of 3.00 on all graduate work attempted.
2. Completion of (in written form) a research project. (Final approval dates are the same as thesis requirements.)
3. Satisfactory performance on a comprehensive oral examination. To qualify for this exam:
   a) Completion of all nursing courses.
   b) Completion or concurrently enrolled in cognate courses.
   c) Completion of research project.
### Curriculum

#### FIRST YEAR

<table>
<thead>
<tr>
<th>Autumn Quarter</th>
<th>Qtr.</th>
<th>Winter Quarter</th>
<th>Qtr.</th>
<th>Spring Quarter</th>
<th>Qtr.</th>
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<tbody>
<tr>
<td>Psy. 409—Statistics for Behavioral Sciences</td>
<td>4 Hrs.</td>
<td>N.401—Research in Nursing I</td>
<td>2 Hrs.</td>
<td>N.438—Perspectives in Nursing</td>
<td>4 Hrs.</td>
</tr>
<tr>
<td>N.400—Theoretical Components in Nursing Cognate</td>
<td>4 Hrs.</td>
<td>N.436—Advanced Clinical Nursing I</td>
<td>6 Hrs.</td>
<td>N.437—Advanced Clinical Nursing II</td>
<td>6 Hrs.</td>
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<td></td>
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<td>N.405—Research in Nursing II</td>
<td>4 Hrs.</td>
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#### SECOND YEAR

<table>
<thead>
<tr>
<th>Autumn Quarter</th>
<th>Qtr.</th>
<th>Winter Quarter</th>
<th>Qtr.</th>
<th>Spring Quarter</th>
<th>Qtr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>N.455—Issues and Trends in Curriculum</td>
<td>4 Hrs.</td>
<td>N.459—Practicum in Teaching</td>
<td>8 Hrs.</td>
<td>Oral Examination</td>
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</tr>
<tr>
<td>N.458—Dynamics of Teaching OR</td>
<td>4 Hrs.</td>
<td>Cognate</td>
<td>4 Hrs.</td>
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</tr>
<tr>
<td>N.451—Effective Organization and Management of Nursing Service</td>
<td>4 Hrs.</td>
<td>N.457—Practicum in Nursing Service Administration Cognate</td>
<td>4 Hrs.</td>
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<tr>
<td>N.452—Dimensions of Nursing Service</td>
<td>4 Hrs.</td>
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### Graduate Course Offerings

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

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

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

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

437 **Advanced Clinical Nursing II.** Continuation of Nursing 436 with focus on the distributive setting. Clinical investigation centers on utilization of theories in expanding the framework used in the nursing process. 6 quarter hours. (Prerequisite: Nursing 436.)

438 **Perspectives in Nursing.** Emphasis is placed on major current issues confronting professional nursing. The leadership role of the nurse as innovator and activator in the health and welfare structure. Exploration of new concepts relating to community health programs. Cooperative and collaborative participation of the nurse in task forces, research, and community education. 4 quarter hours.

450 **Seminar in Selected Topics in Nursing.** This course is reserved for:

   a) Individual study at a graduate level.

   b) Special seminars organized from time to time to accommodate the needs of groups in specialized subjects of topical interest. 4 quarter hours.
451 Effective Organization and Management of Nursing Services. Basic theoretical and philosophical concepts fundamental to administration of nursing service. Functions of administration with special reference to hospital department of nursing service. 4 quarter hours. (Prerequisite: Nursing 437 or consent of instructor.)

452 Dimensions of Nursing Services. Components of the role of director of nursing service. Aspects of nursing service including disaster planning, staff development, professional standards board; research and its utilization; management by objectives; unions. 4 quarter hours. (Prerequisite: Nursing 451 or consent of instructor.)

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

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

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

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

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

Gerald F. Kreyche, Ph.D., Professor, Chairman
L. Edward Allemand, Ph.D., Professor
Rev. John Battle, C.M., Ph.D., Professor Emeritus
Bernard J. Boelen, Ph.D., Professor
Panvis Emad, Ph.D., Professor
Rev. Francis H. Eterovich, O.P., Ph.D., Professor
Manfred S. Frings, Ph.D., Professor
Martin Kalin, Ph.D., Professor
James Keating, Ph.D., Professor
Robert Lechner, C.Pp.S., Ph.D., Professor
Rev. Thomas Munson, Ph.D., Professor
Mary Jean Larrabee, Ph.D., Assistant Professor

Purpose

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

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

Implementation

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

Degree of Master of Arts

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

Prerequisites

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

Requirements

I. Thesis Program

1. Completion of forty-four quarter hours of graduate study, of which up to eight quarter hours may be applied to the thesis.
   a) Twenty-eight quarter hours will normally be selected from philosophy offerings numbered 400 and over.
b) Up to twelve quarter hours may be selected from philosophy offerings numbered 300 and over, or, if the necessary prerequisites are met and with the consent of the faculty, twelve quarter hours in related fields.

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

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

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

II. Non-Thesis Program.
1. Completion of forty-four quarters of graduate philosophy offerings.
   a) Thirty-two quarter hours will normally be selected from philosophy offerings numbered 400 and over.

   b) Requirements the same as Thesis Program under 1.b above.

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

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

Degree of Doctor of Philosophy

Prerequisites

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

Requirements

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

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

2. Three consecutive quarters of full-time residence. (Full-time study demands registration for a minimum of 10 quarter hours.)
3. Completion of forty-eight quarter hours in offerings numbered 400 and over. These must include courses, seminars and independent study. Each graduate fellow/assistant must register for 682, Teaching Colloquium. Registration may be made in two different quarters for two credits each on a Pass/Fail basis.

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

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

6. Admission to candidacy. This is achieved when the student has completed requirements 1 through 5 above.

7. A dissertation. (Committee approval of the topic and outline will not be given prior to completion of requirement 5.)

8. An oral examination constituting a “defense of the dissertation,” or a public lecture.


10. The student is reminded that he must be registered in resident or non-resident candidacy continuation (Cf., Page 27) each quarter between his achievement of candidacy and his graduation.

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

Course Offerings

The following courses listed under the 300 series are background, general orientation, courses intended for the advanced student in undergraduate philosophy or beginning students in graduate philosophy.

I. Cognitive Skills
301 Basic Logic.
302 Symbolic Logic. (301 recommended, but not required.)
303 Critical Thinking.
305 Philosophy of Language.

II. History, Traditions, and Foundations
310 Greek Thought: The Roots of Western Culture.
311 Medieval Thought: Reason and Faith.
312 Modern Thought: Ideas in Revolution.
313 Contemporary Thought: The Human Condition.
314 Existentialism.
315 American Philosophy: Political Ideals & Pragmatism.
320 Systems of Metaphysics.
321 Theories of Knowledge.
325 Basic Concepts of Phenomenology.

III. Value Studies
330 Ethical Theory.
332 Values and Human Experience.
333 Social Issues and Ideology.
334 Philosophy of Person.
340 Philosophy of Religion.
341 Philosophy of the Arts.
342 Philosophy of Law.
343 Philosophy of Work and Play.

IV. Topics and Controversies
350 Philosophy and the Natural Sciences.
351 Philosophy and Sociology.
352 Philosophy and Psychology.
353 Philosophy and History.
361 Figures in Intellectual History.
362 Themes in Eastern Thought.
370 Existential Thinking.
380 Ethics; Selected Problems (e.g., Medical Ethics, Business Ethics).
381 Philosophy of Love.
382 Insights of Myth.
383 Philosophical Themes in Literature.
390 Selected Topics (e.g., phenomenology of resentment, theory of interpretation, philosophy and technology, etc.).
391 Independent Study.

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

Traditional and Anglo-American Philosophers

Section A: Traditional Philosophers

410 Philosophy of Plato I: A study of Plato's life and early dialogues.
411 Philosophy of Plato II: A study of the middle and later dialogues.
420 Philosophy of Augustine: A study of Augustine's philosophy through an examination of his major writings.
425 Philosophy of Aquinas I: A study of the factors that gave rise to the culmination of Scholasticism and the birth of Thomism; characteristics of the Thomistic revolution: his critical spirit, interpretation of previous thinkers, and organization of materials; the relation between philosophy and theology.
426 Philosophy of Aquinas II: A study of Aquinas' natural philosophy, philosophical anthropology, metaphysics, ethics, and aesthetics.
435 Philosophy of Descartes. An examination of Descartes' role as the father of modern philosophy; a study of the Regulae, the Discours, and the Meditationes.
440 Philosophy of Spinoza. A study of the Ethics and/or the Theologio-Political Treatise.
Section B: Anglo-American Philosophers

451 The Philosophy of James. A study of William James' Pragmatism and Radical Empiricism with special attention to the writings of James that interest the contemporary phenomenologist.

453 The Philosophy of Peirce. An examination of the development of Peirce's thought from his concern with scientific method, through his development of the theory of thirds, to Peirce's own particular pragmatism.


457 The Philosophy of Royce. An examination of the thought of Josiah Royce with emphasis on his early psychology and epistemology, the metaphysics of The World and the Individual, the moral teaching of The Philosophy of Loyalty, and the philosophy of the community in The Problem of Christianity.

