1979-1980
DePaul University Bulletin
Undergraduate Colleges and Schools

The DePaul College
College of Commerce
College of Liberal Arts and Sciences
School of Education
School of Music
Goodman School of Drama

Lincoln Park Campus
2323 North Seminary Avenue
Chicago, Illinois 60614

Lewis Center Campus
25 East Jackson Boulevard
Chicago, Illinois 60604

Volume LXXXII     April 10, 1979     Number 1
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Academic Calendar 1979-1980

Autumn Quarter 1979-1980

August
6-18 Mail registration. Consult schedule for detailed instructions.

September
5 Wednesday. In person registration for day students.
6 Thursday. In person registration for evening and graduate students.
10-14 Monday-Friday. Orientation program for all new day students.
13 Thursday. Late registration for day students.
14 Friday. Late registration for evening and graduate students.

October
6 Saturday. Last date to apply for Pass/Fail Option and to change to auditor status. Final date for filing for November Credit-by-Examination.
12 Friday. Final date for filing for February Convocation.
15-21 Monday-Sunday. Mid-point of quarter, mid-term examinations.

November
3 Saturday. Last day to withdraw from class.
5-16 Early Mail registration for Winter Quarter. Consult schedule for detailed instructions.
10 Saturday. Administration of Credit-by-Examination.
22-25 Thursday-Sunday. Thanksgiving Holidays.
26-Dec. 2 Monday-Sunday. Final examinations for Autumn Quarter.

December
2 Sunday. Autumn Quarter Ends.

Winter Quarter 1979-1980

December
5 Wednesday. In-person registration for day students.
6 Thursday. In-person registration for evening and graduate students.

January (1980)
3 Thursday. Winter Quarter begins. Change of courses.
19 Saturday. Last date to apply for Pass/Fail Option and to change to auditor status.
31-Feb. 6 Thursday-Wednesday. Mid-point of quarter, mid-term examinations.

February
3 Sunday. Mid-Year Convocation.
9 Saturday. Final date for filing for June Convocation.
11-22 Early Mail registration for Spring Quarter. Consult schedule for detailed instructions.
16 Saturday. Last date to withdraw from class.

March
6-12 Thursday-Wednesday. Final examinations for Winter Quarter.
12 Wednesday. Winter Quarter ends.
Spring Quarter 1979-1980

March
13 Thursday. In-Person registration for day students for Spring Quarter.
14 Friday. In-person registration for evening and graduate students for Spring Quarter.
20 Thursday. Late registration for day students.
21 Friday. Late registration for evening and graduate students.
24 Monday. Spring Quarter begins. Change of courses.

April
3 Thursday. Easter holidays begin after last class.
7 Monday. Classes resume. Final date for filing for Credit-by-Examination.
12 Saturday. Last date to apply for the Pass/Fail Option, and to change to auditor status.
21-27 Monday-Sunday. Mid-point of quarter, mid-term examinations.

May
3 Saturday. Administration of Credit by Examination.
10 Saturday. Last date to withdraw from class.
15 Thursday. Feast of the Ascension. Holy day. Special liturgical services on both campuses.
26 Monday. Memorial Day—no classes.
27-June 2 Tuesday-Monday. Final examinations for Spring Quarter.

June
4 Monday. Spring Quarter ends.
15 Sunday. Convocation.
AN INTRODUCTION TO DE PAUL UNIVERSITY

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

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

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

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

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

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

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.

The AIMS of DePaul

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

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

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

Non-discriminatory Policy

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

THIS IS DE PAUL

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

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

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

UNDERGRADUATE PROGRAMS—A GENERAL VIEW

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

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

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

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

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

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

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

GENERAL EDUCATION

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

EDUCATION IN THE MAJOR FIELD

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

EDUCATION IN ALLIED FIELDS AND ELECTIVES

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

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

GUIDANCE AND COUNSELING

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

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

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

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

<table>
<thead>
<tr>
<th>18 DePaul College Courses</th>
<th>EDUCATION IN THE MAJOR FIELD, Allied Field and Electives—27 Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1st Year</strong></td>
<td></td>
</tr>
<tr>
<td>General Education</td>
<td>Major Field</td>
</tr>
<tr>
<td>6 courses</td>
<td>3 courses</td>
</tr>
<tr>
<td></td>
<td>Allied Fields</td>
</tr>
<tr>
<td></td>
<td>3 courses</td>
</tr>
<tr>
<td><strong>2nd Year</strong></td>
<td></td>
</tr>
<tr>
<td>General Education</td>
<td>Major Field</td>
</tr>
<tr>
<td>6 courses</td>
<td>3 courses</td>
</tr>
<tr>
<td></td>
<td>Allied Fields</td>
</tr>
<tr>
<td></td>
<td>3 courses</td>
</tr>
<tr>
<td><strong>3rd Year</strong></td>
<td></td>
</tr>
<tr>
<td>General Education</td>
<td>Major Field</td>
</tr>
<tr>
<td>4-6 courses</td>
<td>3 courses</td>
</tr>
<tr>
<td></td>
<td>Allied Fields</td>
</tr>
<tr>
<td></td>
<td>3 courses</td>
</tr>
<tr>
<td><strong>4th Year</strong></td>
<td></td>
</tr>
<tr>
<td>General Education</td>
<td>Major Field</td>
</tr>
<tr>
<td>0-2 courses</td>
<td>3 courses</td>
</tr>
<tr>
<td></td>
<td>Allied Fields and/or Electives</td>
</tr>
<tr>
<td></td>
<td>6 courses</td>
</tr>
</tbody>
</table>

**A SAMPLE FRESHMAN PROGRAM**

<table>
<thead>
<tr>
<th>Autumn</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities or Behavioral-Social Science</td>
<td>Humanities or Behavioral-Social Science</td>
<td>Humanities or Behavioral-Social Science</td>
</tr>
<tr>
<td>Philosophy and Religion or Natural Science</td>
<td>Philosophy and Religion or Natural Science</td>
<td>Philosophy and Religion or Natural Science</td>
</tr>
<tr>
<td>Major Field</td>
<td>Major Field</td>
<td>Major Field</td>
</tr>
<tr>
<td>Allied Field, Mathematics or Language</td>
<td>Allied Field, Mathematics or Language</td>
<td>Allied Field, Mathematics or Language</td>
</tr>
</tbody>
</table>

**COLLEGE AND SCHOOL PROGRAMS**

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

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

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

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

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

ADMISSION AS A DEGREE-SEEKING STUDENT

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

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

3. Applicants to the Nursing program follow the admissions procedures explained in the Nursing section of this catalog.

4. Applicants to the School of Music and the Goodman School of Drama must complete an audition.

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

ADMISSION AS A FRESHMAN

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

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

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

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

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

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

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

III. DePaul Credit-By-Examination Program (See Credit-By-Examination)

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

ADMISSION AS AN INTERNATIONAL STUDENT

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

ADMISSION AS A TRANSFER STUDENT

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

To be considered for admission, a transfer student must be in good standing at the last college attended and must have an overall "C" plus average in all transferrable courses completed. A student on probation or dismissed from the last college attended is not admissible to the university.

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

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

2. From a Senior College freshman, sophomore and junior level course credit earned within the first 99 semester (132 quarter) hours of college work is accepted. Students must complete at DePaul the senior residency requirement of 32 semester (48 quarter) hours and the minimum major requirement of one-half of the courses needed in the major.

3. When a student completes hours over one of the maximums noted above, the best transfer courses to fit the student's major are accepted.

Semester credit is converted to quarter hours by adding on half-again as many hours. Thus, 3 semester hours become 4.5 quarter hours, 50 semester hours become 75 quarter hours. The normal DePaul degree of 180 quarter hours is equivalent to 120 hours at a semester institution.
An official evaluation of transfer credit is provided to each transfer student at the time of admission. The evaluation shows where the transfer credit fits into the student's major program, indicates the courses still required, and estimates the time needed to complete the program. An unofficial evaluation will be prepared for students considering transfer to DePaul by contacting the Director of Inter-College Relations.

READMISSION OF FORMER DE PAUL STUDENTS

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

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

ADMISSION AS A VETERAN

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

ADMISSION AS A NON-DEGREE-SEEKING STUDENT

Students who do not intend to work for a degree may file an application for non-degree seeking status under the following regulations:

1. Persons who have not earned a high school diploma or its equivalent or lack sufficient maturity, educational background or professional experience to carry college work successfully cannot be admitted.
2. Persons on academic probation when leaving the last college or university attended cannot be admitted.
3. Persons dismissed by the last college or university attended cannot be admitted.
4. Persons at any time rejected by DePaul University cannot be considered for admission unless evidence of subsequent successful college work is submitted.
5. Persons formerly admitted as degree seeking students at DePaul who have not yet been awarded a degree, should file a Readmission Application.
6. Persons who received a degree from DePaul and now intend to complete additional undergraduate courses should use this application.
7. Persons filing this application may be dismissed at any time by the Dean or the Director of Admissions.
8. Applicants currently enrolled in a college or university other than DePaul may be admitted, at the time of registration, upon presentation of a written permit from the Dean or Registrar of the institution where they are working for a degree. This permit must state that the student is in good academic standing and must specify the courses for which permission to register is being given.
9. Non-degree seeking students who accumulate a substantial amount of
credit are advised to become degree-seeking students. The first 40 quarter hours earned as a non-degree-seeking student at DePaul may subsequently be applied toward a degree when the student is accepted as a degree-seeking student.

**INTER-COLLEGE TRANSFER**

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

**ACADEMIC ADVISING**

Academic advising is provided for incoming students prior to Registration by staff members of the Admissions Office and the colleges.

**CAMPUS TOURS**

Tours for prospective students and their parents are offered on both DePaul campuses. Call 321-7600 to arrange a tour of the facilities of the College of Commerce and the Lewis Center Campus. Call 321-8324 to tour the College of Liberal Arts and Sciences, the School of Education, the School of Music and Student Housing on the Lincoln Park Campus.
TUITION AND FEES

A general cost estimate of tuition, fees and books for a full-time undergraduate at DePaul University is approximately $3,100.00 for an academic year. The costs of food, transportation or housing should be added as well as personal costs.

The basic tuition for a full-time day student is $933.00 per quarter or $2,799.00 per year. Tuition for evening students is charged at the rate of $55.50 for each quarter hour.

Three residences are available for students who wish to live on the campus; two of these have required boarding plans. The charges for housing vary with the dormitory and the types of facilities. For a complete listing of these, as well as for the total fee structure in the University, see page 198.

STUDENT SERVICES

FINANCIAL AID

A wide variety of financial aid programs is available to incoming and current students to help meet their educational costs. Inquiries should be directed to the Office of Financial Aid in Room 101 of the Schmitt Academic Center or Room 1730 in the Lewis Center.

Undergraduate students at DePaul University received nearly $7 million in financial aid during the 1977-78 academic year. Of the students receiving financial aid, 81 percent received at least one form of gift assistance (scholarships, grants, etc.), 13 percent received student loans, and 6 percent received University provided employment.

The following is a brief description of the major financial aid programs offered at DePaul University. More detailed information can be obtained by calling or writing the Office of Financial Aid.

FEDERAL AID PROGRAMS

Basic Educational Opportunity Grant (BEOG). Undergraduate students who are enrolled or plan to enroll on at least a half-time basis (6 hours per quarter) are eligible to apply for this program of grant assistance. Students may use the Financial Aid Form (FAF) of the College Scholarship Service to apply for BEOG. It is not necessary to file a separate Basic Grant application if the FAF is completed after January 1, 1979. Awards are expected to range from $200 to $1800. (For students not filing the FAF, a separate Basic Grant application is needed. Forms will be available after February, 1979.)

There were 1,179 DePaul students who received a Basic Grant award in 1977-78, the average award being $1080.

Supplemental Educational Opportunity Grant (SEOG). This program is for undergraduate students demonstrating exceptional need who, without the grant, would be unable to continue their education. Awards range from $200 to $1500, and like BEOG, are not to be repaid. The amount of the SEOG cannot exceed one-half the student's total financial aid.

In 1977-78, 571 DePaul students received SEOG. The average award was $591.

National Direct Student Loan (NDSL). Co-sponsored by DePaul University, this loan program offers low interest (3 percent) and an extended repayment period (up to 10 years depending on the total amount borrowed). The loan is
interest-free until 9 months after ceasing at least half-time study. Repayment does not begin until 9 months after leaving school, and is at a minimum rate of $30 per month. Deferment and cancellation provisions are available. Students may borrow up to $2500 for the freshman and sophomore years combined, and up to $5000 for all undergraduate years combined. The actual amount will depend on the student's demonstrated need and the availability of funds.

During the 1977-78 academic year, over 700 students received National Direct Student Loans, totaling nearly $1,000,000.

College Work Study (CWS). Co-sponsored by DePaul University and participating off-campus agencies, this program provides jobs either on-campus or off-campus for students demonstrating financial need. Students are normally employed from 15-20 hours per week, and up to 40 hours per week when classes are not in session. The maximum hourly salary depends on the job and student's qualifications. Job listings are maintained in the Office of Career Planning and Placement.

Nursing Student Loan (NSL). Co-sponsored by DePaul University, this loan program is available to Nursing students who demonstrate financial need. Award amounts cannot exceed $2500 per academic year. The interest (3 percent) does not accrue, and repayment does not begin until 9 months after leaving school. The minimum monthly repayment is $15, but the repayment period cannot exceed 10 years. Up to 85 percent of the loan may be cancelled over a five-year period for full-time nursing service in many areas.

Nursing Scholarship (NS). This program is for Nursing students who demonstrate exceptional financial need. Although called a "scholarship," academic performance is not a factor in determining eligibility. Awards cannot exceed $2000 per academic year, and are not to be repaid.

Law Enforcement Education Program (LEEP). Both grants and loans are available under this program. Students currently employed in state or local law enforcement should contact the Office of Financial Aid for current eligibility requirements and applications.

APPLICATION PROCEDURES FOR FEDERAL AID PROGRAMS LISTED ABOVE (EXCEPT FOR BEOG AND LEEP):

1) Complete the DePaul University Application for Financial Aid.
2) Complete the Financial Aid Form (FAF) of the College Scholarship Service. Request that a copy be forwarded to DePaul and to Basic Grant. (Students who are independent of parental support should contact the Office of Financial Aid to secure an Independent Student Financial Statement in place of the FAF.)
3) Apply for the Illinois State Monetary Award (described below). Applications to DePaul will not be reviewed until the results of the ISSC application are received by the Office of Financial Aid, and the student has been accepted through the Admissions Office.

STATE OF ILLINOIS AID PROGRAMS

Illinois State Monetary Award. This program of gift assistance (not to be repaid) is administered by the Illinois State Scholarship Commission (ISSC). Undergraduate students who are residents of Illinois are eligible to apply for awards, which range from $120 to $1650 per year. The awards are based on financial need, and may be used toward tuition and fees only. Both full and half-time students are eligible. The student must list one college choice on the application, but he may change that choice upon receiving notification of the application results from ISSC.
In 1977-78, nearly 3000 students at DePaul received a Monetary Award, and 83 percent of the winners received the maximum. Of the families with income between $20,000 and $22,000, 87 percent received an award at private colleges.

**TO APPLY:** Complete Illinois State Monetary Award application and send to ISSC in Deerfield, Illinois. (Notification of awards are sent directly to the student from ISSC. The college indicated on the application will receive a copy of the notification.)

Illinois Guaranteed Loan Program (IGLP). This student loan is made available through participating banks, savings and loans, and credit unions. There are several hundred lenders throughout the state. The interest rate is 7 percent, and repayment begins 9 months after leaving school. The federal government will pay the interest on the loan while the student is in school and for the first nine months after leaving school.

The maximum for undergraduates is $2500 per year for full-time students and $1250 per year for half-time students. The maximum borrowing for all undergraduate years combined is $7500.

**TO APPLY:** Applications are available from participating lenders and from the Illinois Guaranteed Loan program, 102 Wilmot Road, Deerfield, Illinois 60015. A list of participating lenders is available from IGLP or from the Office of Financial Aid.

**DE PAUL UNIVERSITY AID PROGRAMS**

DePaul University offers a variety of scholarships, the funds for which are provided by both the University itself and generous donors.

Arthur J. Schmitt Scholarships. These are awarded to freshmen by the Office of Admissions on the basis of academic proficiency, demonstrable leadership and standardized test scores. There are ten $1500 scholarships each year, renewable annually if the student maintains a certain cumulative grade point average. Awards are based on merit, not financial need.

**TO APPLY:** Contact the Office of Admissions.

DePaul Competitive Scholarships. These are awarded to students graduating in the upper 10 percent of their high school class. Rank in class, ACT scores, and financial need are considered in awarding these scholarships. They range in value from $200 to full tuition, and are renewable for three additional years if the student maintains a 3.0 cumulative grade point average. Some of these scholarships are available thanks to generous donors and benefactors:

Rebecca Kranz Crown
Sol R. Crown
Paul V. Galvin
Bishop William D. O'Brien
Sherman J. Sexton

**TO APPLY:** Follow application procedures for Federal Aid Programs.

DePaul University Specialized Scholarships. A number of other scholarships are available that require special interests or qualifications. Among these are:

Wallace E. Carroll Scholarship
Commonwealth Edison Scholarship
Continental Bank Scholarship
Evening Division Scholarship
Matthew J. Fitzgerald Scholarship
Harris Bank Foundation Scholarship
Hayes-Healy Travel Scholarship
Robert and Charlotte Johnson Memorial Scholarship
Lindenbaum Scholarship
Goodman School of Drama Scholarship
Ledger and Quill—Accounting Alumni Association Scholarship
Sarah Siddons Scholarship
Rev. Thomas A. Mahoney Scholarship
Oberbroeckling Scholarship
Rev. Alexander Schorsch Scholarship
Sargent-Welch Scientific Company Scholarship
Western Electric Scholarship

TO APPLY: Follow application procedures for Federal Aid Programs.
In addition to the scholarships noted above, Athletic Scholarships and Music Scholarships are also available under different rules for eligibility. Interested students should contact the respective department for further information and application procedures.

PRIVATE SCHOLARSHIP AND GRANT PROGRAMS
Many incoming and current DePaul University students are awarded scholarships and grants by private agencies and organizations for use in attending DePaul. Among these are:
- Human Services Educational Support Grant
- George E. Johnson Foundation Scholarship
- Kemper Foundation Scholarship
- National Merit Scholarship
- George M. Pullman Scholarship
- Junior Achievement Scholarship

Students seeking scholarship assistance are also advised to inquire at local community organizations, fraternal organizations and the company where they or their parents are employed. In general, applications are available in November and deadlines often close in January for these types of programs.

WHERE TO GET APPLICATIONS
The ISSC Monetary Award Application is available from high school counselors, the Office of Financial Aid, and the Illinois State Scholarship Commission (102 Wilmot Road, Deerfield, Illinois 60015).

The Financial Aid Form (FAF) is available from high school counselors and the Office of Financial Aid.

The DePaul University Application for Financial Aid is available from the Office of Financial Aid.

The Application for Admission to DePaul University is available from the Office of Admissions.

Students and parents are encouraged to contact the Office of Financial Aid with any questions they may have concerning application requirements.

APPLICATION DEADLINES
Several programs have closing deadlines for submission of applications. (ISSC deadline October 1, 1979, for 1979-80 academic year, BEOG, March, 1980, for 1979-80 academic year.) DePaul University advises all students to file forms early in January prior to the school year they are seeking funding. Priority will be given to students who have completed filing their financial aid forms and received results of their Admissions application before June 1, 1979. Applications for financial aid will be taken after that date as funds remain available.

CAREER PLANNING AND PLACEMENT
The staff of the office of Career Planning and Placement assist students in planning their careers; in obtaining part-time employment which is oftentimes
related to their academic major and career goals; and in obtaining career employment upon graduation.

To assist students in making career decisions the following services are available: (1) career seminars; (2) career libraries on both campuses containing hundreds of publications describing careers, companies, industries, and projections of the demand for college graduates by types of careers; and (3) individual counsel and interpretation of vocational interest inventories whenever the student desires.

To assist graduating students in obtaining career employment the following services are available: (1) group workshops for guidance in job search techniques including publication handouts; (2) instruction on how to prepare personal resumes and letters of application; (3) "mock" interviews and instruction by business executives and University staff in preparation for actual interviews.

Last year 700 students received individual counsel in the Career Planning and Placement office; over 2400 part-time job requisitions were processed; over 125 nationally known organizations interviewed graduating seniors on campus and over 1900 other full-time jobs were received by mail and telephone and made available to applicants seeking career employment. Over 1500 applicants were placed in jobs through direct leads from the office and hundreds of others received jobs through the advice and counsel of the staff.

**UNDERGRADUATE 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 Lewis Center Campus. All residence halls are staffed with resident advisors who are available to assist resident students.

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

Corcoran Hall is a more traditional dormitory with double and single rooms. Study rooms, laundry and kitchenette facilities are also available in this building.

McCabe Hall consists of apartments — studio, one-bedroom, and two-bedroom. Though this hall is reserved primarily for graduate students, it is open to married undergraduate students.

*All Housing facilities are reserved for full-time DePaul students. Students who wish to reside on campus are strongly encouraged to complete a Housing Agreement prior to July 1, 1979.*

For additional information write or call:
Director of Housing
DePaul University
2312 N. Clifton
Chicago, Ill. 60614
(312) 321-8020
L. Edward Allemand, Ph.D.,
Acting Dean

Steven E. Goldberg, M.A.,
Assistant to the Dean for
Program

Rev. Ben A. Richardson
Assistant to the Dean for
Counseling

Rev. Thomas M. Creak, C.M.
Counselor

Curriculum

Divisions
Rev. Edmund J. Fitzpatrick, Ph.D.,
Philosophy and Religion

Albert Erlebacher, Ph.D.,
Humanities

Theresa L. Baker, Ph.D.,
Behavioral Social Sciences

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

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

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

THE CURRICULUM

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

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

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

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

General Education comprises seventy-two of the one hundred and eighty hours required for baccalaureate degrees. The DePaul College directs students to enroll for a minimum of four courses in each of the four divisions. Students elect their remaining requirements from the divisions of DePaul College.

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

COMPETENCE IN EXPRESSION AND REASONING

The University expects all students to be competent in mathematics, reasoning, and English communication, and to demonstrate this competence in course work and on tests. Students who do not meet University standards in basic skills are assigned to appropriate introductory courses and tested at the completion of each course. Students must achieve minimal competence within a reasonable time in order to proceed to more advanced work. Demonstrated competence, not course credit, is the standard throughout the University.

In cooperation with the University's standards in writing, instructors in DePaul College courses make regular written assignments and encourage students
to write clearly and well. An instructor may refer a student who is deficient in writing, reasoning, or computational skills to an introductory course or a tutorial program.

COURSES IN WRITING, LOGIC, AND COMPUTATION (WLC)

WLC 101 College Writing I. Intensive study of the mechanics of correct writing, including grammar, punctuation, and vocabulary development. Students assigned to 101 must go on to 102.

WLC 102 College Writing II. A sequel to 101: study and practice in the basic forms of written exposition. Students with demonstrated proficiency may be permitted to enroll in WLC 102 without taking WLC 101.

WLC 104 Applied Computation. The objective of this course is to increase students’ competence in working with the numbers of ordinary arithmetic, using a large variety of “real world” situations and problems from basic science as motivation.

WLC 105 College Logic. An exploration of the typical forms of systematic thinking and the most common informal fallacies.


Students taking one or two WLC courses will apply them towards their two DePaul College electives. Those taking three WLC courses will fulfill elective credit and, in addition, eliminate one course from the DePaul College division relating to their major field. A maximum of 12 credit hours of WLC courses may be used to fulfill DePaul College requirements.

Students must demonstrate proficiency at the level of Applied Computation (WLC 104) before being admitted to NSM courses. To achieve this proficiency, students may take WLC 104 or they may elect to prepare themselves, independently, to pass the proficiency test during their first year. Students assigned to WLC 101-102 are expected to demonstrate proficiency in writing during their first year.

Courses WLC 105, College Logic, and WLC 106, The Learning Process and College Study Techniques are designed for students who wish to solidify and refine their basic intellectual methods. Organization, analysis, processes of discrimination, and assigning priority to various materials will form typical subject matters.

TUTORIAL PROGRAMS

DePaul College offers tutorial programs to assist students in many areas including basic skills. Tutorials are individualized, non-credit sessions with trained student tutors; they may supplement course work or serve as training outside the classroom format.

The DePaul Writing Program offers regular weekly tutoring sessions to students interested in improving their writing skills. Under the supervision of the program Director, who also coordinates the WLC 101-102 sequence, tutors give guidance and practice in grammar, organization, and English usage. Tutorials in writing are available on both the Lincoln Park and Lewis Center campuses. Students who wish to participate in the Writing Program should contact the Writing Program Director or the Department of English.

Tutorials are also offered in computation and mathematics. Mathematics tutors are available for several hours each weekday on both the Lincoln Park and Lewis Center campuses to help students with mathematics problems. Tutoring schedules are distributed in all lower-level mathematics courses and are also available from the secretary of the Department of Mathematical Sciences.

Tutoring on a limited basis is offered through certain departments under the auspices of the DePaul College. Students should contact the DePaul College office for referral to these programs.
Division of Philosophy and Religion

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

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

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

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

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

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

REQUIREMENTS

The student must complete four courses in the Division. Two are to be in philosophy and two in Religion. In general the 200 level courses involve more specific content and advanced discussions.
COURSES—(All courses carry four credit hours.)

LEVEL ONE—PHILOSOPHY

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

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

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

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

LEVEL ONE—RELIGION

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

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

P&R 123 The Bible: An Introduction. The seminal writings of the two major Western religions examined to show the kinds of concerns and cultural influences which produced them.

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

LEVEL TWO—PHILOSOPHY

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

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

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

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

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

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

LEVEL TWO—RELIGION

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


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


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

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

PHILOSOPHY AND RELIGION—HONORS COURSES

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

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

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

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

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

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

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

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

The goals of the Division are:

1) To comprehend the humanities as an integration of man’s spiritual, rational, and emotional powers; to understand this integration as a unique means of seeing the world; and to appreciate the universal impulse to create.

2) To learn the usefulness of the humanities in gaining self-respect and respect for others through witnessing man as creator.

3) To acquire the abilities for a continuing appreciation of the arts and history by developing comfort in experiencing them through a quickened capacity for wonder, sharpened perceptions, critical judgment, and verbal ability.

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

REQUIREMENTS

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

COURSES—All carry four credit hours.

100-LEVEL

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

300-LEVEL

300 Art Forms of the Western World. Formal and stylistic development of Western Art. Credit for art req.
301 Art Forms of the Non-Western World. Examination of non-Western art and its influence on Western art. Credit for art req.

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

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

304 Film Art as Social Criticism. Explorations into the relationship between the film-maker and society. Credit for art req. (Fee: $10.00)

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

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

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

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

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

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

323 Medieval Themes and Their Heritage. Examination of Medieval and early Renaissance themes in religious and secular art and literature. Credit for either art or language and literature req.


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

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

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

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

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


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

345 Black American Music. The evolution of jazz from the 19th century to the 1960's, including the study of ragtime, blues and gospel music. Credit for music req.

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

357 Man in Africa. Analysis of social, political, and religious forms of life in African societies. Credit for history req.

358 Fascism, Counterrevolution, and Imperialism. Introduction to the major intellectual currents of the 19th and 20th centuries. Credit for history req.

370 World of the Cinema. Critical analysis of cinematic development. Credit for art req. (Fee: $15.00)

371 Contemporary Cinema. Films of innovation in relation to the heritage of the cinema. Credit for art req. (Fee: $15.00)

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

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

380 Exploring Contemporary Art. Major concerns of contemporary art are analyzed by means of studio projects and lectures. Credit for art req.
381 Colloquium in Cultural Studies: the Renaissance. Study of Renaissance culture utilizing lectures, symposia, recitals, drama, art exhibits, and special discussions. Credit for any required area in Humanities.


HUMANITIES—HONORS COURSES

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

322H Kinship of the Arts. Study of the graphic, spatial, temporal, and dynamic elements of design in the visual aspects of the arts of the film, with appropriate references to painting, sculpture, music, theater and dance.

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

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

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

353H The Psychology of Art. Study of the problems of the creative process as related to selected artists and their works.

357H The Artist as Humanist. Selected writings by artists on art from the Renaissance to the mid-twentieth century.
Division of Behavioral-Social Sciences

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

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

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

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

COURSES—(All carry four credit hours)

LEVEL ONE
An introduction to scientific methodology and critical analysis.

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

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

110 The Computerized Society. The computer as an aid to problem solving and its impact on society. Offered in NSM and BSS Divisions.
111 Human Psychological Processes. The study of human behavior from various psychological perspectives.
112 The Human Community. The meaning of community through examples of urban, utopian and those "communities" without geographic bases.
The Economy and Society. Nature of the economic sector and its relation to the society as a whole.

The Human Environment of the Non-Western World. Comparative studies of people and their land in Africa, Asia and Latin America.

Law and Society. A study of various facets of law in American Society.

Technology and Culture. Effects of technological change on the social organization of Western Society.

The Environment of the City. A study of urban environmental problems.

Education and Society. The relationship of education to society; the study of the school as a social institution.

Business in the Community. An introduction to business and a case study of a major local business.

Police and the Community. Student exploration of police/community decision-making concerning law, order and justice.

Issues and Problems of Civil-Military Relations. The interaction of the military with selected civilian institutions.

Work and Society. The impact of work on the individual and a study of the American job market.

Conflict and Consensus in America. Analysis of controversial social issues to evaluate the degree of dispute.

Ideas and Ideologies. Understanding the decision-making processes in society that are based upon value systems.

SPECIAL SEQUENCE

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

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

LEVEL THREE

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

Prerequisite: three BSS courses.


303 Problems of American Democracy. Research of selected political issues in contemporary American society.

304 Political Behavior. A study of voting and non-voting; political parties and elections in the United States.

Life Cycle, Aging and Population Problems. The changing age composition of the population; varying emphasis on youth, middle age and the aging and relations between age groups.

Problems of Education in Contemporary Society. Examination of specific educational issues: university reform, alternative forms of schooling, integration.


Problems of Social Justice. The interrelationships of science, society and morality.


Health Problems in Contemporary Society. The adequacy of health care delivery systems.

African Influences in South America. A cultural study of the long-term effects of migration from one continent to another.

Iberian Impact. The influence of Spain and Portugal in the modern world.

Problems in International Affairs. A comparative study of nations and their relationships.

Problems of Modern Transportation. Field investigations of forms of transportation in Chicago.

Problems of the Quality of Life. Understanding the rights of the consumer, worker and citizen and their ability to make choices.

Issues in Psychology. Examination of specific aspects of behavior and the environments in which they occur.

BEHAVIORAL-SOCIAL SCIENCES—HONORS COURSES

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

Education. Inquiry into processes through which people become educated.

Human Behavior. Understanding and affecting behavior in professional, peer group and family situations.

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

The City in the Western World. The history, function, problems, and future of the city in the Western World.

The Psychology of Art. Study of the problems of the creative process as related to selected artists and their works.

Urban Economic Analysis. Study of urban problems, and evaluation of possible solutions to those problems.

Man and Food. Study of the contemporary food crisis from the perspectives of biology, chemistry, geography, economics, and political science.
Division of
Natural Sciences and Mathematics

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

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

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

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

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

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

The basic 100 level courses developed or sponsored by the departments of the Biological Sciences (103), Chemistry (102), Mathematics (107, 109, 110) and Physics (100, 101, 104, 112, 113, 114, 115, 116) use the tools of these disciplines to examine the universe, and to provide experiences in scientific and mathematical discovery.

The 300 level courses are problem-oriented and may include such multi-disciplinary topics as automation, energy and food resources, evolution and genetic manipulation, modern warfare, overpopulation, pollution, and technology in a democratic society. NSM 303 may be repeated for credit if the topics are different.

REQUIREMENTS

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

Before a student may register for an NSM course he must demonstrate mathematical proficiency at the level of Skills course 104 (see page 25).

COURSES—All carry four credit hours unless otherwise noted.

100-LEVEL

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

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

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

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

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

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

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

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

112 Relativity. The concepts, phenomena and logic of Einstein's special relativity.

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

114 Exploring the Universe—From Constellations to Quasars.

115 Galaxies and Cosmology.

116 Great Discoveries in Astronomy—Ancient to Modern.

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

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300-LEVEL

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

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

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

304 **Man and Systems:** Concepts, and applications to ecology, learning, automation, the economy and technological change.

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

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

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

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

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

**NATURAL SCIENCES AND MATHEMATICS—HONORS COURSES**

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

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

245H **Science and Ethics.** Study of selected scientific-technological problems affecting the person and society in an ethical-moral context.

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

James A. Hart, B.S., M.A., J.D., Ph.D., Dean

Associate Dean

Jeanne M. Maloney,
Executive Assistant to the Dean

Mari Ann F. Curto, B.A.,
Administrative Assistant to the Dean

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

Curriculum and Fields of Specialization
Program Acceleration
Guidance and Information
Freshman-Sophomore Curricular Pattern

Departments
Programs
Courses
Faculty

Supporting Areas
Courses
Faculty
THE COLLEGE OF COMMERCE

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

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

CURRICULUM AND FIELDS OF SPECIALIZATION

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

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

The typical degree pattern is composed of the following:

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

The College of Commerce is divided into the following major departments: Accountancy, Economics, Finance, Management, and Marketing. A major may be chosen within any one of these departments or a student may major in General Business through an inter-departmental program. Allied course work in Business Law and Mathematics-Statistics support the fields of specialization. For the necessary information on DePaul College courses see pages 24-37.

DOUBLE MAJOR

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

PROGRAM ACCELERATION

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

GUIDANCE AND INFORMATION

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

COMMERCE INTERNATIONAL PROGRAM

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

PRE-LAW STUDY

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

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

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

- Business Mathematics 125 — Algebra with Applications to Business
- Business Mathematics 126 — Calculus with Applications to Business
- Business Mathematics 142 — Statistics I
- Management 231 — Communications I
- Management 331 — Report Writing in Business and Industry

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It is well recognized that a strong background in general education and Liberal Arts is essential to the successful completion of any pre-law program. The courses listed below are suggestions for a development of the history and nature of the Law and provide a basis for the contemplated study thereof. The academic program of the pre-law student should include as many of these courses as possible, consistent with the student's program in the College of Commerce.

English 208 — Rhetoric I
Speech 204 — Public Speaking
Speech 221 — Argumentation—Reason in Controversy
Speech 224 — Advocacy Communication
*Philosophy — P & R 101 — Sources and Problems in Thinking
Philosophy — P & R 205 — The Philosophy of Maturity
BSS 101 — An Introduction to the Individual in Society
BSS 117 — Law and Society
BSS 303 — Problems of American Democracy
BSS 304 — Political Behavior
BSS 306 — Problems of the Urban Environment
History 396 — History of American Legislation

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

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

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

FRESHMAN-SOPHOMORE CURRICULAR PATTERN

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

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

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

JUNIOR STANDING

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

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

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

PROGRAM OF CONCENTRATION*

Junior Year
Accounting 204, 206, 303
Business Law 202
Finance 210, 220
Management 200, 201
Marketing 200, 202
DePaul College: 2 courses

Senior Year
Accounting 372, 380, 383, 399
Commerce Electives: 2 courses
Management 304
DePaul College: 2 courses

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

MAJOR DECLARATION

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

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

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

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

130 Introduction to Computer Technology and Methodology. This course is designed to: familiarize the student with the computer as a problem solving tool in the business environment; to develop basic skills in computer programming; and to provide a background for communication with the information processing community. (Prerequisite: Bus. Math. 125 or Equivalent) $15.00 fee.

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

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

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

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

320 Information Systems. The objective of this course is to develop an understanding of systems theory, analysis, and design. Emphasis will be placed on the design and implementation of control systems, information requirements, the flow of information, and decision criteria. Steps required to analyze and design systems will be studied and techniques utilized by the systems analyst will be presented. The student will be given the opportunity to apply his knowledge in the solution of several problems of planning and designing systems. Emphasis throughout will be on accounting-oriented systems. (Prerequisite: 130 or Equivalent and Junior Standing)

329 Intermediate Data Processing Concepts. Data processing from a management point of view. Topics to be covered include files and file processing, data base concepts, systems analysis and design, feasibility studies, operational systems, management information systems and others. (Prerequisite: 130 or Equivalent and Junior Standing)

330 Advanced Data Processing Concepts. On-line real-time systems; data communications and related problems; data base-data communications systems; operating systems. Emphasis on management approach. (Prerequisite: 329 or Permission)

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

341 Governmental and Institutional Accounting. Accounting principles, practices and financial reporting problems of governments, hospitals and not-for-profit-institutions, including an examination of the organizational, legal and political background of fund accounting; budget authorization and appropriations; receipts and expenditures; special assessments; property and funded debt. (Prerequisite: 206)

372 Auditing Theory. Financial audits by public accountants and internal auditors, and the resulting audit reports with emphasis on underlying concepts and accepted standards rather than procedures. Study of mathematical techniques, such as statistical sampling, and techniques applicable to auditing computerized systems. (Prerequisite: 206)

374 Advanced Auditing Theory. Study in greater depth and breadth of subjects treated in Accounting 372, with particular reference to statistical methods and to auditing electronic systems. Discussion of the impact of U.S. securities laws on auditing. (Prerequisite: Math 125, 126, and 142; Accounting 130; and Junior Standing)

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

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383 Taxes II. Continuation of Accountancy 380; technical tax problems pertaining to individuals; reporting responsibilities and problems of partnerships and corporations; estate and gift taxation. (Prerequisite: 380)
390 Internship Program. An opportunity to apply knowledge acquired in the classroom in an actual business environment through varied assignments under supervision at one of a number of carefully selected firms in the fields of commerce industry, and public accounting.
391 C.P.A. Review. Preparation of students for the Certified Public Accountant examination. Numerous problems are worked by the student, both in the classroom and at home. Problems are selected to systematically review the student's knowledge of all pertinent aspects of accounting. Open only to candidates for the next C.P.A. examination and with permission of the Director of the C.P.A. Review. (Tuition: $425.00)
399 Advanced Theory Course. The pertinent authoritative accounting literature summarizing and synthesizing up-to-date developments in accounting thought through discussion of statements, bulletins, pronouncements, studies, articles, etc. (Prerequisite: Senior)

FACULTY

Chairman: Belverd E. Needles, Ph.D., C.P.A., C.M.A.