459 The Philosophy of Santayana. A study of his major works such as Skepticism and Animal Faith, The Life of Reason, and The Sense of Beauty.

465 Philosophy of Russell. An examination of Russell's philosophical development and influence; a study of selected essays (e.g., Logic and Knowledge) and/or a major work (e.g., An Inquiry into Meaning and Truth).

470 Philosophy of Wittgenstein I. A study of Wittgenstein's earlier works, particularly the Tractatus Logico-Philosophicus.

471 Philosophy of Wittgenstein II. A study of Wittgenstein's later works, particularly the Philosophical Investigations.

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


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

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

Continental Philosophers

Section A: German Philosophers

The Philosophy of Kant. A critical study of Kant's thought and evaluation of his influence in subsequent philosophies by a textual study of:

510 Kant I. Critique of Pure Reason.

511 Kant II. Critique of Practical Reason.

512 Kant III. Critique of the Faculty of Judgment.

The Philosophy of Hegel. A study of Hegel's thought in his milieu and influence through a textual study of:

515 Hegel I. Phenomenology of Spirit.

516 Hegel II. Science of Logic.

517 Hegel III. Philosophy of Right.

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

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

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

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

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

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

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

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


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

The Philosophy of Husserl. Representative Problems.

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

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

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

The Philosophy of Scheler. A critical study of his thought by focusing on areas such as:


541 Scheler II. Phenomenology of Sociology.

542 Scheler III. Philosophical Anthropology and Metaphysics.

The Philosophy of Nicolai Hartmann.

545 Hartmann I. A study of his ethics and discussion of his relation to the phenomenological movement.

546 Hartmann II. A study of Hartmann's Ontology of Reality.

The Philosophy of Heidegger. A critical study of Heidegger's thought by focusing on:

550 Heidegger I. Thoughts from Being and Time to the Essence of Truth.

551 Heidegger II. Thoughts from Comments on Holderlin to Time and Being.

552 Heidegger III. Presocratic thought.

553 Hermeneutics I. A critical study of Gadamer's principles of the philosophical hermeneutic by focusing on his *Truth and Method*.

555 Hermeneutics II. A continuation of Philosophy 553 stressing Gadamer's *Shorter Essays*.

Section B: French Philosophers

560 The Philosophy of Gabriel Marcel. A study of Marcel's Philosophy of existence with special attention given to his major work, *The Mystery of Being*.

565 Merleau-Ponty I. A study of the Phenomenology of Perception with consideration of Merleau-Ponty's place and influence in contemporary philosophy.

566 Merleau-Ponty II. A study of the themes of his social philosophy and final ontology.

The Philosophy of Sartre

570 Sartre I. A study of *Being and Nothingness* with attention given to Sartre's early phenomenological studies as background and to some of his literary works as illustrations of his ontology, such as *Nausea* and *Saint-Genet*. 102
Sartre II. The Social Thought of Jean-Paul Sartre. A study of A Critique of Dialectic Reason along with appropriate literary works and more recent political writings.

The French Spirituallist Tradition. A study of the "philosophers of the spirit," beginning with Maine de Biran and ending with a study of Louis Lavelle's work, Dialectic of the Eternal Present, as particularly representative of this philosophic tradition.

The Philosophy of Henri Bergson. A study of the Two Sources of Morality and Religion as a means of considering the whole life-philosophy of Bergson.

The Philosophy of Paul Ricoeur. A study of Ricoeur's philosophy and phenomenology of the will with stress on its background and its place in contemporary French phenomenology.

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

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

Seminars (1977-1979)

Seminar on Contemporary Thomism: A study of (a) traditional Thomism as represented by J. Maritain, E. Gilson, and the former River Forest group; (b) transcendental Thomism as represented by Marechal, Rahner and Lonergan; (c) developmental Thomism.


Seminar on the Person. Scheler's view on the moral, religious, and metaphysical dimensions of the human person as individual and as member of society.

Seminar on the Philosophy of History. Reflections on history as a phenomenon, and history as a science with reference to thinkers such as Augustine, Hegel, Marx, Spengler, Heidegger, etc.

Seminar on Medieval Philosophy. Textual problems and controversies.

Seminar on Heidegger and the Fragments of Heraclitus.

Seminar on the Metaphysics of the Absolute. An investigation of the model of traditional metaphysics as criticized by contemporary thinkers.


Seminar on the Phenomenology of Language. A study of the problems of language and interpretation in Heidegger's thought.

Seminar on Contemporary Problems. Provides the student with experience in applied phenomenology. Topics such as phenomenology of death, phenomenology of shame, phenomenology of resentment etc., will be treated at various times. (This may be taken twice when different topics are offered.)


Problems in Ethics. A reappraisal of American ethical values and problems made in view of the present moral and cultural revolution taking place in the nation.

Seminar in Ethics and International Relations.

Seminar on Theories of Value.

Seminar on American Social Philosophy.


Seminar on Gabriel Marcel. A study of Marcel's philosophy in relation to his literary works and a consideration of the journal as a philosophical style.
664 Seminar on the Problem of the Transcendent in Contemporary French Philosophy. Special consideration of Emmanuel Levinas' *Totality and Infinity*.

667 Seminar on the Philosophy of Mythology. An examination of the relationship of mythology and the foundations of philosophical theory.

668 Seminar on Maurice Merleau-Ponty. A consideration of Merleau-Ponty's later work, especially *The Visible and the Invisible*, as it relates to his earlier writings and the problematics of being.

672 Seminar on Paul Ricoeur. A study of the linguistic and hermeneutical problems in Ricoeur's recent writings, *Le conflit des Interpretations*.

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

685 Seminar on Phenomenology of Art and Beauty.

687 Seminar on Textual Exercises. A study into the historical development of basic philosophical concepts such as substance, space, freedom, being and their different uses in various epochs in the texts of thinkers from Plato to Hegel.

699 Thesis Research. Independent investigation of a philosophical problem for the thesis-dissertation. This problem is assigned by the Chairman or his designate after consultation with the student. Overall direction and advisement is given by the thesis director.

700 Independent Study.

701 Resident Candidacy Continuation. Students admitted to candidacy for the doctoral degree who have completed all course and dissertation registration requirements but who are regularly using the facilities of the University for study and research are required to be registered each quarter of the academic year until the dissertation and final examination have been completed. Non-credit, $274.00 per quarter. (Prerequisite: Admission to Candidacy.)

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

Edwin J. Schillinger, Ph.D., Chairman, Physics Education
Donald O. Van Ostenburg, Ph.D., Professor, Chairman, Graduate Committee, Solid State Physics
Mary L. Boas, Ph.D., Professor, Mathematical Physics
Anthony F. Behof, Ph.D., Associate Professor, Experimental Nuclear, Optics
Zuhair M. El Saffar, Ph.D., Professor, Solid State Physics
Gerald P. Lietz, Ph.D., Associate Professor, Experimental Biophysics
Margaret Stautberg Greenwood, Ph.D., Associate Professor, Nuclear Physics
Thomas G. Stinchcomb, Ph.D., Professor, Medical Physics
Por-Nyong Yi, Ph.D., Associate Professor, Molecular Physics, Biophysics
Professor Emeritus: Julius J. Hupert, Ph.D.

Purpose

The objective of the Graduate Physics Department is to develop in its students professional competence in the science so that they may pursue successful careers in industry, teaching, or continue their studies toward the doctorate. To fulfill this purpose, the University offers the degree of Master of Science in Physics and the degree of Master of Science in the Teaching of Physics. The latter degree develops breadth in the fundamentals of physics for those students interested in high school and junior high school teaching.

As a public service to the educational, scientific and technological communities of the Chicago area, the department offers graduate and advanced undergraduate courses in the evenings for industrial scientists and engineers. The evening program emphasizes the physics and mathematical skills so necessary for the successful mastery of sophisticated and rapidly changing technologies.

Degree of Master of Science

Prerequisites

An applicant for admission as a regular graduate student for the degree of Master of Science in Physics must have satisfactorily completed a suitable program in advanced physics beyond a General Physics course. Candidates with less extensive backgrounds should consult with the chairman of the Graduate Committee about suitable programs to correct their deficiencies.

Requirements

1. Completion of a minimum of 44 quarter hours (11 courses) is required. This is obtained through selection of the following courses, each carrying four quarter hours credit.

   (a) The required courses are:

   i. Mathematical Physics 395.

   ii. The three “primary core” courses: Theoretical Physics 410, 411 and 412.

   iii. Two of the following secondary core courses: Theoretical Mechanics 440, Electrodynamics 420, Quantum Mechanics 460.

   iv. Thesis Research, Physics 480. As a rule, one course effort is applied to the thesis research. An additional course credit (4 quarter hours) for thesis research may be allowed with the approval of the student’s Faculty Advisor. In no case will more than two thesis research course registrations be applied to the M.S. degree.

   (b) The remaining courses may be selected as follows:

   i. At least two more 400 level physics courses.

   ii. The final one or two courses may be chosen from 300 or 400 level courses in physics,
biology, chemistry, mathematics, or other minor field with the approval of the Graduate Committee.