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


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

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

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

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

In addition to this economics concentration in the College of Commerce leading to a degree of Bachelor of Science in Commerce, DePaul University offers a Bachelor of Arts degree with a concentration in economics, College of Liberal Arts and Sciences.

**PROGRAM OF CONCENTRATION***

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

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

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

**103 Principles I. Introduction to Economics.** Fundamental theories of macro (or aggregate) economics; supply and demand, national income accounting and analysis, and international trade. Analysis of unemployment, and inflation, and policies designed to combat these and other current problems. (Prerequisite: None)

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

**215 Introduction to Money and Banking.** The structure of the American banking system; role of the Federal Reserve System; private financial institutions; and the effectiveness of monetary policy. (Prerequisite: 104 and Junior Standing)
242 **Statistics for Economics.** Fundamental knowledge of applied statistics. Descriptive statistics, statistical inference, analysis of variance and regression analysis are applied to economic problems. (Prerequisite: 104 and Junior Standing)

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

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

310 **Economics of the Urban Environment.** Economic principles are used in analysis of problems of pollution, health, transportation, housing, and education. (Prerequisite: 104 and Junior Standing)

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

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

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

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

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

325 **Economics of Poverty.** Material and cultural, absolute and relative forms of poverty investigated insofar as they derive systematically, directly and indirectly, from American economy. Taking elimination of poverty as an appropriate objective, existing private, institutional, and governmental activities are analyzed, including economic activity itself. (Prerequisite: 104 and Junior Standing)
330 The Economics of Socialism. Fundamental economic relationships as they exist under socialist forms of organization. The pure theory of socialism is examined, as well as the practical organization of the economies in the various socialistic nations. (Prerequisite: 104)

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

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

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

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

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

368 Industrial and Commercial Location. An analysis of the factors involved in selecting locations for the development of commercial, retail, or industrial facilities. (Prerequisite: 104 and Junior Standing) Also listed as Geog. 368 and Mktg. 368.

375 Introduction to Econometrics I. Techniques of estimation and testing of economic relationships. Probability theory, probability distributions, least squares estimation, and correlation. (Prerequisites: 104 & Stat. 142 or Econ. 242 and Junior Standing)

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

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

390 Internship in Applied Economics. An opportunity to apply knowledge acquired in the classroom to a real world situation under supervision of a carefully selected private or public enterprise. (Consult chairman for details.)

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

FACULTY

Chairman: William R. Waters, Ph.D.

Professors: James J. Diamond, Ph.D.; Robert W. Faulhaber, Ph.D.; William A. Hayes, Ph.D.; William R. Waters, Ph.D.


Assistant Professors: Franklyn Broude, M.B.A.; Floyd R. Dill, Ph.D.; Leonore K. Ken, Ph.D.; Richard J. Wiltgen, Ph.D.; George E. Wright, Ph.D.

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

Professors Emeriti: Frank J. Brown, Ph.D.; Joseph S. Giganti, Ph.D.
Department of Finance

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

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

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

CAREER ORIENTATIONS

Corporate Management
Securities Management
Banking and Financial Institutions
Government
Real Estate
Insurance
International

SUGGESTED FINANCE COURSES

210, 312, 331, 333
210, 330, 333, 335
220, 321, 331
220, 324
210, 350, 352, 353, 354, 355
210, 360, 362
220, 340

In keeping with the objective of providing a flexible program of study suitable to varied student needs, the program of concentration indicated below may be adjusted through consultation with the faculty advisor.

PROGRAM OF CONCENTRATION*

<table>
<thead>
<tr>
<th>Junior Year</th>
<th>Senior Year</th>
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<tbody>
<tr>
<td>Business Law 202</td>
<td>Commerce Electives: 4 courses</td>
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<tr>
<td>Finance 210, 220, 330</td>
<td>Finance 340</td>
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<tr>
<td>Management 200, 201</td>
<td>Finance Electives: 4 courses</td>
</tr>
<tr>
<td>Marketing 200, 202</td>
<td>Management 304</td>
</tr>
<tr>
<td>DePaul College: 2 courses</td>
<td>DePaul College: 1 course</td>
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</tbody>
</table>

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

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

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

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

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

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

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

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

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

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

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

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

350 Real Estate Analysis. The role of real estate in the U.S. economy and financial system. An integration of essential financial, valuation, and investment characteristics of real estate as a field of study. (Prerequisite: Junior standing)

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

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

354 Real Estate Valuations I. Introduction to the basic appraisal process. Area, site and structural analysis. Basic approaches to valuation analysis. (Prerequisite: Junior standing. Recommended: 210)

355 Real Estate Valuations II. Contemporary valuation methods. Use of data base and statistical inference. Real estate market simulation. (Prerequisite: 354)

360 Principles of Insurance. This course emphasizes a study of the fundamentals of risk and insurance. It considers the nature of nonspeculative risks and the alternative methods of treating such risks; and includes discussion of the specific application of these methods to personal and business risks that arise from life, health, property and liability contingencies. (Prerequisite: 210)
Pure Risk Management. This course is designed to acquaint the student with the nature and objectives of pure risk management. Consideration is given to the recognition, evaluation, and treatment of property and liability risks to which an individual or company is exposed. (Prerequisite: 360)

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

FACULTY
Chairman: Thomas J. Kewley, Ph.D., C.F.A.
Professors: James A. Hart, J.D., Ph.D.; Thomas J. Kewley, Ph.D., C.F.A.
Assistant Professors: Victor Levy, Ph.D.; Edward K. Offenbacher, M.A.; William M. Poppei, M.B.A.
Instructor: Michael D. Farrell, M.S.
Adjunct Professor: Raymond E. Daly, Ph.D.
Professors Emeriti: Frederick W. Mueller, Ph.D., LL.B.; Eugene J. Muldoon, M.B.A.
General Business

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

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

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

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

**PROGRAM OF CONCENTRATION***

<table>
<thead>
<tr>
<th>Junior Year</th>
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<tbody>
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<td>Commerce Electives: 4 courses</td>
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<td>Commerce Elective: 1 course</td>
<td>Finance Elective: 1 course</td>
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<tr>
<td>Economics Elective: 1 course</td>
<td>Management 304</td>
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<tr>
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<tr>
<td>Management 200, 201, one elective</td>
<td>DePaul College: 2 courses</td>
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<td>Marketing 200, 202</td>
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*Adjustments in programs may be made on recommendation of advisors and upon agreement with chairmen concerned. The "Commerce Electives" may be taken outside of the College of Commerce with the written approval of the student's advisor. A grade of "C" or better is required in all major field courses whether taken as an elective or as a required course.

**FACULTY**

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

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

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

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

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

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

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

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

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

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

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

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

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

Senior Year
Commerce Electives: 3 courses
Management 304, four electives
DePaul College: 2 courses

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

International Business Management. The nature of the international business environment and the role and behavior of multinational companies in home countries as well as abroad. Emphasizes an awareness of the pervasive influences of culture on management practices, and a conceptual framework necessary to deal with cross-cultural management problems. (Prerequisite: Senior standing)

FACULTY

Chairman: Dominic G. Parisi, Ph.D.
Assistant Professors: Linda G. Erickson, Ph.D.; Helen N. LaVan, Ph.D., A.P.S.; Irwin P. Lazarus, Ph.D.
Professor Emeritus: Loretto Hoyt, Ph.B., A.M.
Department of Marketing

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

A student wishing to major in Marketing must complete at least six Marketing courses at the 300 level. The Marketing faculty recognizes that the two areas of Marketing Research and Consumer Behavior, are basic to the study of Marketing. Thus, Marketing 300 (Marketing Research) and 310 (Consumer Behavior) are required of all marketing majors. In selecting the additional four courses, the faculty also recommends that the student follow one of the five “tracks” outlined below. Each track has two or three courses considered by the Marketing faculty to be basic to that area. Additionally, Marketing faculty recommend (but do not require) that students take Marketing 365, Industrial Marketing, since many of our graduates obtain positions in industrial or service firms. A student should consult with his/her Marketing Department advisor on both the content of each track and the courses taken in addition to the track courses.

The student should be aware that Commerce electives can be taken within your major field or used to develop a double major.

**TRACK 1:** *Marketing Communications.* Marketing 320, 321, 322.
Typical Occupations:
copywriter, production manager, account executive, media director, sales manager.

**TRACK 2:** *Marketing Research.* Marketing 300, 381, 382.
Typical Occupations:
analyst, survey taker, research assistant, research director.

**TRACK 3:** *Marketing Management.* Marketing 358. At least two of Marketing 331, 352, 355, 371.
Typical Occupations:
assistant buyer, buyer, product manager, brand manager, merchandise manager.

**TRACK 4:** *Sales Management.* Marketing 370, 371. (365 Recommended)
Typical Occupations:
manufacturing agent, sales representative, sales manager, purchasing agent.

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

**Program of Concentration**

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<td>Business Law 202</td>
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<td>Commerce Electives: 1 course</td>
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<td>DePaul College: 2 courses</td>
<td>Management 304</td>
</tr>
<tr>
<td>Finance: 210, 220</td>
<td>Marketing Electives: 4 courses</td>
</tr>
<tr>
<td>Management: 200, 201</td>
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</tr>
<tr>
<td>Marketing: 200, 202, 300, 310</td>
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*Adjustments in programs may be made on recommendation of advisor and upon agreement with chairmen concerned. Marketing majors may wish to concentrate their four “Commerce Electives” outside the College of Commerce. It requires: (1) The courses follow a specific college program or student developed program, (2) prior approval by the department chairman. A grade of “C” or better as required in all major field courses whether taken as an elective or as a required course.
COURSES—All courses carry four hours of credit, unless otherwise stated.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

58
Cases in Industrial Marketing. Analysis and discussion of cases in industrial marketing; evaluation of alternative actions open to the marketing executive. (Prerequisite: 365)

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

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

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

Marketing Research Methods. In-depth analysis of research methods; experimental, quasi-experimental designs and the techniques of data analysis appropriate to such methods and designs. (Prerequisite: 360)

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

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

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

FACULTY

Chairman: Robert J. Boewadt, Ph.D.
Professors: Harold W. Fox, Ph.D.; Hilda C. Wasson, D.B.A.
Assistant Professors: Roger Baran, M.B.A.; Petr G. Chadraba, Ph.D.
SUPPORTING AREAS
Department of Business Law

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

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

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

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

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

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

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

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

FACULTY

Chairman: Lawrence W. Ryan, J.D.

Professors: Lawrence W. Ryan, J.D.; Thomas J. Wynn, J.D.

Assistant Professors: Alexander Devience, J.D.; David P. Duff, J.D.; Samuel B. Garber, J.D.; James E. Staruck, J.D.

Lecturers: John Hillery, LL.B.; Michael M. Silbert, J.D.
Business Mathematics and Statistics

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

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

125 Algebra with Applications to Business. Set theory, algebra, functions and their use in modeling, graphs, linear inequalities. (Prerequisite: adequate performance on placement exam)

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

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

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

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

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

342 Statistics II. Multiple regression, correlation, analysis of variance, time series and sampling Statistical theory applied to business. Use of a statistical computing package. Course content will vary with the needs and desires of individual students. (Prerequisite: 142).

FACULTY

Program Coordinator: Jerry Goldman, Ph.D.

Chairman: Lawrence Gluck, Ph.D.


Associate Professors: Helmut Epp, Ph.D.; Susanna Epp, Ph.D.; Constantine Georgakis, Ph.D.; Lawrence Gluck, Ph.D.; Sigrun Goes, Ph.D.; Effat Moussa-Hamouda, Ph.D.; Roger Jones, Ph.D.; Glenn Lancaster, Ph.D.; Robert Ogden, Ph.D.; Michael Wichman, Ph.D.; Yuen-Fat Wong, Ph.D.

Assistant Professors: Robert Fisher, Ph.D.; David Goldberg, Ph.D.; Gerald Gordon, Ph.D.; Steven Homer, Ph.D.; George Knafl, Ph.D.; Narendar Ladhawala, Ph.D.; Jeanne LaDuke, Ph.D.

Instructor: James Kenevan, M.S.


Professors Emeriti: Everett McClane, M.S.; Arthur Svoboda, M.S.
COLLEGE OF
LIBERAL ARTS
AND SCIENCES

Patricia A. Evars, Ph.D., Dean
Robert E. Brewer, Ph.D.
Associate Dean

Thomas C. Dulan, M.A.
Administrative Assistant to the Dean
Lewis Center

Beth L. O'Connor, B.A.
Administrative Assistant to the Dean
Lincoln Park Campus

Academic Programs
THE COLLEGE OF LIBERAL ARTS AND SCIENCES

Day and Evening Divisions

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

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

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

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

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

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

Biological Sciences

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

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

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

Administered through the Department of Biological Sciences, the Medical Technology program includes a course of study that is nearly identical to the Standard Biological Sciences Concentration. See page 103 of this Bulletin for details.

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

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

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

**I. Standard Concentration**

**Biological Sciences:** Eleven courses.

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

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

**Chemistry:** 117 Basic Chemistry I; 119 Basic Chemistry II; 121 Organic Chemistry I; 123 Organic Chemistry II; 125 Organic Chemistry III; and 127 Quantitative Analysis*.

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

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

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

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Mathematics/Computer Science/Psychology: Mathematics 150 Calculus I; Mathematics 151 Calculus II; Mathematics 152 Calculus III*; one computer course (Mathematics/Computer Science 149, Introduction to Computer Science using BASIC, Computer Science 340 Principles of Computer Science I or Psychology 368 Computer Programming); and one statistics course (Mathematics 242 Elements of Statistics I, Mathematics 348 Applied Statistical Theory and Methods I or Psychology 240 Introductory Statistics for the Behavioral Sciences.)

*Students may be advised on the basis of their performance on the Mathematics Placement examination to take one or more pre-calculus courses.

II. Teacher of Biology—Secondary Level

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

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

Biology: 47-50 quarter hours (10 courses); Chemistry: 12 quarter hours; and Physics: 12 quarter hours.

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

SAMPLE PROGRAM—

STANDARD BIOLOGICAL SCIENCES CONCENTRATION

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

Junior Level
- Biology: 3 courses
- Physics: 150, 151, 152
- DePaul College: 6 courses

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

Senior Level
- Biology: 2 courses
- DePaul College: 5 courses
- Electives: 0-1 courses

COURSES

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

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

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

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

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

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

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

250 Cell Biology. Fundamentals of cell form and function studied at the molecular and organelle level, including basic cellular biochemistry, microstructure and physiology. Lecture-Laboratory (Prerequisite: 103 or consent of instructor.)
260 Genetics. Nature of genetic material and the manner of its expression; its mutability; and its significance with respect to organismal and species variation. Lecture-Laboratory (Prerequisite: 103 or consent of instructor.)

307 Plant Morphology. Structure, reproductive processes, phylogenetic relationships, and economic importance of the principal plant groups. Lecture-Laboratory. (Prerequisite: 103 or consent of instructor.)

308 Plant Anatomy. Differentiation, development, and structure of cells, tissues, tissue systems, and organs of vascular plants. Lecture-Laboratory. (Prerequisite: 103 or consent of instructor.)

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

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

311 Histology. Microscopic study of vertebrate tissues and organs. Lecture-Laboratory. (Prerequisite: Junior/Senior Biology standing.)

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

318 Insect Physiology and Development. Introduction to the physiology and development of insects, including embryogenesis, hormonal control of molting, metamorphosis and reproduction. Lecture only/4 quarter hours; Lecture-Laboratory/5 quarter hours. (Prerequisite: Junior/Senior Biology standing.)

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

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

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

340 Neurobiology. Introduction to the structure and function of vertebrate and invertebrate nervous systems. Lecture only. 4 quarter hours. (Prerequisite: Biology 250 or 380, and Chemistry through organic.)

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

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

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

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

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

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

Chairman: Robert A. Griesbach, Ph.D.

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


Assistant Professor: Daniel Gibbs, Ph.D.

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

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

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

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

PROGRAM: CHEMISTRY MAJOR
(B.S. DEGREE)

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

Core Courses for All Concentrations:

Chemistry: 131 General Chemistry I (or 117 Basic Chemistry I); 133 General Chemistry II (or 119 Basic Chemistry II); 147 Analytical Techniques (or 127 Quantitative Analysis); 171 Mechanistic Organic I (or 121 Organic Chemistry I); 173 Mechanistic Organic II (or 123 Organic Chemistry II); 175 Mechanistic Organic III (or 125 Organic Chemistry III); 192 Mathematical Methods of Chemistry; 196 Physical Chemistry I; 211 Physical Chemistry II; 215 Physical Chemistry III; 260 Analytical Equilibrium Chemistry and 261 Instrumental Analysis.

Physics: 170 General Physics I; 171 General Physics II; and 172 General Physics III.

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

I. Standard Concentration

Chemistry: Core courses, plus 321 Intermediate Inorganic Chemistry; and one course from 265 Air Chemistry, 267 Aqueous Chemistry, 278 Environmental Chemistry, or 325 Solid Waste Chemistry.

Additional: Nine courses in advanced chemistry or supporting fields.

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

Chemistry: 212 The Chemical Bond; 356 Spectral Interpretation; and two four-semester hour chemistry courses numbered above 300.

Mathematics/Physics: Mathematics 210 Calculus IV; and any two courses from Mathematics 211 Differential Equations, Physics 270 General Physics IV, Physics 295 Mathematics for Physical Scientists I, and Physics 296 Mathematics for Physical Scientists II.

German: 101 Basic German; 102 Basic German; and 103 Basic German. (Students are placed within this sequence on the basis of their high school language background. See the Modern Languages section of this Bulletin for the placement guide.)
II. Biochemistry Concentration

Chemistry: Core courses, plus 340, 342 and 344 Biochemistry I, II and III; and 341 and 343 Experimental Biochemistry I and II.

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

Physics: Either the sequence of core courses 170, 171 and 172 or 150 General Physics; 151 General Physics; and 152 General Physics.

Mathematics: Core courses.

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

III. Environmental Concentration

Chemistry: Core courses, plus 265 Air Chemistry; 267 Aqueous Chemistry; 269 Industrial Chemical Hazards; 321 Intermediate Inorganic Chemistry; 325 Solid Waste Chemistry; and 356 Spectral Interpretation.

Physics: Core courses.

Mathematics: Core courses.

Geography: 225 Weather, Climate, and Man.

Psychology: 368 Computer Programming.

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

IV. Teacher of Chemistry—Secondary Level

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

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

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

V. Concentration in Science Related Allied Fields

For students desiring a B.S. in chemistry with a minor in a field such as marketing, patent law, criminology, science education, clinical chemistry, science writing, or planning to obtain a Master in Business Administration, the curriculum will be tailored to the individual requirements with the aid of the student’s departmental advisor. Typically, 52 quarter hours in chemistry, 12 quarter hours in physics, and 12 quarter hours in calculus should be completed. The student has 32 quarter hours (8 courses) in which to develop an allied specialty or a double major in physics or mathematics.

NOTE: Students planning to integrate a B.S. and M.S. degree program at DePaul University, should inquire of the chairman of the Department of Chemistry as undergraduate juniors, whether they can begin studies in the Graduate School that are applicable toward a master’s degree.

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### SAMPLE PROGRAM—STANDARD

#### Freshman Level
- **Chemistry:** 131 (117*), 133 (119*), 147 (127*)
- **Physics:** 170, 171, 172
- **Mathematics:** 150, 151, 152
- **DePaul College:** 3 courses

#### Junior Level
- **Chemistry:** 260, 261, 278
- **Electives:** 4 courses in Advanced Chemistry and/or others
- **DePaul College:** 5 courses

#### Senior Level
- **Chemistry:** 321
- **Electives:** 5 courses in Advanced Chemistry and/or others
- **DePaul College:** 5 courses

*Courses in parentheses may be substituted.

### COURSES

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

All odd numbered courses, except 399, include a laboratory and are assessed a laboratory fee and a breakage fee.

### GENERAL AND INORGANIC CHEMISTRY

- **117** Basic Chemistry I. Chemical principles governing behavior of matter. (Prerequisite: 119)
- **119** Basic Chemistry II. Chemical principles related to qualitative analysis of ions in aqueous solutions. (Prerequisite: 117)
- **131** General Chemistry I. Rigorous introductory course emphasizing basic physical and inorganic chemistry. (Corequisite: Mathematics 150 or consent.)
- **133** General Chemistry II. Continuation of Chemistry 131. (Prerequisite: 131 or 117 with consent)
- **321** Intermediate Inorganic Chemistry. Lecture and laboratory course emphasizing synthesis, structure and reactions of metal ligand compounds of general and biological interest. (Prerequisite: 125 or 175, 196 or consent; 212 strongly recommended)

### ANALYTICAL CHEMISTRY

- **127** Quantitative Analysis. Use of the quantitative nature of chemistry to solve practical problems of analysis. (Prerequisite: 119 or 133)
- **147** Analytical Techniques. Lecture and laboratory course involving quantitative chemical analysis. (Prerequisite: 133 or 119)
- **167** Techniques in Clinical Chemistry. (2 quarter hours) Lecture and laboratory course on analytical techniques in the clinical laboratory. (Prerequisite: 127 or 147; 121 or 171; or consent.)
- **260** Analytical Equilibrium Chemistry. Lecture course dealing with equilibrium involved in quantitative analysis. (Prerequisite: 147 or 127 or consent)
- **261** Instrumental Analysis. Lecture and laboratory course which involves modern instrumentation in chemical analysis. (Prerequisite: 213)

### SPECIAL COURSE

- **390** Forensic Science. The application of modern science to problems in criminology, evidence, art and archaeology. (No prerequisite)

### ORGANIC CHEMISTRY

- **121** Organic Chemistry I. Carbon compounds, especially aliphatic monofunctional types. (Prerequisite: 119 or 133)
- **123** Organic Chemistry II. Continuation of Chemistry 121 with emphasis on functional groups important in biological systems. (Prerequisite: 121)
- **125** Organic Chemistry III. Chemistry of products found in natural systems: lipids, carbohydrates, proteins, nucleic acids and enzymes. (Prerequisite: 123)
- **171** Mechanistic Organic I. Introduction to organic chemistry: Stereochemistry, free radical substitution and electrophilic addition. (Prerequisite: 133 or consent)
- **173** Mechanistic Organic II. Aromaticity and electrophilic and nucleophilic substitution. (Prerequisite: 171)
- **175** Mechanistic Organic III. Carbanions and the preparation and reactions of many organic compounds including those of biological interest. (Prerequisite: 173)
- **356** Spectral Interpretation. Analysis and interpretation of the different types of spectra obtained from organic compounds. (Prerequisite: 125 or 175; 261 or consent)

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PHYSICAL CHEMISTRY

192 Mathematical Methods of Chemistry. (2 quarter hours) A problem-solving course concentrating on mathematical techniques needed for chemical calculations. (Prerequisite: Math. 152.)

196 Physical Chemistry I. Thermodynamics: Concepts of heat, work and energy; meaning of enthalpy, free energy and entropy; equilibrium constants, dependence of thermodynamic properties on temperature. (Prerequisites: 119 or 133; Mathematics 152; or consent.)

211 Physical Chemistry II. Thermodynamics continued; electrochemistry, transport processes and crystal structure. (Prerequisite: 196; 192 or consent.)

212 The Chemical Bond. Quantum chemistry, electronic structure of atoms and molecules, molecular spectroscopy. (Prerequisite: 211 or consent.)

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

ENVIRONMENTAL CHEMISTRY

265 Air Chemistry. Chemical interactions of air pollutants and our natural gaseous environment. Laboratory: analysis of ambient air pollutants. (Prerequisite: 127 or 147) Offered in the Spring Quarter of even-numbered years.

267 Aqueous Chemistry. Chemical interactions of water pollutants and our natural aqueous environment. Laboratory: analysis of contiguous waterways. (Prerequisite: 127 or 147) Offered in the Autumn Quarter of even-numbered years.

269 Industrial Chemical Hazards. Sources, effects, analysis and control of hazardous dusts, gases, solvents, metals and biological substances in the industrial environment. Laboratory: Analysis of toxic gases in the air of several laboratories. (Prerequisite: 127 or 147 and 125 or 175.) (147 offered in the Spring Quarter of odd-numbered years)

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

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

BIOCHEMISTRY

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

340 Biochemistry I. The first in a three course sequence covering most aspects of modern biochemistry and molecular biology. (Prerequisite: 125 or 175)

341 Experimental Biochemistry I. Techniques for characterizing proteins, nucleic acids, polysaccharides and lipids. (Corequisite: 340)

342 Biochemistry II. Continuation of Course 340. (Prerequisite: 340)

343 Experimental Biochemistry II. Selected experiments in enzymology, cell membrane structure, and in molecular, viral, bacterial and animal genetics. (Prerequisite: 341)

344 Biochemistry III. Continuation of course 342. (Prerequisite: 342)

ADVANCED STUDY

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

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

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

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

FACULTY

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

The College of Liberal Arts and Sciences offers a course of studies leading to the degree of Bachelor of Arts in Communications. Administered through the English Department, the curriculum includes course work in speech, philosophy, and English—in addition to the Communications courses themselves, and some programs in the major will include studies in mathematics and visual arts. The goals of the major in communications are three-fold: to develop writing, speaking, and thinking abilities at an advanced level; to understand relationships between and to explore the natures of written and non-written communication forms and systems; and to understand the nature and cultural uses of the mass media. The major is to serve students whose professional goals are in various media, writing, and public relations or research fields, and to serve also those whose futures include advanced studies in law, journalism, or communications.

PROGRAM: COMMUNICATIONS MAJOR (B.A. DEGREE)

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

Core Courses for all Communications Majors:

Four skills courses: Comm. 200 Expository Writing; Speech 100 Basic Speech Communications; Phil. 303 Critical Thinking; and one from Eng. 300 Advanced Composition; Comm. 309 Special Topics in Journalism; and Speech 204 Public Speaking. (Note: Students earning a C or better in DePaul College’s Skills 102 will substitute Eng. 300 for the Comm. 200 requirement.)

Three theory courses: Eng. 202 American English; Comm. 207 Introduction to Communications Theory; Comm. 210 Media and Culture.

I. LITERARY ARTS CONCENTRATION

Core courses plus Eng. 220 Understanding Literature; Eng. 328 Shakespeare; three surveys of English and/or American literature (from Eng. 310, 320, 330, 340, 360, 361, 362); one other course in English, Communications, or Speech 203 Interpretative Reading.

II. LANGUAGE AND SYSTEMS CONCENTRATION

Core courses plus Comm 307 Advanced Communications Theory; three courses selected from Art 105 Foundation Design, Math. 242 Elements of Statistics I, Math. 149 Introduction to Computer Science, Math. 303 COBOL Programming, Phil. 305 Philosophy of Language, Phil. 390 Selected Topics: Symbol Systems; and two other courses in Communications, English, or Speech (from 202, 205, 300, 221, 321).

Allied Fields: Students interested in preparing for careers in business-related communications fields will elect a series of six to ten courses in business and business communications; the specific courses as approved by the student’s advisor, will aim for a breadth of general knowledge about the world of business. Students preparing for a career in law should elect courses in the pre-law program (page 129 of the Bulletin). And students interested in journalism or media careers will elect six courses in the College of Liberal Arts and Sciences, including course work in History, Art, and Philosophy.
SAMPLE PROGRAM—COMMUNICATIONS MAJOR:
LANGUAGE AND SYSTEMS CONCENTRATION
(With Pre-Law Allied Fields Work)

**Freshman Level**
- Communications: 200
- Philosophy: 303
- English: 202
- Speech: 100
- DePaul College: 4 courses
- Allied Fields: Math. 242, Law 200, Hist. 394

**Sophomore Level**
- Communications: 207, 309
- English: 300
- DePaul College: 5 courses
- Allied Fields: Eng. 208, 306
- Electives: 2 courses

**Junior Level**
- Communications: 210, 307, 216
- Philosophy: 305
- Allied Fields: Law 300
- Electives: one course

**Senior Level**
- Communications: 212
- Speech: 221
- DePaul College: 4 courses
- Electives: 5 courses (include additional pre-law courses)

**COURSES IN COMMUNICATIONS**
(All courses carry 4 quarter hours credit)

200 **Expository Writing.** Exposition as a method of discourse, with practice in analysis, definition, comparison and contrast; the research paper.

204 **Specialized Writing.** Technical writing, writing for advertising, and business writing as alternating areas of emphasis.

207 **Introduction to Communications Theory.** The conceptual framework for viewing the communications process, with theories and topics in human information processing, symbolic interactionism, language acquisition, and the structure and functions of interpersonal, corporate, and mass communication systems.

210 **Culture and Media.** Theory from sociology, psychology, and aesthetics, with analysis of selected media.

212 **Mass Media:** Newspapers and Periodicals. Study of newspapers and periodicals as media.

214 **Mass Media:** Radio and Television. Study of radio and television as media.

216 **Mass Media:** Film. Study of cinema and the arts as mass media.

307 **Advanced Communications Theory.** More sophisticated study in theory and systems of communications. (Prerequisite: Communications 207)

309 **Special Topics in Journalism.** Alternating emphasis in Newswriting and Reporting and in Public Relations.

392 **Communications Internship.** Selective placement of students in work-study situations to prepare for professional careers in communications. Credit variable. (Prerequisites: Junior standing and 3.0 grade point average.)

**FACULTY**

Co-ordinator, Communications Major: Elmer Pry, Ph.D., English

Professor: Martin Kalin, Ph.D., Philosophy

Associate Professors: William Conger, MFA, Art; John O’Malley, Ph.D., Speech and Drama; Elmer Pry, Ph.D., English; Lavon Rasco, Ph.D., English.

Assistant Professors: Joan Arteberry, Ph.D., Nursing; Mary Jane Larrabee, Ph.D., Philosophy; Helen Marlborough, Ph.D., English.

Instructor: Jerry Carlson, M.A., English.
Computer Science

The Department of Mathematical Sciences offers a course of studies leading to the degree of Bachelor of Science in Computer Science. The purpose of the curriculum is to prepare the student with the requisite theoretical, technical and practical knowledge for a professional career in various computer or computer related fields. The program is flexible and is designed to serve the needs of students preparing to enter a computer profession in business, industry or scientific research. The curriculum is oriented toward equipping the student with the expertise necessary not only to enter but to excel in a computer related career.

PROGRAMS: COMPUTER SCIENCE MAJOR (B.S. DEGREE)

(B.S. Degree)

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

Computer Science: Ten courses consisting of either 149 or 303 or 305, and 340, 341, 342, 344, 345, 347, and three additional computer science electives.

Mathematics: 150, 151, 152, 215, 220, 242 or 351.

Physics: Digital Electronics, Physics 112.

Electives: Ten courses which may be taken in either the College of Liberal Arts and Sciences, the College of Commerce, the School of Music, or the School of Education according to the student’s interests and career objectives.

Students considering a career in business related computer applications should take some of their electives from among the following College of Commerce courses: Accounting 101, 103, 329, 330; Economics 103, 104; Finance 210; Management 200, 305, 306; Marketing 200. Students who are interested in the scientific applications of computing or who are preparing for graduate work in computer science should take Math. 210, 310, 336, and 370. Computer Science students may wish to consider a double major in Computer Science and Mathematics. To meet the requirements for the double major, the student should take the above-mentioned mathematics courses and three additional mathematics or computer science courses selected from those which are applicable for mathematics major credits. In view of the importance of effective communication for a computer professional, it is recommended that all computer science majors elect Communications 200 - Expository Writing.

SAMPLE PROGRAM: COMPUTER SCIENCE

Freshman Level
Computer Science: 149 or 303 or 305
Mathematics: 150, 151, 152
Electives: 3 courses
DePaul College: 5 courses

Sophomore Level
Computer Science: 340, 341, 342
Mathematics: 220, 215
Electives: 3 courses
DePaul College: 4 courses

Junior Level
Computer Science: 344, 345, 347
Mathematics: 242 or 351
Electives: 4 courses
DePaul College: 4 courses

Senior Level
Computer Science: 3 courses
Electives: 3 courses
DePaul College: 5 courses
COURSES

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

145 RPG II Programming. An introduction to the Report Generator Language RPG II. Emphasis will be on business reporting problems. Applications of RPG II in small scale computer system environments.

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

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

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

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

323 Statistical Software. A thorough introduction to computer packages for general statistical applications. Packages covered include BMD, IDA, MINITAB, SPSS, SPSSXP. The emphasis will be on actual experience with both on-line and batch processing packages. Prerequisite: any introductory statistics course.

333 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.

340 Principles of Computer Science I. An introduction to computer science using PL/1. Conceptual models of a computer, machine language, flowcharts, looping structures, problem decomposition, well-structured programs. (Prerequisite: Any introductory programming course or demonstrated knowledge of a computer language) Laboratory fee.

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

342 Data Structures. Representation and management of data in a computer. 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.

344 Assembly Language Programming I. Data representation, addressing schemes and instruction formats, introduction to IBM 360/370 assembly language. (Prerequisite: 341 or equivalent)

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

346 Computer Operating Systems. A conceptual introduction to operating systems. Multiprogramming, timesharing, concurrent and cooperating processes, scheduling policies, storage management and file management. (Prerequisite: 344 or 394 or consent) Laboratory fee.

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

349 Data Bases and Data Management. Integrated data bases, architecture of data base systems, storage structures, integrated management systems, on line file organization, teleprocessing. (Prerequisite: 342 or 394 or consent) Laboratory fee.


372 Metamathematics, 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.) Cross listed with Math. 372.

374 Computer Information Systems. An introduction to the analysis and design of computer based information systems, on-line inventory systems and bibliographic search systems. (Prereq: Senior standing or consent of instructor.)

375 Introduction to Computer Systems Analysis and Design. An introduction to performance evaluations of large and small scale application systems. User need analysis and determination of performance specifications. (Sugg. Prereq: CSC 346, CSC 359, or consent of instructor).


387 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: Math. 220 and any introductory programming course.) Laboratory fee. Cross listed with Math. 387.

388 Operations Research II: Optimization Theory. Integer programming; non-linear programming; dynamic programming; queuing theory; game theory.


394 Software Projects. Students will be provided with experience in team design, implementation and testing of a large software project. (Prerequisites: At least five courses in Computer Science and consent.)

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

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

398 Internship. In cooperation with local employers the computer science program offers students the opportunity to integrate their academic experience with on-the-job training in computer related work areas. Academic credit is variable and admission to the program requires departmental permission.

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

FACULTY
Program Director: Helmut Epp, Ph.D.
Chairman: Lawrence Gluck, Ph.D.
Associate Professors: Helmut Epp, Ph.D.; Susanna Epp, Ph.D.; Constantine Georgakis, Ph.D.; Lawrence Gluck, Ph.D.; Sigrun Goes, Ph.D.; Effat Moussa-Hamouda, Ph.D.; Roger Jones, Ph.D.; Glenn Lancaster, Ph.D.; Robert Ogden, Ph.D.; Michael Wichman, Ph.D.; Yuen-Fat Wong, Ph.D.
Assistant Professors: Robert Fisher, Ph.D.; David Goldberg, Ph.D.; Gerald Gordon, Ph.D.; Steven Homer, Ph.D.; George Knaf, Ph.D.; Narendar Ladhawala, Ph.D.; Jeanne LaDuke, Ph.D.
Instructor: James Kenevan, M.S.
Lecturers: Louis Aquila, M.S.; Mehmet Caglayan, Ph.D.; Tom Callahan, M.S.; Timothy Carroll, Ph.D.; Richard Cortheoux, Ph.D.; William Griffeth, Ph.D.; Anne Pankey, M.B.A.; Stephen Samuels, M.S.
Economics

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

The department emphasizes a logical, orderly, and systematic treatment of these economic problems. It also integrates business and liberal arts subjects—especially the social and mathematical sciences—in order to adopt a complementary major in allied fields such as political science, sociology, or mathematics.

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

The department also offers an interdisciplinary program for students who want to major in economics and also focus on "urban studies." Many students have found that this multidisciplinary approach with economics as a major field has enhanced their professional prospects as well as provided them with excellent preparation for graduate work in economics.

In addition to the economics concentration in the College of Liberal Arts and Sciences, DePaul University offers a concentration in economics leading to a Bachelor of Science in Commerce, College of Commerce.

PROGRAM: ECONOMICS MAJOR
(B.A. DEGREE)

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

I. Standard Concentration

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

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

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

Sociology: 201 Introductory Sociology and 303 Minority Relations.

Mathematics: 130 College Algebra; 131 Elementary Functions; and 150 Calculus I; Business Mathematics 125 Algebra with Applications to Business; 126 Calculus with Applications to Business; and 155 Calculus and Statistical Analysis for Business I may be substituted for Math, 130, 131, and 150.

Revisions in the Math, Political Science, Psychology, and Sociology requirements may be effected in consultation with the student's departmental advisor.

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

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

II. Urban Studies Concentration

Economics: 103 Principles I, Introduction to Economics; 104 Principles II, Economics of the Market Place; 242 Statistics for Economics; 310 Economics of the Urban Environment; 325 Economics of Poverty; 395 Seminar in Selected Economic Topics; and five additional economics courses.

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

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

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

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

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

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

**Senior Level**
- Economics: 3 economics electives
- Supporting Fields and/or Electives: 5 courses
- DePaul College: 4 courses

**COURSES**
(All courses carry 4 quarter hours credit.)

**PRINCIPLES AND THEORY**

103 Principles I. Introduction to Economics. Fundamental theories of macro (or aggregate) economics. Attention on supply and demand, rational income accounting and analysis, and international trade. These tools are used to analyze problems like unemployment and inflation, and policies designed to combat these and other current problems.

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

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

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

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

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

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

**ECONOMIC HISTORY AND THOUGHT**

316 European Economic History. Major factors and institutions which have influenced the economic development of European nations. Impact of these nations on U.S. development also discussed. (Prereq.: 104 or permission of Chairperson.)