2. Upon the satisfactory completion of items a) (i) and (ii) and a candidacy examination the student will be eligible to begin Thesis Research, Physics 480.

3. A thesis based on independent research in theoretical or experimental physics is required. A review thesis reflecting study of a broad subject or development of an interdisciplinary, historical or educational theme is acceptable.


Degree of Master of Science in the Teaching of Physics

Applicants working towards the degree of Master of Science in the Teaching of Physics must have satisfactorily completed a complete sequence of courses in General Physics and in mathematics up to and including Integral Calculus. Individual programs will be planned in consultation with a staff member.

Other Degree Programs

As a part of the University's program for interdisciplinary degrees of Master of Science, the Physics Department, in cooperation with the Departments of Mathematics, Biological Sciences, and Chemistry offers programs in Mathematical Physics, Medical Physics, and Chemistry and Physics of Materials. Other interdisciplinary master's degree programs involving physics may be evolved to meet the goals of capable students. For details consult the Chairman of the Graduate Committee. (See Committee on Interdisciplinary Studies Program.)

Undergraduate Courses Available as Graduate Credit

The following list represents courses scheduled as undergraduate courses. To be used as graduate credit, a grade of B or better must be earned.

310 Mechanics.
320 Electricity and Magnetism.
331 Modern Circuit Theory.
336 Electronic Circuits.
340 Thermal Physics.
350 Optics.
360 Twentieth Century Physics I.
361 Twentieth Century Physics II.
380 Experimental Physics I.
381 Experimental Physics II.
382 Experimental Physics III.
395 Methods of Theoretical Physics III.

Graduate Courses

These courses carry, as a rule, 4 quarter hours of credit. When a deviation from this rule is justified, the applicable number of credit hours is shown in the specific schedule applicable to the academic quarter in question. Scheduling of courses is announced quarterly.

410 Theoretical Physics I. Lagrangian formalism; angular momentum; central forces and celestial mechanics; particle systems and rigid body rotation about fixed axis; accelerated coordinate systems.
411 Theoretical Physics II. Electrostatics and magnetostatics in vacuum and in media; Gauss’ Theorem; Poisson’s equation; Green’s Theorem; Stoke’s Theorem; the vector potential; electromagnetic induction; Maxwell’s equations; the Poynting vector; electromagnetic wave propagation; scattering; electron theory and dispersion.

412 Theoretical Physics III. Schroedinger equation, operators, eigenvalues; series of eigenfunctions; physical interpretation; one and three-dimensional applications.

420 Electrodynamics I. Review of Maxwell’s equations and time dependent electromagnetic fields; bounded structures and guided waves; electromagnetic radiation, including multipole radiations and radiation from systems of radiators. (Prerequisite: Physics 411.)

421 Electrodynamics II. More problems in radiation, use of Green’s functions, charged particle radiations, bremsstrahlung and Cerenkov radiation; special theory of relativity and four-vectors as applied to electromagnetic phenomena; field invariants. (Prerequisite: 420.)

424 Electrodynamics of Plasma. Introduction to plasmas; single particle motions in electric and magnetic fields; treatment of plasmas as fluids; electrodynamic properties of plasmas. (Prerequisite: Physics 411.)

440 Theoretical Mechanics I. Variational principles; Lagrangian mechanics; two-body collisions; the two-body central force problem; rigid body dynamics and special relativity theory. (Prerequisite: Physics 410.)

441 Theoretical Mechanics II. Hamilton’s equations of motion; canonical transformations; Hamilton-Jacobi Theory; small oscillations; and introduction to the Lagrangian and Hamiltonian formulations for continuous systems and fields. (Prerequisite: Physics 440.)

442 Applied Mechanics. Mechanics of continuous media; strain and stress tensors; fluid dynamics; mechanical waves; applications to acoustics and geophysics. (Prerequisite: Physics 410.)

445 Statistical Mechanics. Principles of statistical mechanics; applications to weakly interacting systems such as the classical plasma and Fermi gas; strongly interacting systems; transport theory; fluctuations and irreversible processes, phase transitions.

454 Modern Optics. An advanced optics course with emphasis on topics in coherence theory, polarization of light, Fourier transform spectroscopy, optical transfer functions and holography.

460 Quantum Mechanics I. Review of basic quantum theory; vector spaces; linear operators; observables; commutators; projection operators; representations. (Prerequisite: Physics 412.)

461 Quantum Mechanics II. Angular momentum theory; rotations, spin, addition of angular momenta, Clebsch-Gordon coefficients, Wigner-Eckart Theorem; systems of identical particles; invariance.

464 Atomic and Molecular Physics. The experimental foundations for theories of atoms and molecules, with emphasis upon spectroscopy.

465 Nuclear Physics. Theoretical and phenomenological approaches to nuclear structure and strong, electromagnetic, and weak interactions of nuclei. Topics of study include the theory of scattering and decay of nuclei, resonances, nuclear models. (Prerequisite: Physics 412 or equivalent.)

466 Radiation Physics. Interactions of X-rays, nuclear radiations, etc. with matter; radiation detectors; dosimetry; shielding; applications to medical physics. (Prerequisite: Physics 361 and 395 or equivalent.)

490 Solid State Physics I. Periodicity and classification of crystal structure; X-ray diffraction; reciprocal lattice; crystal binding; phonons, Debye theory of heat capacity; inelastic scattering, anharmonic interactions and thermal conductivity.

491 Solid State Physics II. The free-electron gas model; energy band theory; theory of metals and alloys; intrinsic and impure semiconductors; transport phenomena; dia- and para-magnetism, ferromagnetism, and antiferromagnetism.

492 Solid State Device Physics. Physics background for the operation of such devices as the bipolar transistor; the junction field effect transistor (JFET); surface field-effect transistors (MOSFETS); charge coupled devices; Gunn oscillators; the solar cell, etc.

495 Mathematical Physics. Topics in mathematical physics more advanced than 395, such as group theory; tensor analysis; functional analysis (linear vector spaces, operators, generalized functions); Green’s functions; differential and integral equations.

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Seminars and Independent Study Courses

478 Seminar in Selected Topics of Physics. This course number is reserved for:
(a) Individual study at the graduate level.
(b) Special seminars organized from time to time to accommodate the needs of groups of
students in specialized subjects of topical interest.

480 Thesis Research. This course number designates research performed to gather thesis mate-
rial. Up to two registrations are allowed.
Prerequisites as a Minor Field

Political science as a minor field may be taken in connection with economics, education, history, sociology, psychology and philosophy. Five courses in political science form the prerequisite undergraduate preparation.

310 Advanced Techniques of Political Research. Application of more sophisticated research techniques focusing on the collection of empirical data for hypothesis-testing.

320 Studies in American Government and Politics I. Topics will vary each quarter.

321 Studies in American Government and Politics II. Topics will vary each quarter.

322 Studies in American Government and Politics III. Topics will vary each quarter.

323 Chicago Government and Politics. The organization, issues and change in Chicago politics. The case of Chicago will be used to highlight similarities and contrasts with other major American urban settings.

324 Topics in Constitutional Law I. Topics will vary each quarter.

325 Topics in Constitutional Law II. Topics will vary each quarter.

326 Topics in Constitutional Law III. Topics will vary each quarter.

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 Contemporaneous Political Thought. A discussion of selected political thinkers of international renown. Generally, the sample will be drawn from living and currently productive scholars and critics of society.

340 Comparative Foreign Policy. (Focus will rotate among “Western bloc,” “Communist bloc,” and “Third World.”) An analysis of the contrasting objectives, tools and outcomes of a series of nations’ efforts to promote their interests via foreign relations.


342 Issues in American Foreign Policy. Among the issues discussed will be American participation in regional and worldwide organizations, treaties, economic diplomacy, containment of communism, and wars of national liberation. (Each time the course is given it will focus on one or more major topics.)

343 Soviet-American Relations. Examination of various forms of the unique super-power relationship including the dimensions and impact of recent developments.

344 Issues in World Politics I. Topics will vary each quarter.

345 Issues in World Politics II. Topics will vary each quarter.

346 Issues in World Politics III. Topics will vary each quarter.

352 Government and Politics in a Developing Area I. Topics will vary each quarter.

353 Government and Politics in a Developing Area II. Topics will vary each quarter.

354 Government and Politics in a Developing Area III. Topics will vary each quarter.

355 Topics in Comparative Politics I. Topics will vary each quarter.

356 Topics in Comparative Politics II. Topics will vary each quarter.

357 Topics in Comparative Politics III. Topics will vary each quarter.
Seminar in Methodology.
Internship in American Government and Politics.
Seminar in Political Thought.
Seminar in International Relations.
Seminar in Comparative Government and Politics.
Department of Psychology

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

The Department of Psychology offers graduate work leading to the degrees of Master of Arts, Master of Science, and Doctor of Philosophy. Available programs leading to these degrees are as follows:

**Master of Arts**
- General Experimental Psychology
- Clinical Community Psychology
- School Psychology

**Master of Science**
- Clinical Community Psychology
- School Psychology

**Doctor of Philosophy**
- General Experimental Psychology
- Clinical Community Psychology

The objective of the graduate programs in psychology is to provide qualified students with the opportunity to become thoroughly acquainted with the methodology and content of scientific psychology and trained in the quantitative methods and scientific rigor necessary for the understanding of human behavior and personality. At the Master’s level, the preparation of students is directed toward further study for the doctoral degree (in the case of Master of Arts programs), or toward employment in one of the applied fields of psychological services (in the case of Master of Science programs).