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

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

**ECONOMIC INSTITUTIONS AND PROBLEMS**

310 Economics of the Urban Environment. Economic principles employed in an analysis of problems of pollution, health, transportation, housing, and education. (Prerequisite: 104 or 105)

312 Business and Society. Relationships between government, business and society. Both the institutional and theoretical aspects of governmental intervention in economic life examined. (Prerequisite: 104 or permission of Chairperson)

318 Labor Economics and Organization. Examines historically and theoretically the principal problems confronting labor groups; particular reference to the dynamic economy of the United States. (Prerequisite: 104 or permission of Chairperson)
320 Economics and the Common Good. Economic theories, systems, and problems studied and analyzed in reference to the economic good as defined in key modern documents, particularly the social encyclicals. Stress both theory and practice. (Prerequisite: 104 or permission of Chairperson)

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

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

335 Resource, Energy, and Environmental Economics. Introduction to the fundamental problems of resource depletion and environmental deterioration; tradeoffs between the use of natural resources, environmental pollution, and population growth; alternative methods to achieve an optimal ecological system. Economic analysis of cost-benefit techniques, the role of effluent fees, government subsidies, and legislative action. (Prerequisites: Economics 104 or 105)

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

368 Industrial and Commercial Location. Analysis of the factors involved in selecting locations for the development of commercial and industrial facilities. (Prereq.: Econ. 104 or 105) (Cross-listed with Geography 368 and Marketing 368.)

395 Seminar in Selected Economic Topics. The terminating Urban Studies Seminar. (Prerequisite: Consent of instructor)

QUANTITATIVE TECHNIQUES IN ECONOMICS

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

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

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

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

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

SPECIALIZED STUDY

390 Internship in Applied Economics. An opportunity to apply knowledge acquired in the classroom to a real world situation under supervision of a carefully selected private or public enterprise.

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

FACULTY

Chairman: William R. Waters, Ph.D.

Professors: James J. Diamond, Ph.D.; Robert W. Faulhaber, Ph.D.; William A. Hayes, Ph.D.; William R. Waters, Ph.D.


Assistant Professors: Bala N. Batavia, Franklyn Broude, M.B.A.; Ph.D.; Floyd R. Dill, Ph.D.; Leonore K. Ken, Ph.D.; Margaret A. Oppenheimer, Ph.D.; Richard J. Wiltgen, Ph.D.; George E. Wright, Ph.D.

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

Professors Emeriti: Frank J. Brown, Ph.D.; Joseph S. Giganti, Ph.D.
English

The roles of the English Department in the University are threefold: first, to prepare students whose major interest is the area of language and literature; second, to provide opportunities for study in the broad areas generally labeled "communications"; and third, to service the literary interests and communications needs of students with other areas of specialization. The departmental goals and curriculum are developed with these roles in mind.

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

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

In addition to its department concentrations the department administers an interdisciplinary major in communications. Developed in cooperation with other departments in the College of Liberal Arts and Sciences, this concentration provides students with the opportunity to gain knowledge and skills for many careers and professions. The goals of the major in communications are: to develop writing, speaking and thinking abilities at an advanced level; to know relationships between and to explore the natures of written and non-written communication forms and systems; to understand the nature and cultural uses of the mass media. The major offers a required core of skills and theory courses which is complemented by an area of emphasis within the major.

Also, in cooperation with the School of Education, the department offers a program to prepare students for a career in teaching in junior high and secondary schools.

PROGRAM: ENGLISH MAJOR
(B.A. DEGREE)

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

I. Standard English Concentration

English: 202 American English; 220 Understanding Literature; 328 Shakespeare; 310 English Literature to 1500; 320 English Renaissance Literature; 330 Restoration and 18th Century English Literature; 340 Nineteenth Century English Literature; two from English 360 Early American Literature, 361 Romanticism in American Literature, and 362 Realism and Naturalism in American Literature; one from English 300, 305 and 309 (writing courses); and three electives.

Allied Fields: Speech and Drama 230 Interpretative Reading; two courses in History; and three courses from offerings in History, Speech and Drama, Philosophy, Visual Arts, Religious Studies, Modern Languages, and Communications.
II. American Studies Concentration

**English:** 202 American English; 220 Understanding Literature; 328 Shakespeare; *three* surveys of English literature (From English 310, 320, 330, 340); *two* surveys of American literature (from 360, 361, 362); 222 Introduction to American Culture; 367 Topics in American Studies; *one* from English 300, 305, and 309 (writing courses); *two* additional courses in American literature or American studies.

**Allied Fields:** Speech and Drama 203 Interpretative Reading; Visual Arts 320 American Art; two courses in American History; two additional courses from Communications, History, Philosophy (369 recommended), and Religious Studies (211 recommended).

III. Teacher of English—Secondary Level

In cooperation with the School of Education, the English Department offers a concentration of study that satisfies the basic requirements for a specific area of study, with certification for teaching that concentration at the junior high and secondary school levels. The student electing this program should consult with the School of Education immediately upon entering DePaul.

**English:** 202 American English; 300 Advanced Composition; *three* surveys of English literature (from English 310, 320, 330, 340); *two* surveys of American literature (from 360, 360, 362); 328 Shakespeare; 220 Understanding Literature; 391 Teaching of English; *one* additional course in American literature; and *two* other courses in English.

**Allied Fields:** Speech and Drama 203 Interpretative Reading; courses in Education towards certification for teaching.

**Writing Skills requirement of all English majors:** Students majoring in Concentrations I and II must complete the required Skills Program 102 in DePaul College with a grade of C or better or have been exempted from that requirement; students in the Teacher of English concentration will earn a C or better in Skills Program 102 or (if exempted) earn a C in Communications 200: Expository Writing.

**Modern Languages:** Majors in Concentrations I and II will show competency in a foreign language; competency may be attained by two years of high school study in any one foreign language or by a minimum of 12 quarter hours of credit at the college level.

**SAMPLE PROGRAM—ENGLISH MAJOR: STANDARD CONCENTRATION**

**Freshman Level**

- English: 202, 220, 300
- DePaul College: 4 courses
- Allied Fields: Speech 203, History 110, 111, 112
- Electives: one course

**Sophomore Level**

- English: 310, 328, 361, 356
- DePaul College: 4 courses
- Allied Fields: Communications 207; Philosophy 303
- Electives: one course

**Junior Level**

- English: 320, 330, 362
- DePaul College: 5 courses
- Language Requirement: French 101, 102, 103

**Senior Level**

- English: 340, 305, 366
- DePaul College: 5 courses
- Electives: 3 courses
COURSES IN ENGLISH
(All courses carry 4 quarter hours credit)

LANGUAGE AND COMPOSITION
208 Rhetoric I. Study of interpretation of texts and of principles and theory of rhetoric, especially topics of argument. (Prerequisite: Skills 102, Communication 200, or equivalent)
300 Advanced Composition. Further development of writing skills, with emphasis on individual style. (Prerequisite: Skills 102 or Communications 200 or equivalent)
302 Grammar and Composition in American English. An introduction to basic linguistic concepts with emphasis upon implications for grammar and composition. (Prerequisite: Eng. 202)
303 English Language Studies for Elementary Teachers. An overview of the history and structure of the language with emphasis upon both the traditional and transformational approaches.
305 Creative Writing. Writing of original manuscripts, with critical guidance by instructor.
306 Rhetoric II. Study of practical problems of reasoned argument emphasizing invention and construction of arguments.

LITERATURE
101 Fundamentals of Writing. Emphasis on usage, grammar, sentence and paragraph structure and development.
220 Understanding Literature. Study of particular and important critical approaches to literature as well as the application of these theories to selected literary texts.
222 Introduction to American Culture. Introduction to the primary methods and materials for the study of American culture.
225 Popular Fiction. Analysis for appreciation of selected stories and novels. Alternating areas of emphasis include detective fiction, science fiction, contemporary fiction, and fiction of mythic lands.
310 English Literature to 1500. A survey of Anglo-Saxon and Middle English works, including drama.
311 Chaucer and Langland. The study of selections from the Canterbury Tales and Piers Plowman as literary genre and as examples of medieval life.
319 Studies in Medieval Literature. Alternating areas of emphasis include Medieval drama, Alliterative poetry, Chaucer's Troilus and Criseyde and minor poems.
325 Shakespeare. Study of representative Comedies, Histories, Tragedies, and Romances with a survey of biographical and critical materials.
330 Restoration and Eighteenth Century Literature. Principal poets and prose writers, 1660-1800.
339 Studies in the Restoration and Eighteenth Century. Alternating areas of emphasis include the 18th Century Novel, Johnson and his Circle, and Pope and Dryden.
340 Nineteenth Century English Literature. Survey of the major works and authors of the Romantic and Victorian periods.
349 Studies in Nineteenth Century English Literature. Alternating areas of emphasis include Wordsworth and Coleridge, the Victorian Novel, and the Prose of the Nineteenth Century.
356 Topics in Irish Studies: Authors. Intensive study of one or two significant Irish writers. Alternating subjects include Yeats, Joyce, O'Casey, Synge, Lady Gregory.
357 Topics in Irish Studies: Genres. Intensive study of a single genre. Alternating topics include poetry, fiction, drama, folklore.
358 Topics in Irish Studies: Seminar. Concentrated study of an event or era in Irish history, examining both historical and literary documents. Alternating topics include rise and fall of Parnell; famine of the 1840's; Easter Week rising, 1916.
359 Studies in Modern British and Irish Literature. Alternating areas of emphasis include Modern English and Irish Drama, James Joyce, and Yeats.
360 Early American Literature. Survey of Puritan and National literature including Edwards, Franklin, Cooper and Irving. (c. 1620-1830)
362 Realism and Naturalism in American Literature. Twain, James, Crane, Dreiser, Dickinson, Robinson and Frost; development of the modern style in poetry and prose.
364 Development of American Novel. Narrative prose from beginnings to modern novel; emphasis on sentimental and gothic novels, travel and adventure narratives, and romances.
365 Modern American Fiction. Survey of major trends since 1920 including Fitzgerald, Hemingway and Faulkner.
367 Topics in American Studies. Alternating areas of emphasis include Literature of the Frontier, Hollywood, Development of American Folklore and Humor.
368 Afro-American Literature. Representative selections from significant prose, poetry, and drama, with emphasis on works by Black authors since 1920.
369 Special Topics in American Literature. Alternating areas of emphasis include Contemporary Fiction (60's and 70's), Fitzgerald and Hemingway, Mark Twain and Henry James.
370 Contemporary Literary Criticism. Contemporary critical theories and their relation in historical context to problems of literary interpretation and judgment.
379 Historical Development of a Literary Genre—Short Story, Novel, Poetry, Biography, etc. Alternating areas of emphasis in literary genres.
380 Masterpieces of World Literature. Representative authors and works from Homer to the present, excluding British and American.
384 War: Man's Ultimate Moral Test. Analysis of representative texts which explore man's attitude toward war. May carry credit in History or English.
389 Studies in Comparative Literature. Alternating on an author, a period or a genre.

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

SPECIALIZED STUDY
398 Literary and Cultural Heritage. Study tours of England or America; topics, fees and credit vary.
399 Independent Study. Course intended for students who have had sufficient background course work or reading and are ready for some highly specialized study. Written permission of supervising faculty member and of department chairman necessary.

FACULTY
Chairman: Elmer Pry, Ph.D.
Professors: Bernard A. Brunner, Ph.D.; Patricia Ewers, Ph.D.; William J. Feeney, Ph.D.; Ellin M. Kelly, Ph.D.
Associate Professors: Hugh J. Ingrasci, Ph.D.; John E. Price, Ph.D.; Elmer R. Pry, Jr., Ph.D.; Lavon Rasco, Ph.D.; Frank Sherman, Ph.D.; Frederick I. Tietze, Ph.D.
Assistant Professors: Stanley L. Damberger, M.A.; Zahava Dorinson, Ph.D.; William Fahrenbach, Ph.D.; Helen Marlborough, Ph.D.; Rachel M. Romano, M.A.
Geography

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

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

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

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

PROGRAM: GEOGRAPHY MAJOR
(B.A. DEGREE)
General Education: 72 quarter hours (18 courses) in De Paul College.
Core Courses for All Concentrations
Geography: 100 Nature of Geography; 101 Physical Geography; 341 Cartography and Computer Graphics; 342 Cartography Laboratory; 395 Seminar in Selected Topics; and one course from 106 Food and Famine, 107 The Geography of Manufacturing, and 110 Cultural Geography.

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

II. Metropolitan Land Use Planning Concentration
Geography: Core courses, plus 106 Food and Famine or 107 The Geography of Manufacturing or 110 Cultural Geography; 133 Urban Geography; 321 Chicago Metropolitan Area; 333 City Problems and Planning; 376 Population and Urban Demographics, and three additional geography courses.
Supporting Fields: Nine courses to be selected from the following: Econ. 103 Principles I. Introduction to Economics; Econ. 104 Principles II. Economics of the Market Place; Econ. 242 Statistics for Economics; Econ. 325 Economics of Poverty; Pol. Sci. 120 American National Government; Pol. Sci. 121 State and Local Government; Pol. Sci. 223 Government and Politics in Urban and Metropolitan Areas; Pol. Sci. 224 Public Administration; Soc. 201 Introductory Sociology; Soc. 300 Sociology of Metropolitan Areas; and Soc. 303 Minority Relations.
III. Environmental Studies Concentration

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

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

IV. Teacher of Geography—Secondary Level

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

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

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

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

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

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

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

COURSES
(All courses carry 4 quarter hours credit.)

GEOGRAPHIC CONCEPTS
100 The Nature of Geography. An introduction to the discipline of geography, including its methods and sub-fields of investigation.
106 Food and Famine. Fundamental factors affecting the present and future ability of the earth to satisfy the needs of its rapidly expanding population.
107 The Geography of Manufacturing. Industrial location theory and transportation facilities are used to analyze the development of our major industrial facilities relative to raw materials and markets.
110 Cultural Geography. Characteristics of mankind's distribution and culture examined at the local, regional and world scale.
135 Urban Geography. Basic concepts and principles necessary for an understanding of the spatial factors involved in city structure.
201 Geography of World Affairs. Develops a basic understanding of the international problems of today based upon analyses of their geographic backgrounds.
335 City Problems and Planning. Development of cities as geographic forms and the role of City Planning in preventing or solving urban problems.
335 Political Geography. Geographic influences upon political decisions and resulting spatial organization.
350 World of Wine. An analysis of the factors which influence the production and distribution of wine, both domestic and foreign. (Consent of the instructor. Lab Fee $15.00)
368 Industrial and Commercial Location. Analysis of the factors involved in selecting locations for commercial and industrial facilities.
370 Geography of Recreation and Leisure. Location and development of the urban and rural recreational landscape as mankind organizes space to meet leisure time and recreational needs.

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

101 Physical Geography. Spatial organization and evolution of the earth's natural environment, including climatic systems, erosional forces, land-forms, vegetation patterns, etc.
125 Elements of Geology. Natural forces shaping the earth's surface, including a historical perspective of its past.
225 Weather, Climate and Man. Atmospheric elements and weather forecasting plus the relationship between climatic conditions and human activity.
301 Introduction to Oceanography. Formation and exploration of the oceans and their political and economic significance.
390 Environmental Quality. The material resources of earth's environment—especially water and soil—are examined with respect to their impact upon resource consumption and population problems.

REGIONAL ANALYSES

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

124 The United States and Canada. An introductory survey.
311 Patterns of the Pacific.
312 Arab Africa and the Middle East.
313 Black Africa, A Continent in Transition.
314 Peasants, Problems and Potential in South and Southeast Asia.
315 The Good Earth. An analysis of contemporary China, Japan and Korea.
316 Physical, Economic and Cultural Contrasts in Western Europe.
317 Physical, Economic and Cultural Contrasts in Eastern Europe and the USSR.
320 Illinois. Upstate, downstate.
321 Chicago Metropolitan Area. Extensive field trips make possible on-the-spot study of local phenomena of major importance in analyzing Chicago's urban geography. (Transportation fee required.)
322 Eastern United States and Canada.
323 Western United States and Canada.
326 The Environments of Mexico, Central America and the Caribbean.
327 The Environments of South America.

FACULTY

Chairman: Gerald W. Ropka, Ph.D.
Professor: Richard J. Houk, Ph.D.
Associate Professor: Donald R. Dewey, Ph.D.
Assistant Professors: Gerald W. Ropka, Ph.D.; Vernon E. Prinzing, Ed.D.
Lecturers: Joann Bray, M.A.; Albert J. Larson, Ph.D.; Ronald Pollina, Ph.D.; Theresa Tarlos, M.A.
History

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

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

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

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

PROGRAM: HISTORY MAJOR
(B.A. DEGREE)

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

I. Standard Concentration

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

Political Science: two courses.

Geography: two courses

Supporting Fields: A total of four additional courses from economics, sociology, literature (English, French, German or Spanish) or history of art. Courses in other fields may be substituted with the consent of the student's advisor.

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

II. Pre-Law Concentration

History: Three courses from category A below; Course 328, English Constitutional; 380, United States Constitutional to 1815; 381, United States Constitutional, 1815-1920; 382, United States Constitutional since 1920; 394, The Law, the State and Freedom in America; 395, Historical Sources and Evidence: Nuremberg to My Lai; 396, History of American Legislation; one additional course chosen from any area; and course 397, Coordinating Seminar.
Supporting Fields (32 hours): Law 200, English 208, Rhetoric I and 306, Rhetoric II, Philosophy 303, Critical Thinking, Speech and Drama 224, Advocacy Communication; Political Science 222, American Political Parties; two of the following: Political Science 324, 325, 326 Topics in Constitutional Law.

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

III. Teacher of History—Secondary Level

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

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

History: Three courses from category A below; 393, Teaching History and the Social Sciences; 397 Coordinating Seminar; and eight additional courses, four from category B and four from category C. Students can choose no more than two courses in each geographical area. At least one course must be in United States History.

SAMPLE PROGRAM—STANDARD HISTORY CONCENTRATION

Freshman Level
- History: 101, 102, 103
- Supporting Fields: 2 courses
- Elective: 1 course
- DePaul College: 5 courses

Junior Level
- History: 328, 365, 351
- Supporting Fields: 2 courses
- Electives: 2 courses
- DePaul College: 5 courses

Sophomore Level
- History: 250, 252, 254
- Supporting Fields: 2 courses
- Electives: 2 courses
- DePaul College: 4 courses

Senior Level
- History: 253, 379, 397
- Supporting Fields: 2 courses
- Electives: 2 courses
- DePaul College: 4 courses
COURSES AND COURSE CATEGORIES
(All courses carry 4 quarter hours credit.)

A. FOUNDATION
101 World Civilization I: The Roots of Mankind.
102 World Civilization II: The Rise of the Great Civilizations.
103 World Civilization III: The One World of the Twentieth Century.
113 United States History to 1824.
114 United States History in the Nineteenth Century.
115 United States History in the Twentieth Century.

B. THEMATIC
250 Revolution, Counterrevolution and Terrorism.
251 Assassination as History.
252 The World Since 1945.
253 Race, Nationality and National Consciousness.
254 The City in History.
255 Foreign Relations and Global Consequences.
256 Psycho-History
257 Hitler, Mussolini and Their Times
258 Women in History
259 History of Science.