**Admission**

The Department accepts as graduate students only those who show definite promise for completing the requirements for advanced degrees. Meeting the minimum admission standards or having extensive undergraduate course work in psychology does not guarantee acceptance, since the number of applicants who can be admitted is limited.

The applicant for graduate study in psychology must present a satisfactory undergraduate scholastic average with a minimum of twenty-one semester hours or thirty-two quarter hours in Psychology. Three of the hours must represent a course in Elementary Statistics.

Preference is given to those applicants who have a well-balanced background of psychology courses, and some background in another science and mathematics. However, students who do not have an undergraduate major in psychology but who are able to demonstrate a high level of undergraduate achievement are encouraged to apply.
The Departmental Graduate Admissions Committee will determine, on the basis of a consideration of each student's proposed program of graduate study, whether the minimum of 32 quarter hours in Psychology is sufficient for advanced study. The student judged to be deficient in prerequisites or other respects will be required to take, without graduate credit, such courses as necessary to remedy any deficiencies upon entering Graduate School.

In addition to the admission requirements of the Graduate School, the Department of Psychology requires all applicants to submit the following before their application for admission will be considered complete: (a) Departmental Information Schedule, (b) the results of the Verbal and Quantitative tests and the Advanced Test in the field of undergraduate major of the Graduate Record Examination, and (c) three letters of recommendation. Forms and detailed information may be obtained from the chairman of the department. It is desirable, but not mandatory, that the results of the Miller Analogies Test, if taken, also be submitted at the same time.

**Master's Programs and Degree Requirements**

All Master's programs have in common a central series of academic courses, known as the core sequence, which are intended to develop the student's fundamental understanding of psychology. These courses are relevant to all areas of psychology because they deal with basic processes and methodologies relevant to all areas. The following courses constitute the core sequence: Psychology 402 (Perceptual Processes), Psychology 404 (Learning Processes), Psychology 406 (Physiological Processes), Psychology 430 (Advanced Social Psychology), Psychology 437 (Advanced Personality), and Psychology 439 (Advanced Developmental Psychology). Students in Master of Arts programs may waive two courses in the core sequence, and replace them with graduate courses in experimental psychology. In certain Master of Science programs, students may waive two courses in the core sequence, and replace them with appropriate electives. Master of Science programs also require one advanced course in statistics; either Psychology 409 or Psychology 410. Master of Arts programs require three courses in statistics: Psychology 410, Psychology 411, and Psychology 412.

Degree requirements for the various Master's programs are as follows:

1. Master of Arts in General Experimental Psychology: a minimum of 44 quarter-hours, including 4 hours thesis credit.
2. Master of Arts in Clinical Community Psychology, and School Psychology: a minimum of 72 quarter-hours including 4 hours thesis credit, but not including credit for pre-practicum or practicum courses.
3. Master of Science in Clinical Community Psychology, and School Psychology: a minimum of 72 quarter-hours including 4 hours credit for Master's paper, but not including credit for pre-practicum or practicum courses.
4. All students are expected to carry a minimum of 12 hours per quarter.
5. All students must maintain at least a B average with no grade below a C.

Failure to fulfill the requirements stated under 5 will result in dismissal from the program. The student may petition the department for a review of the dismissal decision.

In addition to the quarter-hour requirements noted above, all Master of Arts programs require that the student complete a research thesis on a topic approved by the Department. Students enrolled in the Master of Science programs are required to complete a Master's paper of approximately 5,000 words on an approved topic.

Upon completing at least half of the graduate course requirements, each student is evaluated for acceptance as a candidate for a Master's degree. Only those who have given evidence of satisfactory academic performance as graduate students will be advanced to candidacy. The Department reserves the right to require the student to take special written or oral examinations in fulfilling this requirement. Students whose application for advancement to candidacy is denied will be advised to strengthen areas of scholastic weakness or to withdraw from the Graduate School.
All students enrolled in Master's programs are also required to undertake a comprehensive examination, either written or oral, in the field of graduate study. This examination may be but is not necessarily limited to a defense of the student's thesis or master's paper.

**Ph.D. Programs and Degree Requirements**

Doctoral programs in General Experimental Psychology and Clinical Community Psychology are offered by the Department. Within the General Experimental Program the student may specialize in learning, physiological psychology, developmental psychology, or social psychology. All doctoral programs include a strong emphasis on research.

Students holding bachelor's degrees are not admitted directly into doctoral programs; they are required first to obtain a Master of Arts degree at DePaul University. Students who have already obtained a Master's degree in psychology from another institution and who present evidence of the level of scholarship necessary to successful completion of the doctoral program may be admitted into the program.

All students are required to complete a core sequence of courses during the first two years of graduate study.

In order to be admitted to candidacy for the Ph.D., the student must successfully pass the Doctoral Candidacy Examination. This written examination is designed to assess the student's competence in psychology as a whole and in his area of specialization. The examination is given in three sections. The first two sections cover the two minor areas selected by the student from the areas of learning, perception, physiological psychology, personality, developmental psychology and social psychology. The third section consists of an examination in the student's area of specialization. As a requirement for the Ph.D., students enrolled in the Clinical Community Psychology Program are also required to complete a one-year internship in a facility approved by the Department.

Each student must demonstrate his ability to conduct independent research by the presentation of an acceptable dissertation. Research for the dissertation should normally be completed during the fourth year at the University by students in the General-Experimental Program. However, as the fourth year is usually the year of internship for students in Clinical Community Psychology, the dissertation normally will be completed during the fifth year by students in this program. At the final oral examination a student is required to defend his dissertation and to show his competence in the general field of psychology and in his area of specialization.
General requirements for the Doctor of Philosophy degree are:

1. A minimum of 124 quarter hours beyond the bachelor's degree including 4 hours of thesis and 12 hours of dissertation credit and excluding credit for pre-practicum and practicum courses.
2. Admission to doctoral candidacy, as noted above.
3. A dissertation on a topic approved and accepted by the Department.

The above requirements must be completed in accordance with the time limits stated on page 27 of this bulletin.

Additional Information

Additional information concerning graduate programs and admission to graduate programs may be obtained by writing to the Chairman of the Graduate Admissions Committee of the Department of Psychology.

Psychology as a Minor

Graduate students majoring in other fields of study within the University may minor in psychology.

Courses for Advanced Undergraduate and Graduate Students

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

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

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

334 Development Psychology II: Adolescence through Maturity. Continuation of 333 covering development, personality organization, and adjustment. (Prerequisite: 333.)
347 Social Psychology. The study of the influence of group life on behavior and personality development. (Prerequisite: Psychology 106.)

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

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

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

354 Ecosystems and Behavior. (Prerequisite: 347.)

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

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

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

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

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

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

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

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

370 Research Methods in Developmental Psychology. (Prerequisite: 334.)

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

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

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

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

380 Industrial and Organizational Psychology. Application of theories and methods of psychology to the study of human behavior in business, industrial, and other organizations. (Prerequisite: 106 and a course in statistics.)

381 Personnel Selection and Placement. Application of concepts from differential psychology and measurement to employee selection, counseling, and placement in business and other organizations. (Prerequisite: 380.)

382 Personnel Training and Organizational Development. Application of learning theories and teaching methods to employee training and development. Design and evaluation of training programs. Methods of organizational development. (Prerequisite: 380.)

383 Engineering Psychology. Application of experimental psychology and individual differences to the design of man-machine systems, work environments, and living environments. (Prerequisites: 275 and 360.)

384 Consumer Behavior and Advertising. Application of psychological principles and methods to advertising, marketing, product development, sales, and propaganda. (Prerequisite: 380.)

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

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

393 Psychology of Language. Development of language in children, and effects of language on thinking. (Prerequisite: 360.)

394 Advanced Topics in Psychology. (Prerequisite: Senior standing and consent of Chairman.)

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

398 Reading and Research. (Prerequisite: Senior standing and consent of Chairman.)
Courses for Graduate Students Only

When prerequisites are stated in numbers below 400, an equivalent course taken elsewhere is acceptable. Where no prerequisite is listed, students not majoring in psychology must obtain the consent of the instructor. Psychology majors who do not meet the prerequisites for a given course must obtain the consent of the instructor. Unless otherwise stated all courses are 4 credit hours.

402 Perceptual Processes. Analysis of the variables involved in the determination of perception with particular attention to the problems of space, motion, distance, size, form, the after effects and the constancies. (Prerequisite: Twelve hours in psychology.)

404 Learning Processes. Basic concepts and research in acquisition, extinction, generalization, discrimination, transfer, retention in both animals and humans. (Prerequisite: Twelve hours in psychology.)

406 Physiological Processes. The functional role of neural systems important for the processes of motivation, emotion, sleep, memory, and cognition. (Prerequisite: Psychology 377 or equivalent.)

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

410 Advanced Statistics I. An introduction to sample spaces, random variables, distributions and parametric statistics. Sampling, the concept of sampling distributions of statistics. (Prerequisite: Psychology 240 or equivalent.)

411 Advanced Statistics II. Point estimation procedures are compared for a variety of parameters. Analyses of variance; planned and post-hoc contrasts; orthogonal polynomials. (Prerequisite: Psychology 410.)

412 Advanced Statistics III. Linear and non-linear regression and correlation. (Prerequisite: Psychology 411.)

416 Methods in Behavioral Research. Principles and techniques of research design in behavioral, social and clinical research; questionnaires, interview schedules, rating scales involving multivariable analysis. Application of parametric and non-parametric tests. Application of research findings to professional practice. (Prerequisite: Psychology 411.)

418 Multivariate Analysis. Theory and statistical techniques underlying the analysis of multiple measurements. (Prerequisite: Psychology 411.)

419 Factor Analysis. Theoretical foundations, methods of analysis, and comparison of various factor analytic models. (Prerequisite: Psychology 418.) (4 credits.)

420 Advanced Experimental Psychology. Design, analysis, and execution of psychological research. Includes philosophy of science and the role of theory in psychology. (Prerequisite: Psychology 411.)
421 Instrumentation. Design, construction and use of instrumentation in the behavioral sciences. (1 to 4 credits.)

425 Cognitive Processes. Theories and methods in the study of concept formation, problem solving, thinking, verbal learning, psycholinguistics. (Prerequisite: Psychology 404.)

427 Sensory Processes. Receptor system processes and their relations to psychological phenomena, with attention to similarities and differences among sensory systems and the general principles of sensory integration and orientation. (Prerequisites: Psychology 402 and 406.)

430 Advanced Social Psychology. Contemporary theory and research in social behavior, emphasizing the behavior of the individual in a social context.

432 Attitude Analysis. Theory and research in attitude formation and organization, communication and persuasion, resistance to persuasion, and measurement techniques. (Prerequisite: Psychology 430.)

433 Social Judgment. Theory and research in judgment of social stimuli, perceiving and evaluating persons, and social comparison processes. (Prerequisite: Psychology 430.)

434 Small Group Behavior. Theory and research in group formation, conformity, power and communication structures, cohesion, and task performance. The emphasis is on the behavior of persons within groups. (Prerequisite: Psychology 430.)

437 Advanced Personality. Critical analysis of research in personality with emphasis on the development and testability of major constructs in contemporary research.

439 Advanced Developmental Psychology. Current research and theories in child development relating to the preschool child, elementary school child, and adolescent. Emphasis on the dynamics of motivation, personality, learning and socialization. Case studies and analysis of various developmental problems. (Prerequisite: Psychology or Education 333 or 334.)

450 Psychological Measurement. Logical and mathematical principles underlying test construction with emphasis on evaluating the reliability and validity of scores. (Prerequisite: Psychology 412.) (4 credits.)

451 Applied Statistical Prediction. Applications of statistics and psychological measurement to the problems of predicting human performance. Several computer programs will be used to analyze data. (Prerequisite: Psychology 412.)

454 Behavior Modification. Analysis of principles, practices, and research related to the modification of human behavior. (Prerequisite: Psychology 404.)

476 Research Issues in Assessment. Analysis of research and current issues concerning intellectual and personality assessment. (2 credits.)

481 Individual Intelligence Testing I. Theories of intelligence and cognitive development. Introduction to the administration of verbal and various non-verbal tests including the Stanford Binet, Wechsler Intelligence Scale for Children and Wechsler Adult Intelligence Scale and the clinical use of these instruments. (Prerequisite: Psychology 356.) (Materials fee: $10.00.)

482 Projective Techniques. The theory of projection. Administration and scoring of the Rorschach and Thematic Apperception Test and other projective tests. Evaluation of projective tests and needed areas of research and development. (Prerequisite: Psychology 481.) (Materials fee: $3.00.)

483 Advanced Psychodiagnosics. Advanced study of projective techniques and other assessment methods, with emphasis on analysis, interpretation and integration of all pertinent clinical data, and report writing. (Prerequisite: Psychology 482.) (Materials Fee: $3.00.)

484 Behavioral Assessment. Behavioral observation and recording. Self-report measures. Physiological measurement. Evaluation of behavioral measures and areas of research. (Prerequisite: Psychology 356 or equivalent.)


488 Principles of Psychotherapy. Analysis of theoretical approaches to psychotherapy. (Prerequisite: Psychology 476 and 486.)

489 Group Psychotherapy. Principles, theories and techniques of in-group psychotherapy. Problems of selection of group members and evaluation of progress. (Prerequisite: Psychology 488.) (2 credits.)

491 Treatment Methods with Children. Consideration of a variety of treatment approaches used to help alleviate the psychological problems of children with emphasis on psychotherapy. Evaluation of treatment methods and indications of areas for research. (Prerequisite: Psychology 487.)

492 Principles of Consultation. The principles and dynamics involved in the various types of consultative relationships. Techniques of consultation with parents, teachers, agencies, physicians and others in regard to problems and deviancy, methods of management and treatment. (Prerequisite: Psychology 493.) (2 credits.)


Seminars numbered 550 through 570 may be taken for credit more than once with the consent of the instructor.

550 Seminar in Teaching Psychology. (1 to 4 credits.)
551 Seminar in Experimental Psychology. (1 to 4 credits.)
552 Seminar in Neuropsychology. (1 to 4 credits.)
553 Seminar in Personality Research. (1 to 4 credits.)
554 Seminar in Behavior Genetics. (1 to 4 credits.)
555 Seminar in Developmental Psychology. (1 to 4 credits.)
556 Seminar in Social Psychology. (1 to 4 credits.)
557 Seminar in Learning and Cognitive Processes. (Prerequisite: Psychology 404.) (1 to 4 credits.)
558 Seminar in Advanced Statistics. (Prerequisite: Psychology 412.)
562 Seminar in Family Therapy. (Prerequisite: Psychology 574.) (1 to 4 credits.)
563 Seminar in Psychotherapy. (1 to 4 credits.)
564 Seminar in Clinical Research. (Prerequisites: Psychology 476 and 488.) (1 to 4 credits.)
565 Seminar in Clinical Assessment. Analysis of special problems and methods in diagnosis and evaluation. (1 to 4 credits.)
566 Seminar in Psychopathology. (1 to 4 credits.)
567 Seminar in Deviant Behavior of Children. (1 to 4 credits.)
568 Seminar in Community Psychology. Analysis of theories of community and human behaviors from the standpoint of general systems principles. (1 to 4 credits.)
569 Seminar in Community Psychology Research. Analysis of major research programs dealing with social and mental health problems with emphasis on epidemiological and socio-clinical research methods. (Prerequisite: Psychology 493.) (1 to 4 credits.)
570 Seminar in Psychotherapy Research. (1 to 4 credits.)

(All practicum courses numbered 574 through 583 require the consent of the Director of Clinical Training.)

574 Pre-Practicum in Clinical Psychology. (1 credit.)
575 Practicum in School Psychology. Supervised experience in the diagnosis and management of problems impeding adequate functioning of the child in the school. Interviewing, assessment and consultation with parents and teachers. Minimum of 8 clock hours per week.
577 Practicum in Clinical Assessment. Supervised experience in intake interviewing, psychological evaluation and case conference presentation in a clinic, hospital or community agency setting. Minimum of 8 clock hours per week. (By arrangement with Chairman.)
578 Practicum in Clinical Psychology. Supervised experience in diagnostic assessment, intervention planning, psychotherapy and report writing through varied assignments to campus or community agencies. (Minimum of two days per week.) (By arrangement with Chairman.)

579 Practicum in Child Clinical Procedures. Supervised practice in the diagnosis and treatment process of the problems of children and adolescents. May be repeated for a maximum credit of 8 hours. (By arrangement with Chairman.)

582 Advanced Practicum in Clinical Psychology.
583 Practicum in Community Mental Health.
584 Practicum in Special Areas in Psychology.
590 Thesis Seminar. (1 credit.)


594 Psychological Research. A course involving intensive readings in contemporary psychological literature. (Arranged by prior consultation with the Chairman.)

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

596 Internship. (No credit.)

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

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

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

701 Resident Candidacy Continuation. Students admitted to candidacy for the doctoral degree who have completed all course and dissertation registration requirements but who are regularly using the facilities of the University for study and research are required to be registered each quarter of the academic year until the dissertation and final examination have been completed. Non-credit, $274.00 per quarter. (Prerequisite: Admission to Candidacy.)

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

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

Purpose

The Department of Religious Studies endeavors to continue the academic work of persons of scholarly competence toward the Master's degree in preparation for a teaching or research career.