C. INTEGRATIVE
1. European
322 History of Medieval Europe.
328 English Constitutional History.
330 The Renaissance and the Reformation.
332 French Revolution and Napoleon.
333 Europe from Metternich to Bismarck.
334 Europe in the Age of German Ascendancy.
335 Europe since 1914.
337 The Expansion of Europe.
338 Modern Britain Since 1715 (formerly 346).
355 Russia under Khans and Tsars.
356 Soviet Russia, 1905 to the present.
357 History of Spain and Portugal.

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

3. Latin American
361 Colonialism and Independence in Latin America.
362 Liberalism and Conservative Response in Latin American Republics.
363 Contemporary Latin American Republics.
364 Dictatorships and Militarism in Latin America.
365 Mexico: Evolution and Revolution.
366 Toples in Contemporary United States-Latin American Relations.
367 The Caribbean.

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

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

FACULTY
Chairman: Cornelius Sippel, Ph.D.
Professors: Albert Erlebacher, Ph.D.; Robert F. Fries, Ph.D.; Joseph H. Lehmann, Ph.D.; Martin J. Lowery, Ph.D.; Bernadine S. Pietraszek, Ph.D.
Associate Professors: Donald J. Abamoske, Ph.D.; Robert Garfield, Ph.D.; Sholom S. Singer, Ph.D.; Cornelius Sippel, Ph.D.; Arthur W. Thurner, Ph.D.
Assistant Professor: Ben Richardson, B.A., S.T.B. (Joint appointment with Religious Studies Department); Thomas Croak, C.M., S.T.D., Ph.D.
Lecturers: Edwin J. Harrington, M.A.; James P. Martin, Ph.D.
Professor Emeritus: Ralph J. Mailliard, Ph.D.
Honors

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

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

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

Honors Concentration: (Minimum Requirements).

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

Note: To graduate from the Honors Program, the student must have attained a 3.4 grade point average by the last quarter of the senior year.

INTEGRATION AND APPLICATION COURSES

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

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

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

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

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

Latin American Studies

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

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

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

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

Standard Concentration:


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

Sociology: 302 Cultural Anthropology.

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

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

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

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

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

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

PROGRAM COMMITTEE
Director: Bernadine Pietraszek, Ph.D., (History)
Professors: Richard Houk, Ph.D., Geography; Martin Lowery, Ph.D., (History).
Assistant Professor: Mirza Gonzalez, Ph.D., (Spanish).
Mathematical Sciences

The Department of Mathematical Sciences offers programs in pure and applied mathematics to assist the student in the pursuit of intellectual, academic and career goals. The aim of the Department is to provide the student with the sound mathematical foundation required for many areas of study and to provide advanced programs in pure and applied mathematics for students specializing in the mathematical sciences.

The mathematics major may choose one of four areas of concentration: 1) pure mathematics; 2) quantitative analysis and operations research; 3) statistics; 4) actuarial science, or may select a program of courses according to interest from the various areas.

In choosing among these options the student will find it helpful to consult a departmental advisor.

Students interested in a major in computer science should consult the Computer Science section of this bulletin.

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

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

Foundation Courses Required for All Mathematics Concentrations:
Mathematics: 150 Calculus I; 151 Calculus II; 152 Calculus III; 210 Calculus IV; 215 Introduction to Mathematical Methods, Logic and Reasoning, and 220 Linear Algebra with Applications I.

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

SAMPLE PROGRAM—STANDARD MATHEMATICS CONCENTRATION

Freshman Level
Mathematics: 150, 151, 152
Electives: 3 courses
(including Computer Science 149)
DePaul College: 5 courses

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

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

Senior Level
Mathematics: 3 Admissible 200 or 300 level courses
Electives: 4 courses
DePaul College: 5 courses
II. **Quantitative Analysis and Operations Research Concentration**

The advent of the high speed computer has made it possible and the complexity of modern society has made it necessary to apply sophisticated mathematical techniques for problem solving in areas other than scientific research. Mathematical disciplines such as operations research, mathematical statistics, game theory or optimization theory have become indispensable tools for analysis, decision making, quantitative description and efficient management in diverse professional fields. As a result, the call for individuals who are proficient in the application of mathematical techniques is growing rapidly.

The purpose of this concentration is to prepare the student for a career in business or government-oriented quantitative analysis and operations research. The concentration consists of the six required foundation courses, plus: Mathematics: 351, 352, 353, 354, 355, 387, and 388; Accounting: 101, 103; Computer Science: 303, 340, 341; Economics: 103, 104, 376, 381; Finance: 330, 335; Management: 201, 351.

It is recommended that electives be chosen from: English: 200; Mathematics 326, 328, 370, 389; Marketing: 300.

**SAMPLE PROGRAM—QUANTITATIVE ANALYSIS-OPERATIONS RESEARCH CONCENTRATION**

**Freshman Level**
- Mathematics: 150, 151, 152
- Allied Fields: Acctg. 101, 103; Econ. 103
- DePaul College: 5 courses

**Junior Level**
- Mathematics: 351, 352, 353, 354
- Electives and Allied Fields: 3 courses, including Econ. 376, Mgmt. 201
- DePaul College: 4 courses

**Sophomore Level**
- Mathematics: 210, 215, 220
- Allied Fields: Computer Science 303, 340, 341; Econ. 104
- DePaul College: 5 courses

**Senior Level**
- Mathematics: 355, 387, 388
- Allied Fields: Econ. 381, Finance 300, 335, Mgmt. 381
- DePaul College: 4 courses

III. **Statistics Concentration**

The purpose of the statistics concentration is to prepare the student for a career in applied statistics or for graduate study in advanced statistics. The concentration consists of the six required mathematics foundation courses plus: Mathematics 336, 351, 352, 353, 354, 355, 370; Computer Science: 305, 340, 341, 385; Electives: These can be chosen from the student's area of interest. Math. 326 and 328 are recommended for applied statistics, and 335 and 337 for students preparing for graduate work in statistics.

**SAMPLE PROGRAM—STATISTICS CONCENTRATION**

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

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

**Sophomore Level**
- Mathematics: 210, 215, 220, 336
- Electives and Allied Fields: 4 courses (including Computer Science 340, 341)
- DePaul College: 5 courses

**Senior Level**
- Mathematics: 354, 355
- Electives and Allied Fields: 4 courses (including Math 337 and Computer Science 385)
- DePaul College: 4 courses
**BACHELOR OF SCIENCE DEGREE IN MATHEMATICS**

For a B.S. degree in Mathematics, in any of the four concentrations, students must earn at least 16 quarter hours in biology, chemistry, computer science, or physics.

**IV. Actuarial Science Concentration**

The purpose of this concentration is to prepare the student for a career in actuarial science. The concentration consists of the six required mathematics foundation courses, plus Mathematics 351, 352, 353, 361, 362, 363 and 364. Accounting: 101, 103; Business Law 201; Computer Science 149 or 305, 340 and 385; Economics 103, 104, 215; Finance 330, 360, 361. Electives: Finance 335, 363, and Math. 355 are recommended.

**SAMPLE PROGRAM—ACTUARIAL SCIENCE CONCENTRATION**

<table>
<thead>
<tr>
<th>Freshman Level</th>
<th>Sophomore Level</th>
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<tbody>
<tr>
<td>Mathematics: 150, 151, 152</td>
<td>Mathematics: 210, 215, 220</td>
</tr>
<tr>
<td>Electives and Allied Fields: 3 courses</td>
<td>Electives and Allied Fields: 4 courses</td>
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<tr>
<td>(Including Computer Science 149 or 305)</td>
<td>(including Computer Science 340)</td>
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<tr>
<td>DePaul College: 5 courses</td>
<td>DePaul College: 5 courses</td>
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<tr>
<th>Junior Level</th>
<th>Senior Level</th>
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</thead>
<tbody>
<tr>
<td>Electives and Allied Fields: 3 courses</td>
<td>Electives and Allied Fields: 4 courses</td>
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<tr>
<td>DePaul College: 4 courses</td>
<td>(including Math 355)</td>
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<tr>
<td>DePaul College: 4 courses</td>
<td>DePaul College: 4 courses</td>
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COURSES

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

Elementary Courses—(For other elementary mathematics courses see the DePaul College section of this Bulletin.)

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

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

131 Trigonometry and Elementary Functions. Rational, exponential, logarithmic, and trigonometric functions; introduction to planar analytic geometry. (Prerequisite: 130 or three years of high school mathematics.)

132 Analytic Geometry. Analytic geometry of the plane and 3 dimensional space; conic sections; polar coordinates, vector notation; complex numbers; De Moivre’s theorem.

Foundation Courses

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

151 Calculus II. Definite and indefinite integral; volume; arc length; differentiation and integration of trigonometric, logarithmic and exponential functions; applications. (Prerequisite: 150)

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

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

154 Calculus Computer Laboratory II. (2 quarter hours). A continuation of 153 illustrating and developing topics covered in Calculus I, II, and III. (Prerequisite: Computer Science 149 or equivalent. Corequisite: 151) Laboratory fee.

155 Calculus Problem Session I. (1 quarter hour) (Prerequisite: Concomitant registration in specially designated section of 150.)

156 Calculus Problem Session II. (1 quarter hour) (Prerequisite: Concomitant registration in specially designated section of 152.)

157 Calculus Problem Session III. (1 quarter hour) (Prerequisite: Concomitant registration in specially designated section of 152.)

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

215 Introduction to Mathematical Methods, Logic and Reasoning. An introduction to basic concepts and techniques used in higher mathematics courses; set theory, equivalence relations, functions, cardinality, techniques of proof in mathematics. The emphasis will be on problem-solving and proof construction by students. (Prerequisite: 152) It is recommended that students take this course in the sophomore year.

220 Linear Algebra with Applications I. Vectors; equations of lines and planes; matrices; linear independence; linear transformations; determinants. (Prerequisite: 152; 215 is recommended.)

Actuarial Science

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

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

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

364 Population Statistics. Mortality statistics. (Prerequisite: Math 351 or consent.)
Algebra
310 Algebra I. Prime numbers; binary operations; congruences; integral domains; permutations. (Prerequisite: 215 or consent of department)
311 Algebra II. Group; isomorphism; theorems of Lagrange and Cayley; homomorphism; kernel. (Prerequisite: 310)
312 Algebra III. Rings; ideals; fields; quotient fields; extension fields. (Prerequisite: 311)
370 Linear Algebra With Applications II. Spectral theorem for self-adjoint operators in finite-dimensional inner product spaces; techniques for computation of eigenvalues and their applications to physics, statistics, and other fields. (Prerequisite: 220)
371 Topics in Algebra. (Prerequisite: 311 or 312 or consent of department)

Applied Mathematics for Business
125 Algebra with Applications to Business. Set theory, algebra, functions and their use in modeling, graphs, linear inequalities. (Prerequisite: none)
126 Calculus with Applications to Business. Elements of differential and integral calculus with business applications. Partial differentiation. (Prerequisite: 125)
142 Statistics I. Basic concepts of statistics and the application thereof. Frequency distributions; measures of location, variation and skewness; probability; theoretical distributions; sampling distributions; problems of estimation; tests of hypotheses; problems of sampling; linear regression and correlation. (Prerequisite: 126)

Education
110 Elementary Mathematics for Teachers I. Number systems (Prerequisite: two years of high school mathematics or Math. 101 or sufficient score on the mathematics placement exam.)
111 Elementary Mathematics for Teachers II. Algebra and geometry. (Prerequisite: 110)
309 Teaching and Learning Secondary School Mathematics. Theories, methods, and materials for teaching and learning mathematics in secondary schools. (Cross listed as Educ. 309)

Geometry
320 Geometry I. Incidence and separation properties of plane; congruence parallel postulate; area theory; ruler and compass construction. (Prerequisite: 220)
321 Geometry II. Riemannian and hyperbolic geometry; metric axioms; triangles and angle sums; consistency of hyperbolic postulates. (Prerequisite: 320)
380 Introduction to Topology. Definition of topological space; sub-spaces; continuity; separation axioms; axioms of countability; metric spaces; products and quotients; connectedness and compactness. (Prerequisite: 215)
381 Differential Geometry. (Prerequisite: 336 or consent of department)

Mathematical Analysis
211 Differential Equations. 1st and 2nd order differential equations; equations with constant coefficients; power series solutions; and applications to physical problems. (Prerequisite: 152)
335 Advanced Calculus. Least upper bounds, continuity, intermediate-value theorem, extreme value theorem, topology of the real line, infinite series, uniform convergence, power series. (Formerly 365.) (Prerequisite: 215)
336 Multivariate Calculus. Calculus of vector valued functions, implicit function theorem, vector integral theorems, Jacobians, change of variables theorem. (Formerly 331.) (Prerequisites: 210 and 215)
337 Complex Analysis. Complex functions; complex differentiation and integration; series and sequences of complex functions. (Formerly 366.) (Prerequisite: 215)
Mathematical Physics
295 Methods of Theoretical Physics I. Cross listed with Physics 295. (Corequisite: 210 or 220 and Physics 276)
296 Methods of Theoretical Physics II. Cross listed with Physics 296. (Corequisite: 211; Prerequisite: 295)
395 Methods of Theoretical Physics III. Cross listed with Physics 395. (Prerequisite: 296)

Operations Research
387 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. (Prerequisite: 220 and any introductory programming course.) Laboratory fee. Cross listed with Computer Science 387.
388 Operations Research II: Optimization Theory. Integer programming; non-linear programming; dynamic programming; queuing theory; game theory. (Prerequisite: 387) Cross listed with Computer Science 388.
389 Operations Research III. Advanced Topics. (Prerequisite: 388)

Statistics and Probability
242 Elements of Statistics I. Descriptive statistics; finite probability; binomial and large sample hypothesis testing linear regression; correlation coefficient; prediction theory; use of computers in statistics. Cross listed with Sociology 242. (Prerequisite: two years of high school mathematics or Math. 101 or a sufficient score on the mathematics placement exam.)
326 Statistical Software. A thorough introduction to computer packages for general statistical applications. Packages covered include BMD, IDA, MINITAB, SPSS, SPSSHP. The emphasis will be on actual experience with both on-line and batch processing packages. (Prerequisite: any introductory statistics course.)
326 Sample Survey Methods. Sampling from finite populations, multistage sampling, stratification and clustering; sampling and non-sampling errors, design of sample surveys. (Prerequisite: 242)
327 Elements of Statistics II. Advanced statistical methods: multiple regression, correlation, analysis of variance, nonparametric statistics, and sampling. Use of a statistical computing package. Applications to health and social sciences. Course content will vary with the needs and desires of individual students. (Prerequisite: 242 or other elementary statistics course.)
328 Design of Experiments. Analysis of variance in experiments involving randomized designs, block designs; Latin square and factorial designs. (Prerequisite: 327)
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)
349 Applied Statistical Methods and Theory II. A continuation of Math 348. Emphasis is given to statistical methods of inference. Topics to be covered are sample survey methods, cross-classifications, Chi-square tests, ANOVA and some experimental designs, simple and multiple regression, non-parametric inference, and time series.
351 Probability and Statistics I. Probability spaces; random variables and distributions; Binomial and Poisson distributions; gamma and normal distributions; laws of large numbers, and central limit theorem. (Prerequisite: 152; 215 is recommended.)
352 Probability and Statistics II. Joint probability distributions; correlation; sampling distributions; theory of estimation. (Prerequisites: 351, 210)
353 Probability and Statistics III. Testing of hypotheses; simple linear regression; one way analysis of variance; nonparametric statistics. (Prerequisite: 352)
354 Multivariate Statistics. The general linear model for multivariate regression and analysis of variance; principal components and factor analysis. (Prerequisite: 355 and 220)

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

360 Topics in Experimental Biometry. Analysis of variance. One-way, two-way and hierarchical classifications. Block and factorial designs. Regression and analysis of covariance. Multiple comparisons. Emphasis on biological applications. Use of statistical computing packages. (Prerequisite: 348 or another introductory statistics course.)

376 Introduction to Econometrics II. Multiple regression, hypothesis testing, and simultaneous equation systems. (Cross listed with Econ. 376) (Prerequisite: Econ. 375 or Math. 220)

Miscellaneous

149 Introduction to Computer Science Using BASIC. A thorough introduction to De Paul’s timesharing system. Flowcharts, algorithms, programming in BASIC. Data manipulation and string processing. Use of canned programs and statistical packages. (Prerequisite: 101 or equivalent) Laboratory fee. Cross listed with Computer Science 149.

301 History of Mathematics. (Prerequisite: 152)

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

372 Metamathematics, 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.) Cross listed with Computer Science 372.


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

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

FACULTY

Chairman: Lawrence Gluck, Ph.D.
Associate Professors: Helmut Epp, Ph.D.; Susanna Epp, Ph.D.; Constantine Georgakis, Ph.D.; Lawrence Gluck, Ph.D.; Sigrid Goes, Ph.D.; Effat Moussa-Hamouda, Ph.D.; Roger Jones, Ph.D.; Glenn Lancaster, Ph.D.; Robert Ogden, Ph.D.; Michael Wichman, Ph.D.; Yuen-Fat Wong, Ph.D.
Assistant Professors: Robert Fisher, Ph.D.; David Goldberg, Ph.D.; Gerald Gordon, Ph.D.; Steven Homer, Ph.D.; George Knafl, Ph.D.; Narendar Ladhawala, Ph.D.; Jeanne LaDuke, Ph.D.
Instructor: James Keneyan, M.S.

102
Medical Technology

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

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

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

Standard Concentration:

Biological Sciences: Eleven courses.
Required: 101 General Biology I; 102 General Biology II; 103 General Biology III; 210 Microbiology; 250 Cell Biology or 380 General Physiology; 260 Genetics; 310 Vertebrate Physiology; 330 Developmental Biology; 370 Immunobiology; and two additional Biology courses, one of which must include a laboratory.

NOTE: Biology 202 Mammalian Physiology and 395 Biological Considerations in Current Legal Problems do not generate credit toward the major.
Chemistry: 117 Basic Chemistry I; 119 Basic Chemistry II; 121 Organic Chemistry I; 123 Organic Chemistry II; 125 Organic Chemistry III; 127 Quantitative Analysis.

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

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

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

Mathematics/Computer Science/Psychology: Mathematics 150 Calculus I; Mathematics 151 Calculus II; Mathematics 152 Calculus III*; one computer course (Mathematics/Computer Science 149, Introduction to Computer Science using BASIC, Computer Science 340 Principles of Computer Science I or Psychology 368 Computer Programming; and one statistics course (Mathematics 242 Elements of Statistics I, Mathematics 348 Applied Statistical Theory and Methods I or Psychology 240 Introductory Statistics for the Behavioral Sciences.)

*Students may be advised on the basis of their performance on the Mathematics Placement examination to take one or more pre-calculus courses.

**Sample Program—

**Standard Medical Technology Concentration**

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

<table>
<thead>
<tr>
<th>Junior Level</th>
<th>Senior Level</th>
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</thead>
<tbody>
<tr>
<td>Biology: 3 courses</td>
<td>Biology: 2 courses</td>
</tr>
<tr>
<td>Physics: 150, 151, 152</td>
<td>DePaul College: 5 courses</td>
</tr>
<tr>
<td>DePaul College: 6 courses</td>
<td>Electives: 0-1 courses</td>
</tr>
</tbody>
</table>

Post-Graduate (fifth year) Level

Internship at an affiliated Hospital School of Medical Technology

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

See the section, Biological Sciences, in this Bulletin, for course descriptions.

**Program Committee**

Chairman (Biological Sciences): Robert A. Griesbach, Ph.D.
Program Director: Dolores J. McWhinnie, Ph.D.
Military Science

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

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

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

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

Students in both Basic and Advanced may compete for ROTC Scholarships, which pay all tuition, books, and laboratory fees and $100 monthly during the remainder of the winner's undergraduate education.

PROGRAM

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

REQUIREMENTS

In order to be commissioned an officer in the United States Army the student is required to complete the courses listed below. In addition the student is required to complete any two of the following: Hum 156, BSS 111, or Communications 101.

SAMPLE PROGRAM

**Freshman Level (MS I)**

<table>
<thead>
<tr>
<th>Military Science 116</th>
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**Sophomore Level (MS II)**

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<th>Military Science 116</th>
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**Junior Level (MS III)**

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<tr>
<th>Military Science 311, 312, 313</th>
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**Senior Level (MS IV)**

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<tr>
<th>Military Science 314, 315, 316</th>
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*MS 116 also meets on three Saturdays each quarter so as to minimize interference with students' other classes or with work schedules.
COURSES

116 Applied Leadership. All basic course ROTC students, as well as any other interested students, take MSC 116 each quarter. This course, normally conducted outside of school hours, stresses learning through doing and enables the student to participate in between 9 and 18 activities per year (3 to 6 per quarter). These include such activities as rafting on the Illinois River, mountain climbing and rappelling down cliffs, marksmanship, unarmed self-defense, skiing, sailing, customs and courtesies of the Army, military tactics, orienteering, drill and ceremonies and triathlon.

311 Theory and Methods of Leadership I. Psychological, physiological, sociological factors which affect human behavior and their application in accomplishing organizational goals. Situational studies which apply these factors to the Military. Management study of problem analysis, decision making, planning, organizing, delegation, control and interpersonal skills through the use of simulation exercises. 4 hours.

312 Theory and Methods of Leadership II. Continuation of 311 in the fields of military leadership and management skills. Study of land navigation techniques with actual field application. Techniques of planning and presenting instruction with practical application. Field communications equipment and operating procedures. 4 hours.

313 Theory and Methods of Leadership III. Continuation of 311 and 312 in the fields of military leadership and management skills. Army tactical combat doctrine to include organization, patrolling, offensive and defensive tactics at the small unit level with practical field application. 4 hours.

314 Military Management I. Study of combat operations and the various military teams with emphasis on organization for combat and staff procedures; Operations and Intelligence functions; training management. 4 hours.

315 Military Management II. Study of management procedures involving unit administration, logistics and military justice. 4 hours.

316 Military Management III. Study of maintenance management procedures; Reserve Components; obligations and responsibilities of an officer on active duty; Senior-Subordinate relationships. 4 hours.

FACULTY

Chairman: Colonel John A. Milan, M.A. (Education)
Professor: Colonel John A. Milan, M.A. (Education)
Assistant Professors: Lieutenant Colonel Edward C. Malone, Jr., M.A. (Econ);
Major Thomas Molin, M.A. (History); Captain James P. Maloney, M.B.A.
(Financial Mgt.); Captain Larry F. Tuttle, B.A. (Psychology)
Modern Languages
(French, German and Spanish)

The individual student should consider the study of a modern language for its potential contribution to liberal education, as well as for its practical use in business, government and industry.

The purposes of the programs in French, German and Spanish are to develop the student's ability to speak, understand, read, and write the languages and to stimulate an appreciation of their major authors and the civilization of the country. The 100-level courses aim to provide the student with a working knowledge of a foreign language.

The department areas of concentration are two: a standard program in French, German, or Spanish, which provides a student with a strong liberal arts major; and a modern language education program, offered in cooperation with the School of Education, which qualifies the student to teach language at the junior high or secondary level.

**Placement Guide**

Language majors, students using language as a supporting field, and those students who are intending to study only the more elementary courses should begin their studies in accordance with the following guide:

- Two years of high school language. Begin with 104.
- Three years of high school language. Begin with 105 or 106 on approval of Language Department Chairman.
- Four years of high school language or a more extensive background. Begin with 200 or 300-level courses chosen in consultation with departmental chairman.

Consultation with the chairman or placement tests can have, as a result, a readjustment of this guide (either forward or backward) to the individual competencies of the student.

**Program: Major in French or German or Spanish**
(B.A. Degree)

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

**I. Standard Concentration in French**

**French:** 104 Progressive French; 105 Progressive French; 106 Progressive French; 201 Advanced Grammar; 202 Advanced Composition; 203 Advanced Conversation; 346 Modern Languages; plus six or more courses at the 300-level, or 220 Major French Writers, and five 300-level courses.

**Standard Concentration in German**

**German:** 104 Progressive German; 105 Progressive German; 106 Progressive German; 201 Advanced Grammar; 202 Advanced Composition; 203 Advanced Conversation; 346 Modern Languages; plus six or more courses in German at the 300-level, or German 220 Major German Writers and five 300-level courses.

**Standard Concentration in Spanish**

**Spanish:** 104 Progressive Spanish; 105 Progressive Spanish; 106 Progressive Spanish; 201 Advanced Grammar; 202 Advanced Composition; 203 Advanced Conversation; 346 Modern Languages; plus six or more courses in Spanish at the 300-level, or Spanish 220 Major Spanish Writers and five 300-level courses.
II. Teacher of Modern Languages—Secondary Level

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

Component for Teaching Specialty of Modern Languages: (52 quarter hours)

Modern Languages: 104, 105, 106, provided they are taken before any of the advanced level courses, are included in this requirement of 52 quarter hours. Otherwise, the student must take two additional advanced courses. The student must also take Modern Languages 201, 202, 203, 349 plus six more courses at the 300-level or the 220 course in the language and five 300-level courses. Modern Language 346 is strongly recommended; also for Spanish majors, Spanish 240 and Spanish 241 are strongly recommended and can be substituted for Spanish 104, 105, 106.

NOTE: The first nine courses in all three languages are structured to be taken sequentially. In consultation with departmental advisors, however, after the 106 level (or 105 if warranted by excellent performance) any advanced course can be taken in any order.

SAMPLE PROGRAM—STANDARD MODERN LANGUAGES CONCENTRATION

**Freshman Level**

Language: 104, 105, 106
Supporting Fields and/or Electives:
  2 courses
DePaul College: 6 courses

**Junior Level**

Language: 346, and 3 language courses of choice
Supporting Fields and/or Electives:
  3 courses
DePaul College: 4 courses

**Sophomore Level**

Language: 201, 202, 203
Supporting Fields and/or Electives:
  3 courses
DePaul College: 5 courses

**Senior Level**

Language: 3 courses of choice
Supporting Fields and/or Electives:
  6 courses
DePaul College: 3 courses

COURSES

(All courses carry 4 quarter hours credit.)

For courses marked with an asterisk, check current schedule of classes for specific topics.

**FRENCH**

**FOUNDATION**

101 Basic French. Listening, understanding, speaking and writing French for the beginning student.
102 Basic French. Emphasis on oral as well as written French.
103 Basic French. Completion of the elements of the French language, spoken as well as written.
104 Progressive French. Further practice in the use of French through hearing, speaking, reading and writing.
105 Progressive French. Continuing practice in spoken French and development of reading ability.
106 Progressive French. Developing fluency in speaking, understanding and writing French as well as reading practice.
140 Intensive French. Communicating in French in the Business World. (Prerequisite: 2 years of High School French or one year of College French.)
ADVANCED
201 Advanced Grammar.
202 Advanced Composition.
203 Advanced Conversation I.
204 Advanced Conversation II.

CIVILIZATION
304 French Civilization I. Intellectual, political, social backgrounds.
340 French Civilization II. Contemporary France.

PERIODS
301 Introduction to French Literature I. Middle Ages to 1700.
302 Introduction to French Literature II. 1700-1850.
303 Introduction to French Literature III. 1850 into 20th Century.
305 Renaissance, LaPleade, Rabelais, Montaigne, Marguerite de Navarre.
306 The Age of Louis XIV. Classical period 1660-1700.
308 The Romantic Movement. Lamartine, Hugo, Vigny, Musset.
312 Twentieth Century Writers. Colette, Gide, Malraux, Proust, Mauriac, Eluard.
313 The Surrealist Revolution. Nerval, Lautreamont, Breton, Aragon; Films of Man, Ray and Bunuel.
314 Contemporary French Writers. Queneau, Robbe-Grillet, Duras, Mallet-Joris, Ionesco, René Char.

GENRES
309 The French Novel.* Topics include: 17th and 18th Century Novel; World of Balzac; Flaubert and Stendahl; Realism and Naturalism; Contemporary Novelists.
310 French Drama.* Topics include: Classical Drama; Romantic Drama; Contemporary Drama.
311 French Poetry.* Topics include: Form and Substance; Contemporary Poets; Baudelaire, Rimbaud, Mallarmé.

CINEMA
329 History of the French Film. From Lumiere to Godard.
330 French Films of the Thirties. Carne, Clair, Duuvier, Guitry, Renoir.
GERMAN

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

ADVANCED
201 Advanced Grammar.
202 Advanced Composition.
203 Advanced Conversation.
220 Major German Writers. Goethe, Schiller, Kleist, Meyer, Rilke, Hesse.

PERIODS
301 Introduction to German Literature I. From origins to 1600.
302 Introduction to German Literature II. From 1600-1850.
303 Introduction to German Literature III. From 1850 to present.

GENRES
304 German Drama.* Topics include: The Classical Period; Drama of the 19th Century; Drama of the 20th Century.
305 German Prose.* Topics include: Prose from 1600 to Goethe; from the Romantic to the Realistic Periods; Prose of the 20th Century.
306 The Novel. From Goethe to Grass.
307 German Poetry.* Topics include: From the Baroque to Holderin; from Romanticism to the present.
308 Goethe's Faust. Part I and selected passages from Part II.

RUSSIAN

FOUNDATION
101 Basic Russian. Listening, understanding, speaking and writing Russian for the beginning student.
102 Basic Russian. Emphasis on oral as well as written Russian.
103 Basic Russian. Completion of the elements of the Russian language, spoken as well as written.

SPANISH

FOUNDATION
101 Basic Spanish. Listening, understanding, speaking and writing Spanish for the beginning student.
102 Basic Spanish. Emphasis on oral as well as written Spanish.
103 Basic Spanish. Completion of the elements of the Spanish language, spoken as well as written.
104 Progressive Spanish. Further practice in the use of Spanish through hearing, speaking, reading and writing.
105 Progressive Spanish. Continuing practice of spoken Spanish and development of reading ability.
106 Progressive Spanish. Developing fluency in speaking, understanding and writing Spanish as well as reading practice.
140 Intensive Spanish. Communicating in Spanish in the Business World, (Prerequisite: 2 years of High School Spanish or one year of College Spanish.)
141 Intensive Spanish. Communicating in Spanish for Medical Personnel, (Prerequisite: 2 years of High School Spanish or one year of College Spanish.)

ADVANCED
201 Advanced Grammar.
202 Advanced Composition.
203 Advanced Conversation.

CIVILIZATION
307 Hispanic Civilization. Social, intellectual and artistic background of Spain and Latin America.
PERIODS
301 Introduction to Spanish Literature I. Middle Ages through Renaissance.
302 Introduction to Spanish Literature II. Renaissance to the present.
303 Latin American Literature and Culture I. From discovery of America to Wars of Independence.
304 Latin American Literature and Culture II. From 1810 to present.
306 Contemporary Latin American Literature.* Topics include: Afro-Hispanic; Caribbean; Revolutionary.
310 The Golden Age.* Topics include: Lyric Poetry; Theater of Lope de Vega, Tirso de Molina, Alarcón, Calderón.
314 Contemporary Spanish Literature. Jorge Guillén, Rafael Alberti, Camilo José Cela.
315 Introduction to Mexican Literature. From Sor Juana Inés de la Cruz to present-day writers.

GENRES
305 Latin American Novel. From 18th Century to Present.
309 Spanish Ballad. Origins, kinds, readings and interpretations.
311 Cervantes, Don Quixote, Novelas Ejemplares.
312 The Spanish Novel.* Topics include: Nineteenth Century Novel; La Novela Picaresca.
317 The Hispanic Short Story.* Topics include: Short Story in Spain; Spanish-American Short Story.
318 The Twentieth Century Theater. Valle Inclán, Benavente, García Lorca, Villaurrutia, Usigli.

SEMINAR
319 Integrating Seminar.

SPECIALIZED
240 Bilingual and Bicultural Teaching. Latin America I. (No prerequisite) Cross listed with Education 240.
241 Bilingual and Bicultural Teaching. Latin America II. (No prerequisite) Cross listed with Education 241.

COMPARATIVE LITERATURE (Works are taught in translation.)
308 Modern Languages.* Contemporary World Literature. Topics include: European poetry, drama and fiction. Latin-American Literature.
309 Modern Languages: The Novelist's World.* Topics include: Balzac and Dostoevski; Flaubert and Turgenev; Stendahl and Tolstoi; Portraits of Women; Ambitious Young Men.

LINGUISTICS AND TEACHING
346 Modern Languages. Descriptive Linguistics.
349 Modern Languages. Teaching Modern Languages. Cross listed with Education 349.

FACULTY
Chairman: William V. Hoffman, Ph.D.
Professor: William V. Hoffman, Ph.D.
Associate Professors: Paulis J. Anstrats, Ph.D.; Alexander V. Davis, Doctor en Letras.
Assistant Professors: Mirza González, Ph.D.; Rose Lasher, M.A.
Lecturers: Judith Armbuster, Ph.D.; Veronique Fourre, Maitrise as Lettres; Anna Freund, M.A.
Professor Emeritus: Joseph W. Yedlicka, Ph.D.
Music Theory

This interdisciplinary program, offered in conjunction with the School of Music, is designed for the student interested in incorporating theoretical music into a broad course of humanistic study. The program is not directed at preparing the student as a performer in the musical arts, but rather emphasizes the underlying form, style, meaning and significance of music as a reflection of man's artistic nature.

**PROGRAM: MUSIC THEORY MAJOR**

**(B.A. DEGREE)**

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

**Standard Concentration (Musicianship)**

**Applied Music:** 24 quarter hours. Note: The successful completion of an audition is required for registration in applied music. Contact the School of Music Admissions Coordinator.

**Ensemble:** Large Ensemble (MEN 101, 121 or 131). 6 quarter hours.

**Musicianship Studies:** MUS 110-1-3, 120-1-3, 130-1-3, 210-1-3, 220-1-3, 230-1-3. 36 quarter hours.

**Conducting:** MUS 300, 301. 4 quarter hours.

**Musicianship Electives (MUS).** 8 quarter hours.

**Supporting Fields:** The major in music theory prepares a program suited to his needs with his program advisor. Courses in English literature, history, philosophy, and a sequence in a modern language beyond the 106-level are recommended.

**SAMPLE PROGRAM**

**Freshman Level**

Musicianship Studies: MUS 110-1-3, 120-1-3, 130-1-3. 18 hours.

Applied Music: 12 quarter hours.

Ensemble: 3 quarter hours

DePaul College: 3 courses

**Sophomore Level**

Musicianship Studies MUS 210-1-3, 220-1-3, 230-1-3. 18 hours.

Applied Music: 12 quarter hours

Ensemble: 3 quarter hours

DePaul College: 3 courses

**Junior Level**

Musicianship Electives: 8 quarter hours

Conducting: 4 quarter hours

DePaul College: 6 courses

**Senior Level**

DePaul College: 6 courses

Supporting Fields and Electives: 5 courses

**COURSES**

Music course descriptions are provided in the School of Music section of the Bulletin.
Nursing

The nursing program prepares beginning practitioners of professional nursing to function effectively in episodic and distributive nursing practice, to be instrumental in initiating needed change and to collaborate with others to meet present and future health needs of man and society. The distributive nursing practitioner applies knowledge of life processes in human systems to specific populations in a culturally acceptable manner. Emphasis is on promotion and maintenance of health, prevention of disease, recognition of other variables influencing function and strategies and tactics of intervention.

Implicit in the program's framework for distributive nursing practice is a view of man as holistic, a dynamic and complex being interacting with his environment and continually changing in his efforts to mature. This view also stresses man's socialization in an open and ever-changing system as essential to his maturation and man's encounters with changing conditions which affect his growth and health as he progresses through the developmental and socialization sequences from conception to death. Whether a man's adaptation to changing conditions results in his adjustment to the environment or in his active intervention to change the environment, the processes utilize his physical, rational, psychological, emotional, intellectual, and spiritual qualities. If these qualities are not adequate to facilitate the degree of adaptation necessary, man must be assisted in the process.

Since health is a goal of each society, Nursing, in collaboration with other health professions, assists man in achieving health by helping to modify man's socialization, developmental and adaptive processes. Thus, the nurse participates in the interaction of man with his environment to promote and maintain health. In those situations where health gives way to illness, the nurse aids man's restoration to health through resolution where this goal is reasonable.

The program enables the student to:
1. analyze own behavior and knowledge in nursing and make changes when appropriate;
2. appreciate and utilize own uniqueness in terms of professional competence;
3. strive towards excellence in the practice of nursing, defining excellence in a variety of ways;
4. use the scientific method to question and investigate the routine, the unclear, and the unknown in nursing practice as well as in daily living;
5. apply the nursing process in maintaining and enhancing the health and strengths of the recipients of services — client, group, and community;
6. utilize nursing interventions as hypotheses to be tested, anticipate a variety of consequences and make predictions, and select and evaluate the effectiveness of alternative approaches;
7. demonstrate integrity, concern, and respect in nursing practice;
8. demonstrate leadership by influencing and guiding colleagues and consumers through defined processes within the health care system;
9. practice effectively within varied social systems;
10. appreciate and utilize own uniqueness and accept the uniqueness of others in relationship to culture, life-styles, values, and life experiences;
11. pursue learning experiences to enhance professional practice and personal life enrichment.

The nursing offered by the Department of Nursing is accredited by the National League for Nursing and approved by the Department of Registration and Education, State of Illinois. Graduates of the program are eligible to take the State Board Licensing Examination.
ADMISSION

Enrollment in the Department of Nursing is limited. Acceptance of all students who wish to enter the program depends upon the availability of places. Other criteria for admissions are as follows: 1) Incoming freshmen are accepted on the basis of academic record and potential; 2) transfer students are accepted on the basis of academic record (at least a GPA of 2.5) and will receive transfer credit for a limited number of quarter hours; 3) Registered Nurses fulfilling degree requirements are accepted on the basis of academic record and are given the opportunity to obtain credit for 28 quarter hours of nursing knowledge by successfully passing credit-by-exam tests. Once students are admitted to the nursing program, they are encouraged to see an advisor in the Department of Nursing to plan a course of study. Failure to receive such advice may result in untimely delays in the student's program.