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

Objectives

The objectives of the program are: (1) knowledge of the varieties of religious experience as found in world religion; (2) knowledge of the pluralism of the Western religious heritage; (3) knowledge of one's own religious heritage; (4) knowledge of the relationship between religion and other disciplines which shape our cultural identity; (5) knowledge of the relationship between religion and the American cultural context; (6) knowledge of the prevailing issues in religious thought; (7) skills for communicating a sense or religious and cultural identity to one's students.

Structure

To provide a coherent and integrated sequence of studies the structure of the graduate program involves a grid composed of four major areas and four major concentrations.

The four major areas are: (A) Religion and Western Culture; (B) Religion and American Experience; (C) Contemporary Questions in Religion; (D) Religion and Education. The four major concentrations are: (1) World Religions; (2) Biblical Literature; (3) Christianity: Worship, Theology, History; (4) Values, Ethics, Morality.

The 300-number courses are open to both undergraduate and graduate students and are numbered according to departmental undergraduate coding. The 400, 500, 600, 700-number courses are open only to graduate students. These numbers do not represent levels. They are coded by areas (hundreds) and concentrations (tens).

Prerequisites

Applicants for the Master of Arts program must have completed satisfactorily a major sequence in religious studies or its equivalent. This sequence comprises a minimum of forty-eight quarter hours in religious studies. The chairman of the department will determine if a student has fulfilled the equivalent.
Degree of Master of Arts

Requirements

Completion of 48-quarter hours of graduate study which must include:
(1) Eight quarter hours of 400-number courses from different decimal classes (e.g., 410 & 430);
(2) Four quarter hours of 500-number courses from a new decimal class (e.g., 540);
(3) Four quarter hours of 600-number courses from the fourth decimal class (e.g., 620);
(4) Either (a) one 700-number lab. course; or (b) evidence of the knowledge of a relevant foreign
language which is to be established either by a successful completion of Religious Studies 231 or
passing the foreign language examination administered by the Graduate School. (Application for
the examination must be made before the completion of twenty quarter hours in course work, or by
the end of the second quarter of fulltime residency, whichever is later.)
(5) An oral or written Integrating Critique or Examination as chosen by the student with the agreement
of the chairman. (Procedures for the examination will be set in advance in each specific case
through consultation between the student and department.)
(6) In consultation with a departmental advisor the student will decide whether to write a master’s
thesis or not. Normally this is recommended only for students planning a future doctoral program.
Thesis students must:
a) Register for RelSt 499 Thesis Research. This will constitute eight of their required forty-eight
quarter hours.
b) Conclude with a one hour oral examination as a “Defense of the thesis.”

A. RELIGION AND WESTERN CULTURE

1. World Religions
   310 Theology of History. Representative Christian and non-Christian concepts of history
   and the interrelation of Christianity and history.
   410 World Religions and Western Culture. History and thought of the world’s major living
   religions and their influences on Western culture.
   411 Mystical Tradition in Western Religions. Classics of religious mysticism, past and
   present, in Judaism, Islam, and Christianity and their influence on Western culture.

2. Biblical Literature
   420 Genesis and the Theology of History. Genesis is used as the principal outline for a
   study of the theology of history of major Pentateuch sources (excluding the Deuteronomic history).
   421 Deuteronomic Theology. The origins and emphasis of the Deuteronomic theology as
   reflected in the Deuteronomic history and editing of other Old Testament material.
   422 Israelite Prophecy.”
   423 Israelite History.” Specific topic: The Patriarchal Period.
   424 Historical Jesus. Authentic teachings of Jesus in historical and literary perspective.
   425 Resurrection of Jesus in the Gospels. By concentrating on the terminal chapters of
   the gospels the genesis of Easter faith is investigated and its meaning clarified.
   426 Gospel of John. Recent research in the meaning of the fourth gospel.

3. Christianity: Worship, Theology, History
   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:” St. Augustine.
   354 The Eucharist. The sacrament of the Eucharist in the New Testament sources and in
   later theology. The modes of Eucharistic presence.
430 Theology in the Patristic Period. Sources, bibliography, principal representatives and main issues.
431 Theology in the Medieval Period. Sources, bibliography, principal representatives and main issues.
433 Revelation and the “Modernist” Crisis. A study of traditional doctrines of revelation, the “Modernist” revision, and its impact on current understanding.
434 World Views and Religion. Classical, modern, and post-modern understanding of religion.
435 Rituals and Symbols in the Sacraments. A study of the natural symbols and collective ritual expressions of meaning in the Christian sacraments.

4. Values, Ethics, Morality
440 Major Representatives and Traditions in Western Religious Ethics.

B. RELIGION AND THE AMERICAN EXPERIENCE

1. World Religions
510 Spiritual Movements in Contemporary America. Sociological study of some emerging sects and cults in contemporary America.

2. Biblical Literature
520 American Contributions to Historical Biblical Criticism. (2 hrs.)
521 American Contributions to Literary Criticism. (2 hrs.)

3. Christianity: Worship, Theology, History
530 History of the American Religious Experience. Various religious movements which have shaped American life and the historical roots of religious pluralism.
531 Figures and Ideas in American Theology. Central issues raised for theological reflection by American religious experience.
532 The Arts and Religion. Analysis of select representatives of the arts and religion in contemporary American culture.

4. Values Ethics, Morality
540 Key Figures and Currents in American Religious Ethics. An examination of selected figures, currents, or schools of thought ranging from Jonathan Edwards to the Niebuhrs which have shaped American Religious Ethics.
541 Moral Issues in American Culture. An investigation of selected moral issues which have arisen in the American experience, of the ways American religious communities responded to them, and of the moral/ethical resources they brought to bear on them.

C. CONTEMPORARY QUESTIONS IN RELIGION

1. World Religions
302 Existential Thinking. Attempt to rethink the nature of philosophy as related to the human condition. Cross listed with Philosophy 360.
610 Anthropological Study in Religion and Culture. A systematic study of the significant messianic and millenarian cults in traditional societies.
611 Hindu Religious Thought. A study of the history and development of religious thought in the dominant culture of India.
612 Christian Theology and Other Religions. Self understanding of Christian theology in response to the study of world religions.

613 Contemporary Chinese Religion, Culture, and Philosophy.

2. Biblical Literature
330 Old Testament Problems.*
621 Dimensions of Biblical Wisdom. Selected writings from the Wisdom literature of the Old Testament and a study of the resulting contrasts and issues.
622 Mark's Gospel in Recent Research. Meaning and intention of Mark's gospel in the light of redaction criticism.
623 Christology: Paul and His Predecessors. A study of the earliest Christological formulations recoverable from the tradition together with the use and adaptation of them made by Paul and other canonical writers.

3. Christianity: Worship, Theology, History
630 Faith. Changing concepts of faith since Vatican I.
631 God in Contemporary Thought: Secularism. Possibility of meaningful language about God in a secular age. (2 hrs.)
632 God in Contemporary Thought: Evil and Absurdity. Possibility of meaningful language about God after Auschwitz. (2 hrs.)
634 Selected Questions in Roman Catholic Theology.*

4. Values, Ethics, Morality
320 Problems in Christian Ethics.*
640 Psychologists and Religion. Contemporary literature on the relation between psychology and religion.
642 Religious Ethics and Contemporary Moral Problems. An examination of the ways in which theological ethics have been and might be applied to selected moral problems currently facing Christians.*

D. RELIGION AND EDUCATION

1. World Religions
391 Student Teaching: Religion. Seminar and practice teaching. Cross listed with Education 391. (12 hrs.)
710 LAB: Teaching World Religions. (2 hrs.)

2. Biblical Literature
720 LAB: Teaching the Bible. (2 hrs.)

3. Christianity: Worship, Theology, History
730 LAB: Teaching Church History. (2 hrs.)
731 LAB: Teaching the Sacraments and Liturgy. (2 hrs.)
4. Values, Ethics, Morality

321  Moral Education and Ethics. Relation of values clarification to ethics and their use in the class room. Cross listed with Education 321.

740  LAB: Teaching Ethics. (2 hrs.)

INDEPENDENT STUDY AND THESIS RESEARCH

399  Independent Study.

499  Thesis Research. (8 hrs.)

*Specific topics vary from year to year and are noted in the current Bulletin or Schedule.
Department of Sociology

John Koval, Ph.D., Associate Professor, Chairman
Therese Baker, Ph.D., Assistant Professor
Rosemary Bannan, Ph.D., Professor
Richard Benkin, Ph.D., Assistant Professor
Judith Bootcheck, Ph.D., Associate Professor
Grace DeSantis, Ph.D., Assistant Professor
Kenneth Fidel, Ph.D., Associate Professor
Roberta Garner, Ph.D., Associate Professor
Nancy Klein, M.A., Assistant Professor
Lavinia Raymond, Ph.D., Associate Professor
Charles Suchar, Ph.D., Associate Professor
Joyce Sween, Ph.D., Associate Professor
Deena Weinstein, Ph.D., Associate Professor

Purpose

The objective of the graduate program in Sociology is to enable students to apply the findings of sociology to concrete social issues and problems. The program emphasizes the learning of sociological principles, the strategies and methods of evaluative research and the implications of sociological findings for policy planning. These intellectual and practical skills are oriented toward the needs of individuals involved in social research, evaluative work settings and policy decision making and implementation.

A Core Program provides a basic knowledge of sociological principles, findings, research strategies and modes of analysis. Three specialized areas offer more detailed training in applied sociology: Urban Studies; Law and Society; and Health, Education and Welfare. As an alternative to specialized training, the student may develop a program in general sociology.

Training at the Master's level in Sociology is applicable to employment in such areas as law enforcement, correction services, urban planning, public and private administration, health and welfare services, community organizations, and education.

Graduate courses in the Department of Sociology are given primarily in the evenings and on Saturday mornings.

There are a limited number of assistantships and traineeships available to graduate students as well as internships for minority students. Additional information will be given upon written request to the Chairman of the Department of Sociology.

Admission

The Department accepts as graduate students only those who show definite promise for completing the requirements for the advanced degree. Preference is given to applicants who have had undergraduate study in social science, who are currently employed in jobs related to the Department areas of specialization or who have an expressed interest in the three specialized areas.

In addition to the general admission requirements of the Graduate School, the Department of Sociology requires that the following evidence be submitted with the application: (a) two letters of recommendation and (b) a one page written statement describing the applicant's reason for wishing to undertake graduate study in sociology.
Degree of Master of Arts

Requirements

For graduation, a student must successfully complete a minimum of 44 quarter hours of graduate credit, a qualifying examination, and a thesis.

1. Core Courses. Students must complete a series of courses which introduce the student to sociological concepts and methodology. The following four courses (16 quarter hours) constitute the core sequence:
   Sociology 401—Sociological Theory; Concepts and Perspectives
   Sociology 402—People Work: Interactional and Structural Approaches
   Sociology 411—Logic and Design of Research
   Sociology 412—Data Evaluation

2. Qualifying Examination. Upon completion of four core courses, the student takes a qualifying examination for continuance in the graduate program.

3. Specialized or General Study Course. Students must complete a total of 20 quarter hours (five courses) in a specialized or General Study Program. Students may upon consultation with their advisor, supplement their training by taking additional courses in other Departments.

4. Thesis. Approval of a thesis proposal by the Student's Thesis Committee is necessary for advancement to candidacy. The candidate for a Master's degree, registers for a minimum of 8 quarter hours credit in Thesis Research (Sociology 500). Students failing to complete the thesis in 8 quarter hours may be required to continue registering in Thesis Research until the thesis is completed.

Courses for Advanced Undergraduate Students

(Credit earned in 300-level courses is not applicable toward the M.A. in sociology.)

302 Cultural Anthropology. A comparative study of modes of human life under the cultures of a variety of societies ranging from the primitive to the industrial. The material and ideological culture traits of the different societies are analyzed in order to discover both unique and common features. Special attention is given to the roles of invention and diffusion in the process of cultural change.

304 Social Deviation. The course attempts an analysis of the various theoretical positions in the sociology of deviant behavior, with emphasis upon such topics as the labeling of deviants and the multiple social consequences of that labeling, the analysis of deviant careers and deviant patterns of socialization, the roles of agents or agencies of social control, etc. as well as analysis of the research implications of these theoretical issues.

305 Social Psychology. The study of the influence of group life on the personality development and social behavior of humans. Emphasis is placed on the interpersonal and intra-group origins of feelings, beliefs, attitudes, social controls, social roles, and social movements. (This course may be taken for Psychology credit.)

320 Criminology. A review and evaluation of theories regarding the causes of crime: biological, economic, associationist, social psychological, and psychiatric. Consideration is given to both the actual amount of crime and the reported amount as influenced by community tolerance and the accuracy of police statistics. The problem of equality before the law, occasioned by importance of wealth, status, and influence in avoiding arrest and conviction is also treated. Moreover, the distinction between professional and non-professional criminals is clarified. Although crime is a serious problem, the purpose of the course is to show it in perspective as part of the broader problem of social disorganization.

321 The Treatment of Delinquents: Public Agencies. There will be one late afternoon weekly class meeting at the Frank J. Lewis Downtown Center. An average of two hours a week must be reserved for visits and field trips to institutions. This course is designed to acquaint the student with public services and public programs available for the treatment of delinquents and the prevention of delinquency; law-enforcement agencies, custodial institutions, special schools, probation and parole systems, and youth commissions. Particular attention will be given to the assumptions, techniques, and procedures of these facilities.
325 Socialization. This course attempts to synthesize relevant psychological and sociological perspectives concerning the process whereby neophytes acquire the values, beliefs, role expectations, etc. of a group, or a life style, into which they are being initiated.

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

331 Sociological Theory. A critical survey of the attempts of various schools of sociological thinkers and individual sociologists to construct a theoretical framework that would organize sociological knowledge into an integral scheme. The strengths and weaknesses of sociological theories patterned after those of physics, biology, and other sciences are especially considered.

368 Computer Programming. Principles of programming for large-scale digital computers including program planning, writing and debugging of programs in compiler and symbolic assembly languages. Emphasis on scientific applications; examples and problems will be adapted to the University's computer. (Equivalent to Mathematics 200.)

380 Research Methods in Sociology I. A study of major pieces of research in several fields of sociology in order to gain understanding of the processes of selecting and formulating research problems, designing research plans, and collecting and interpreting relevant data. Attention will be given to the use of computers. Research is stressed as a creative process and as the principal means of expanding sociological knowledge. The student begins a project to be completed in Sociology 381.

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

390 Special Topics in Sociology. The intensive study of a selected specialized area in sociology, designed for a group of mature students. (Prerequisite: consent of Chairman.)

392 Practicum in Delinquency Prevention. Observations of and active participation in the structuring and evaluating of community programs to prevent and reduce delinquency and crime. This is done under the guidance of experienced sociologists. Arrangements will be made with the heads of agencies. While weekly reports will be required, the end product must be a high-grade overall written report and analysis.

Courses for Graduate Students Only

Core Courses

401 Sociological Theory: Concepts and Perspectives. Introduction to the major theoretical and conceptual perspectives of sociology and the ways in which they are applied to research and analysis — with an emphasis upon implications for social application.

402 People Work: Interactional and Structural Approaches. Analysis of the nature of work with people in various agencies, institutions and organizations that provide services to specific social groups in the urban community.

411 Logic and Design of Research. Examination of analytic logics of contemporary sociology, the relationships between theory and hypotheses, experimental and quasi-experimental research designs; interpretation of research findings and an evaluation of their validity and reliability.

412 Data Evaluation. Evaluation and proper utilization of research instrumentation and statistical techniques; includes an introduction to library computer programs as an aid to research.

Courses in Specialized Areas

(i) Urban Studies

420 Urban Sociology. Comprehensive introduction to advanced level studies in applied and evaluative aspects of urban sociology. This course introduces the student to contemporary urban theory and research and presents an evaluation of selected urban issues.

422 Urban Analysis. Quantitative analysis of urban issues including social area analysis, patterns of segregation, neighborhood change and other selected topics.

423 Urban Cultural Areas. Ethnological approach to urban life stressing the qualitative analysis and evaluation of different types of urban communities, community organizations and urban life styles.
424 The Sociology of Housing. An in-depth approach to a major area of urban problems and policy stressing the use of techniques of analysis and the formulation of social policy and policy analysis.

Other courses recommended for students in this area include Population Trends, Intergroup Relations, Social Deviation and Collective Behavior.

(ii) Health, Education, and Welfare

431 Medical Sociology. Analysis of the social system of health care: practitioners, organizations, patients, and their multiple inter-relationships. An evaluation of problems in health care delivery systems.

432 The Sociology of Welfare and Welfare Services. Analysis of the concept of welfare, evaluation of the social organization of welfare and the problems of welfare service systems. The interrelationships between welfare and the family, employment, health and crime are explored.

433 The Sociology of Education. Analysis of educational organizations and their effects — including characteristics of institutional structures, teaching as an occupation, and the relationship between educational attainment and social mobility.

438 Research Strategies in HEW. Examination of special and general research techniques; an assessment of procedures, strategies, data sources related to evaluative research.

Other courses recommended for students in this area include Sociology of Youth, Socialization, Social Deviation, Formal Organizations, Social Psychology and Social Stratification.

(iii) Law and Society

440 Law and Social Science. Analysis of the American legal system as an instrument of social control, social change and social reform. The impact of social science research on public policy decisions.

442 Crime, Delinquency and Systems of Correction. Study of major criminological theories and their application to systems of corrections. Present trends at federal, state, city, and private correctional institutions.

443 Law and Administration of Justice. Analysis of legal systems and their implementation; jurisprudence and its role in the development and change of legal systems; role of the courts and the police as related to community social problems.

448 Research Strategies in Law and Society. Techniques used for evaluating agencies, policies and problems of law enforcement, corrections, and legal systems.

Other courses recommended for students in this area include Intergroup Relations, Social Deviation and Collective Behavior.

Elective Courses

400 Essential Sociology for Graduate Study.

450 Advanced Statistics I. An introduction to sample spaces, random variables, distributions, and parametric statistics and sampling. (Cross-listed with Psychology 410.)

451 Advanced Statistics II. Point estimation procedures are developed for a variety of parameters. Interval estimation and hypothesis testing are compared. Linear regression, correlation, and analysis of variance are studied. (Cross-listed with Psychology 411.)

461 Sociology of Youth. Review and critical analysis of selected theories and findings relating to high school and college-age populations, emphasizing the concepts of a generation, subculture, and counterculture.

462 Socialization. A synthesis of relevant psychological and sociological perspectives relating to the individual's acquisition of patterns of behavior and culture in social groups.

463 Individual in Society. The influence of group life on personality development, social interaction and social behavior.

464 Social Inequality. An analysis of inequalities in power, wealth and prestige with an emphasis on the concept of social class, trends in social mobility and relationships to current social topics such as housing, welfare, and political participation.
465 **Intergroup Relations.** Theoretical perspectives on minority groups emphasizing processes of group formation, patterns of prejudice and discrimination, and an evaluation of methods to reduce prejudice and/or discrimination.

466 **Collective Behavior.** Study of social trends, social movements, communications, and crowd behavior. Emphasis on processes of social change. Includes examination of historical and cross cultural case material.

467 **Formal Organization.** A consideration of important current problems faced in organizations and of selected theoretical and empirical studies related to them.

468 **Social Deviation.** An analysis of the various theoretical positions and findings in the sociology of deviant behavior, emphasis upon such topics as the labeling of deviants, the analysis of deviant careers and patterns of deviant socialization and the roles of agents or agencies of social control.

469 **Population Trends.** An examination of demographic variables — birth, death, and migration, their measurement; current trends and their implications; projections and forecasts.

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

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

490 **Afro-American Culture.** This course is intended for teachers in order that they may examine the contributions of the black man to American culture; gain a functional understanding of the social, economic and political development of the black man in America; gain an insight into problems created in America because of non-acceptance relationships; gain an understanding of the intensity of the impact of the black man on American culture. (Cross-listed with Education 450.)

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

498 **Internship.** Students may be placed with agencies where they will have the opportunity to participate in typical sociological research. Credit may vary but is subject to the limit of eight quarter hours.

499 **Independent Study.**

500 **Thesis Research.**
Goodman School of Drama

The program of study, leading to the degree of Master of Fine Arts, provides both theoretical and practical work in the student's chosen area of specialization. Areas of specialization include: acting, costume design, scene design, light design and directing.

Class work is complemented by group projects continuously involving each graduate student in some aspect of the production program. Every student is regularly assigned to a unit of work planned to suit individual capacities and to apply basic theory to practical problems. These assignments carry course credit; and each student's work is continuously evaluated by the faculty. Students receive new assignments approximately every six weeks. The projects involve them in a variety of tasks running all the way from costume construction to designing the scenery for a major production; and from acting in a scene to playing a leading role in a fully-mounted professionally directed production.

The application of theory to practice is a basic educational principle. The tradition of providing students the chance to gain practical experience through working with professionals began in 1925 when the Goodman Theatre was opened by a professional repertory company and a small group of student apprentices. In 1930 the apprentice program was enlarged and organized as the Goodman School of Drama. As one of the first schools in the country to offer a structured set of courses in the dramatic arts, the Goodman curriculum and philosophy have since been widely emulated. An original concept, which has never been changed, is class instruction complemented by extensive production experience.

Learning Objectives
1. To prepare the student for creative participation in any form of theatre demanding talents developed to a high level of competence;
2. To provide the student with the esthetic background requisite to an understanding of this art;
3. To develop specific skills and disciplines necessary for competence in the student's area of specialization.

Degree of Master of Fine Arts

Candidates will be accepted for the degree of Master of Fine Arts in the areas of acting, design and directing. Requirements for admission are the degree of Bachelor of Fine Arts or Bachelor of Arts with a minimum of 90-quarter hours in drama and theatre of which not more than 12-quarter hours may be in dramatic literature and/or history of theatre. In addition to these hour requirements, applicants must demonstrate through auditions, interviews or portfolios a level of proficiency suitable to the beginning of advanced professional training. Applicants who do not fulfill these requirements may be enrolled as special students in basic undergraduate courses for such time as is necessary to make up any deficiencies. During his graduate training, in addition to the required classwork, each student will:

1. Complete several projects in the area of specialization, each one involving the student in a responsible assignment.
2. Complete a master's thesis or thesis project demonstrating an ability to do independent creative work. It may involve the direction or design of a full-scale production or the performance of a demanding leading role.
3. Pass two examinations: (a) a comprehensive examination in dramatic literature and history of theatre and (b) a comprehensive examination in the area of specialization.

Applications for admission and additional information may be obtained directly from the Goodman School of Drama or by calling 321-8374.
Administrative Officers and Staff

Board of Trustees

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

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Undergraduate Colleges & Universities Represented by New Graduate Students in the Academic Year 1977-78.

Akron University
Alabama State University
Alcorn University
American University
Anderson College
Andrews University
Augustana College
Aurora College
Ball State University
Barat College
Beloit College
Benedictine College
Bethel College
Boston University
Boston State University
Bowling Green State University
Bradley University
Brown University
Bucknell University
Calvin College
Cardinal Glennon College
Carroll College
Carthage College
Case Western Reserve University
Catholic Theological Union
Catholic University of Ponee (Puerto Rico)
Central State University
Chicago State University
Clarke College
Clarkston College
Colgate University
Columbia University
College of St. Francis
College of St. Scholastic
College of Theresa
College Of William & Mary
Colorado College
Concordia Senior College
Cornell College
Culver College
DePauw University
DePauw University
Dillard University
Douglas College
Duke University
Duquesne University
Drake University
Drexel University
Drury College
Eastern Illinois University
Edgewood College
Elmhurst College
Florida A&M University
Florida State University
George Mason College
George Williams College
Georgetown University
Georgia State University
Governors State University
Grambling College
Greenville College
Harvard University
Howard University
Hunter College
Illinois Benedictine College
Illinois Institute of Technology
Illinois State University
Illinois Wesleyan University
Indiana University
Indiana State University
Iowa State University
Jackson State University
John Carroll University
Kansas State University
Kent State University
Kentucky State University
Knox College
LaCrosse State University
Lafayette College
Lake Forest College
LaSalle College
Lewis University
Lincoln University
Loras College
Louisiana State University
Loyola University of Chicago
Luther College
Manchester University
Marian College
Marquette University
Mary Manse College
McMurry College
Miami University
Michigan State University
Michigan Tech
Miles College
Millikin University
Mississippi Valley State University
Monmouth College
Mundelein College
National College of Education
New Mexico State University
New York University
North Carolina Central University
North Central College
North Park College
Northeastern Illinois University
Northern Illinois University
Northern Montana University
Northwestern University
Ohio University
Olivet Nazarene College
Pace College
Penn State University
Purdue University
Quincy College
Queens College
Regis College
Rockford College
Roosevelt University
Rosary College
St. Ambrose College
St. Francis College
St. Gregory Seminary
St. John's College
St. Joseph College (Ind.)
St. Louis University
St. Mary College (Minn.)
St. Mary's of California
St. Mary of the Woods College
St. Norberts College
St. Thomas Theological Seminary
St. Xavier College
Seattle University
Simpson College
SUNY at Buffalo
South Hampton College
Southern Illinois University
Southern Methodist University
Tennessee State University
The City College of New York
The Ohio State University
Trinity College
Tulane University
U.S. Naval Academy (Annapolis)
University of Albuquerque
University of Arizona
University of California
University of Cincinnati
University of Chicago
University of Colorado
University of Connecticut
University of Dayton
University of Delaware
University of Denver
University of Detroit
University of Dubuque
University of Evansville
University of Hawaii
University of Illinois
University of Illinois at Chicago Circle
University of Iowa
University of Kansas
University of Louisville
University of Maryland
University of Miami
University of Minnesota
University of Mississippi
University of Montana
University of Nebraska
University of New Mexico
University of North Dakota
University of Northern Iowa
University of Notre Dame
University of Oregon
University of Pennsylvania
University of the Philippines
University of Pittsburgh
University of Puerto Rico
University of Rochester
University of San Diego
University of Southern California
University of Southern Florida
University of Tennessee
University of Toledo
University of Tulsa
University of Washington
University of Wisconsin
University of Wisconsin at Milwaukee
University of Wisconsin at Kenosha
Valparaiso University
Vassar College
Villanova University
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West Virginia State College
West Virginia University
Western Illinois University
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Wheeling College
Xavier University
Yale University
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Lincoln Park Campus

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

Downtown Center

The Downtown Center houses classrooms and administrative and faculty offices for the College of Commerce, College of Law, DePaul College, the Graduate School, the College of Liberal Arts and Sciences, and the School for New Learning.

Executive offices, President Vice President, Chancellor, Development, Public Relations, Admissions, Registrar, Financial Aid and Placement, Data Processing Center.

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

Campus Maps