FEES

Students are expected to purchase the student uniform in conformance with the student dress code, name badge, patch, and malpractice insurance. In addition, there are fees for selected courses and for the National League for Nursing achievement tests. A physical examination is required before starting Nursing 330 and Nursing 331. Selected laboratory tests are required for some courses and may be obtained from the Chicago Health Department for a small fee. Transportation to cooperating agencies is the responsibility of the student.
PROGRAM: NURSING MAJOR

Since revisions are being made in the program of studies, program requirements and course descriptions may be altered somewhat during the coming months. Requirements outside of the nursing area will not be changed. The program of studies described here is planned for all students seeking a B.S. degree. All prerequisite courses must be completed before the students may enroll in Nursing 330 and 331.

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

**Standard Concentration**

**Nursing**: 250, 251, 290; plus 48 quarter hours upper division nursing courses.

**Biology**: 201 Mammalian Anatomy; 202 Mammalian Physiology; and 210 Microbiology.

**Chemistry**: 117 Basic Chemistry.

**Mathematics**: 242 Elements of Statistics; or Psychology 240 Introductory Statistics for the Behavioral Sciences.

**Physics**: 160 Human Body as a Physical System.

**Psychology**: 302 Personal Adjustment and Mental Health; 303 Human Development.

**Sociology**: 302 Cultural Anthropology; 306 The Family.

**SAMPLE PROGRAM—STANDARD NURSING CONCENTRATION**

**Freshman Level**

Chemistry: 117*  
Physics: 160*  
DePaul College: 10 courses

**Sophomore Level**

Biology: 201*; 202*; 210.*  
Sociology: 302*; 306*  
Psychology: 302*; 303*  
Nursing: 250*; 251*; 290*  
DePaul College: 2 courses

**Junior Level**

Nursing: 24 hours  
DePaul College: 4 courses  
Elective: 1 course

**Senior Level**

Nursing: 24 hours  
DePaul College: 2 courses  
Elective: 1 course

*Denotes prerequisite courses for the nursing major. ALL COURSES THAT ARE PREREQUISITES MUST CARRY A GRADE OF "C" OR HIGHER TO BE CONSIDERED AS SATISFYING THE PREREQUISITES. THESE COURSES MUST BE COMPLETED BEFORE THE STUDENT IS ELIGIBLE TO ENROLL IN UPPER DIVISION NURSING COURSES.

**ADDITION TO SAMPLE PROGRAM**

Registered Nurse Students have the option of crediting-by-exam 28 hours of the nursing major. It is recommended that R.N.’s credit-by-exam Nursing 290, 330, 331, 332, 333, 334, 335. Failure to pass a credit-by-exam with a “C” or better the first time, will necessitate the registered nurse enrolling in the course.

**SCHOLASTIC CONDITIONS**

A B.S. degree with a major in nursing requires a minimum of 180 quarter hours. Courses in the nursing major are sequentially arranged and consist of increasingly complex experiences. Students must maintain a 2.0 grade point average in order to progress from one nursing course to another. Learning experiences are arranged on three levels with the nursing major primarily concentrated in the upper division. Because of the ordered sequences of learning in the nursing program, students who do not achieve a “C” grade must repeat the course successfully before proceeding to the next course in the sequence. As nursing is a professional curriculum leading to licensure with its attendant public responsibilities, students who receive a total of three unsatisfactory grades in courses cannot continue in the program.
THE NURSING COURSES AND DESCRIPTIONS

The nursing courses are designed to assist the student in developing skills in the area of distributive nursing practice in selected situations where the number of variables are controlled and matched in relation to the learner, the client, and the setting. Research in nursing, health care delivery, and related fields is introduced in the beginning courses and continued throughout the program of studies. The nursing process is the vehicle utilized to approach selected concepts.

Each course builds on the other and is developed around a number of objectives that are leveled throughout the sophomore, junior and senior years. Based on evaluation criteria, students progress from one quarter to another and demonstrate various levels of mastery before progressing from sophomore to junior to senior levels and graduation. (All courses carry 4 quarter hours credit unless otherwise indicated.) Registration in nursing courses is restricted to nursing majors unless otherwise indicated.

SOPHOMORE NURSING

250 The Health Care System: An Interdisciplinary Approach. The health care system is explored in relation to definition, philosophical orientation, past, current, and emerging trends. Roles, issues, and conflicts within and among the health care team are considered along with factors that influence the effectiveness of the health care team. (Open to non-nursing students.)

251 Interpersonal Relationships in Health Care. Communication skills are emphasized as an important tool in establishing productive health practitioner/client relationships. Factors that enhance and/or inhibit the communication process, interviewing techniques, and the dynamics of group process are explored within the health care system. (Open to non-nursing students.)

290 Dimensions of Professional Nursing and Nursing Practice. The discipline of nursing is approached by exploration of the philosophical and conceptual base for nursing practice; the historical perspective of professional nursing and its relationship to present and emerging roles; and beginning investigation and application of the nursing process. (Prerequisites: Nursing 250, 251, admission to the nursing program.)

JUNIOR NURSING

All Students Must Have Completed At Least 88 Quarter Hours and All Prerequisite Courses Before Beginning The Junior Year.

330 Nursing I. Emphasis in this course is the developmental process as it pertains to and affects man, society, health, and nursing. Content is focused on the development of knowledge, skills and attitudes necessary for the practice of distributive nursing. (Prerequisites: all allied fields, Nursing 250, 251 and 290.)

331 Clinical Nursing I. Clinical application of the nursing process in episodic and distributive settings with clients as described in Nursing 330. (Concurrent registration in Nursing 330.)

332 Nursing II. This course deals with the socialization process, as it pertains to man, society, health and nursing. Appropriate concepts and subconcepts are utilized as the organizing structure for the development of knowledge, skills and attitudes necessary to practice distributive nursing. (Prerequisites: Nursing 330, 331.)

333 Clinical Nursing II. Clinical application of the nursing process in episodic and distributive settings with clients as described in Nursing 332. (Concurrent registration in Nursing 332.)

334 Nursing III. The adaptation process is the third process studied relative to assisting individuals and families attain and maintain optimum health. Approach is similar to that used in Nursing 330 and 332. (Prerequisites: Nursing 332 and 333.)

335 Clinical Nursing III. Clinical application of the nursing process in episodic and distributive settings with clients as described in Nursing 334. (Concurrent registration with Nursing 334.)
SENIOR NURSING

Before enrolling in Senior Level Nursing Courses all students must have completed at least 132 quarter hours and all prerequisite courses.

336 Nursing IV. This course deals with all three processes (adaptation, developmental, socialization) with the focus on groups. Variables introduced require greater analytical skills and synthesis of previous learning in applying the selected concepts in the care of groups of people and families. (Prerequisites: Nursing 334 and 335.)

337 Clinical Nursing IV. Clinical application of the nursing process in episodic and distributive settings with clients as described in Nursing 336. (Concurrent registration in Nursing 336.)

338 Nursing V. This course is a continuation of Nursing 336 with a community focus. Concepts previously explored in the three processes are now studied with a significant increase in the numbers and complexity of variables encountered relative to the student, the client(s) and the setting. (Prerequisites: Nursing 336, 337.)

339 Clinical Nursing V. Clinical application of the nursing process in episodic and distributive settings with clients as described in Nursing 338. (Concurrent registration in Nursing 339.)

340 Nursing VI. This course is designed to provide greater depth in a selected area of nursing practice. Students pursue more independent learning activities, engage in learning experiences that investigate certain phenomena that occur within the distributive care setting in an effort to analyze and synthesize knowledges, skills; and attitudes gained throughout their education experience. (Prerequisites: Nursing 338, 339.)

341 Practicum in Clinical Nursing. Clinical application of the nursing process in selected settings with clients as described in Nursing 340. (Concurrent registration in Nursing 340.)

ELECTIVE COURSES

209 Nutrition. Principles of nutrition and their application to individuals of all ages. (Open to non-nursing students.)

346 Seminar: Special Topics in Nursing. Subject matter will vary from quarter to quarter.

395 Seminar in Communication Theories and Human Service Roles. Various communication theories and models as applied to functional nursing roles. (Prerequisites: Junior standing or graduate standing in Department, or consent of instructor.) (Open to non-nursing students.)

OTHER COURSES OFFERED BY THE DEPARTMENT OF NURSING

(Not open to students in Nursing)

220 Child Health Care and Nutrition. This course assists the day care professional to assess the status of children in relation to health and nutritional issues.

245 Foundations of Client Care. Basic concepts of client care in relation to client/radiologic technologist relationships, principles of asepsis and body mechanics, as applied to the functions of the technologist. (Prerequisites: Biology 201, 202, and Physics 110.)

FACULTY

Chairperson: Sister M. Jeremy Buckman, R.S.N., R.N., Ph.D.
Associate Professors: Sally Ballenger, M.S.N.; Sister M. Jeremy Buckman, R.S.N., R.N., Ph.D.; Elaine Fila, M.A.; Herbert Nishikawa, M.S.N.; Grace Peterson, M.N.A.; Patricia Wagner, M.S.N.
Assistant Professors: Joan Arteberry, Ph.D.; Sally Bleeks, M.S.N.; Yvonne Burgess, M.S.N.; Ann Clark, M.S.N.; Cy Gehant, M.S.N.; Sr. Merici Maher, M.S.P.H.; Sonia L. Manalaysay, M.Ed.; Mary deMeneses, M.A.; Sandra Sayles, M.S.N.; Nancy Spector, M.S.N.
Instructors: Cecelia Dinz, M.S.N.; Kathleen Lamos, M.S.; Florence Senizaiz, M.S.N.; Kay Sherry, M.A.; Barbara Velsor, M.S.N.; Robert Vogler, M.S.N.
Philosophy

The Department serves 1) the general liberal arts student seeking personal enrichment, 2) those who desire a more fundamental appreciation of philosophy in support of law, medicine, business and various academic disciplines, and 3) the specialist who wishes to continue philosophy at the graduate level.

Through its offerings, the Department acquaints students with various philosophical systems and with basic problems posed by diverse thinkers. Courses have been designed to highlight in breadth and in depth these humanistic and technical features of philosophy.

The Department also recognizes the important need for skills and training. Its courses in logic and analysis have been designed to help students become more perceptive in their experiences and more critical in their thinking.

Further, the Department is aware that in our age of rapid change, society often tends to neglect the meaning, worth and centrality of the person. Courses are offered which investigate, pursue and emphasize this dignity of the person, thereby helping to promote an appreciation and ordering of human values.

Accordingly, the Department offers four basic types of courses: I - Cognitive Skills; II - History, Traditions and Foundations; III - Value Studies; and IV - Topics and Controversies.

PROGRAM: PHILOSOPHY MAJOR
(B.A. DEGREE)

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

Standard Concentration:

Philosophy: 44 quarter hours in philosophy (or their equivalent) distributed as follows:

- **Cognitive Skills**: 2 courses, one of which must be 301-Basic Logic or 302-Symbolic Logic — **History, Traditions and Foundations**: 3 courses, two of which must be in History and one in Traditions or Foundations; one of the History courses must be either 310-Greek Thought or 312-Modern Thought — **Value Studies**: 2 courses, one of which must be 330-Ethical Theory — **Topics and Controversies**: one course. The remaining twelve quarter hours may be taken from any of the offerings.

(Note: With the completion of the program by the major, the Department expects the student to possess 1) skills in thinking analytically and synthetically, 2) a grounding in the classical problems of the discipline, and 3) a general knowledge of the several directions philosophy is moving in the world today.

NOTE: The major is expected to consult with his departmental advisor on course selection. With departmental permission, the senior may take one course selected from the graduate offerings in philosophy. He may elect to take this course on a Pass/Fail basis. Certain courses in other departments are acceptable equivalents for philosophy credit.

Supporting Field: 20 quarter hours (5 courses) of specialized knowledge in another academic subject. This concentration must be approved by the departmental advisor.

Electives: 44 quarter hours (11 courses).

The regular program of courses is supplemented by annual philosophical symposia featuring prominent philosophers, and by departmental colloquia.
SAMPLE PROGRAM—STANDARD PHILOSOPHY CONCENTRATION

Freshman Level
Supporting Field: 3 courses
Electives: 3 courses
DePaul College: 5 courses

Sophomore Level
Philosophy: 301 or 302 and 2 courses from II-History, Traditions and Foundations
Supporting Field: 2 courses
DePaul College: 5 courses

Junior Level
Philosophy: 330, one course from
I - Cognitive Skills; one course from II-History, Traditions and Foundations, and one course from IV-Times and Controversies
Electives: 4 courses
DePaul College: 3 courses

Senior Level
Philosophy: 1 course from III-Value Studies
2 courses of choice
Electives: 3 courses
DePaul College: 5 courses

THE PHILOSOPHY MINI-MAJOR

The mini-major is flexibly designed to complement the majors of other departments, frequently serving as an allied field or option to that department. (IF YOU WISH TO USE THIS AS AN ALLIED FIELD, CHECK WITH YOUR DEPARTMENT FOR PERMISSION AND WITH THE PHILOSOPHY DEPARTMENT FOR SAMPLE PROGRAMS.) It is designed also for those who, while not wishing to specialize in philosophy, nonetheless seek to pursue enduring questions, appraise contemporary values and critically discuss topics of general human concern.

The student may design his own mini-major consisting of 24 hours credit in philosophy. Twelve (12) hours are semi-elective, and 12 are fully elective. The 12 semi-elective must meet the following pattern: Any one course from each of the first three areas,* e.g., I-Cognitive Skills, II-History, Traditions and Foundations, and III-Values.

The remaining 12 hours may be chosen from any one or any combination of all four areas — total of 24 hours. Transfer credit may be recognized as substitutional.

COURSES
(All courses carry four quarter hours of credit.)

I. COGNITIVE SKILLS
301 Basic Logic
302 Symbolic Logic (301 recommended, but not required)
303 Critical Thinking
304 Introduction to Analytic Philosophy
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
320 Systems of Metaphysics
321 Theories of Knowledge
325 Basic Concepts of Phenomenology

III. VALUE STUDIES
330 Ethical Theory
332 Values and Experience
333 Philosophy of Person
334 Social Issues and Ideology
340 Philosophy of Religion
341 Philosophy of the Arts
342 Philosophy of Law
343 Philosophy of Work and Play
IV. TOPICS AND CONTROVERSIES

330 Philosophy and the Natural Sciences
331 Philosophy and Sociology
332 Philosophy and Psychology
333 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 From Myth
383 Philosophical Themes in Literature
390 Selected Topics (e.g., Phenomenology of Resentment, Theory of Interpretation, Philosophy and Technology, leisure and celebration, etc.)
391 Independent Study

FACULTY


Associate Professor: Jeff Allen, Ph.D.

Assistant Professors: Mary Jean Larrabee, Ph.D.

Professor Emeritus: John Battle, C.M., Ph.D.; John C. Lohr, C.M., M.A.

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Physics

The Department of Physics accepts the responsibility for providing education in physics across a broad spectrum of student needs. Its principal mission is to prepare students for careers in physics and fields closely related to physics. It fulfills this mission by offering a curriculum ("Concentration I") constructed to provide both the depth and breadth required for graduate study in physics, related and interdisciplinary areas, or for applied science such as electronics, optics, acoustics, engineering sciences and bio-physics. The early parts of Concentration I are designed to provide the scientific basis for careers in engineering.

The department also offers a non-mathematical, non-technical curriculum ("Concentration II") for students who require familiarity with the concepts, methodology and instrumentation of physics as part of their preparation for careers outside physics, such as health and law.

Programs in Radiologic Technology (see special pages in this Bulletin) and Secondary Teacher Education (in cooperation with the School of Education) are also available.

PROGRAM: PHYSICS MAJOR
(B.S. DEGREE)

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

I. Concentration—II: Preparation for careers in physics or engineering.

Physics: General Physics (170, 171, 172, 270), Intermediate Physics (271, 272), Advanced Lecture courses (310, 320, 340, 350, 360, 361) and Experimental Physics (380, 381, 382).

Chemistry: General Chemistry (131, 133) Basic Chemistry (117, 119).

Mathematics: Calculus (150, 151, 152, 210), Differential Equations (211) and Methods of Theoretical Physics (295, 296).

Biology or Chemistry: One additional course.

NOTES:
1) Students interested in a double major, mathematics and physics, may elect a sufficient number of advanced mathematics courses (generally 6-8) to satisfy the requirements of the concentration of their choice.

2) Students intending to pursue a graduate physics program should complete required courses by the end of their junior year and take additional courses (395 and graduate courses in Theoretical physics, 410, 411, 412) during their senior year. All departmental major students are encouraged to participate in research either with faculty in the Department or at Argonne National Laboratory. Seniors may be given early admission to the Graduate School if they wish to pursue an M.S. Program.
Pre-Engineering Curricula: Two Curricula in pre-engineering are offered at DePaul University: 1) a five-year program encompassing three years of study at DePaul and two years at a cooperating School of Engineering leading to the Bachelor of Arts by DePaul University and the Bachelor of Engineering by the engineering school; 2) a two-year program at DePaul and completion of the degree at the engineering school. DePaul University does not award a degree in this option.

Students interested in chemical engineering follow a program similar to the first three years of the program for chemistry majors. Students interested in other areas of engineering follow a program patterned upon the first three years of the program for physics majors.

DePaul has cooperative agreements with a number of engineering schools: the University of Illinois at Urbana (3 years at DePaul), the University of Notre Dame (3), the University of South California (3), the University of Detroit (3 or 2), the University of Illinois at Chicago Circle (3 or 2), Northwestern University (3 or 2), Iowa State University (3 or 2), and Ohio State University (3 or 2). A student transferring to the University of Detroit gains valuable on-the-job training from its three year "cooperative work/study" engineering program. The student is responsible for gaining transfer admission to any school with which DePaul has no cooperative agreement.

Further information can be obtained from the Chairman, Department of Physics, or Dr. Margaret S. Greenwood, the Department's engineering advisor.

II. Concentration—II: Preparation for careers outside of physics and engineering.

Physics: 8 courses (32 quarter hours) taken entirely from Concentration II courses or through a combination of these and other departmental courses.

Supporting Fields: 10 courses (40 quarter hours) chosen in consultation with the student's advisor.

Electives: 9 courses (36 quarter hours) chosen in consultation with the student's advisor.

III. Teacher of Physics—Secondary Level

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

Component for Teaching Specialty of Physics: (40-44 quarter hours).

Physics: Calculus-based program: General Physics (170, 171, 172, 270), Intermediate Physics (271, 272) and five additional courses, chosen in consultation with an advisor from Concentration I or II.

Non-calculus-based program: General Physics (150, 151, 152) and seven additional courses selected from those in Concentration II.
### SAMPLE PROGRAM—PHYSICS CONCENTRATION I.

**Freshman Level**
- Physics: 170, 171, 172
- Mathematics: 150, 151, 152
- Chemistry: 117, 119 (or 131, 133)
- DePaul College: 4 courses*

**Sophomore Level**
- Physics: 270, 271, 272
- Mathematics: 210, 211, 295
- Chemistry or Biology: 1 course
- DePaul College: 5 courses*

**Junior and Senior Level**
- Physics: 310, 320, 340, 350, 360, 361, 380, 381, 382
- Mathematics: 296
- DePaul College: 9 courses*
- Electives: Influenced by student’s choice of career, to be chosen in consultation with faculty advisor.

*Chemistry, Physics and pre-engineering majors will not receive credit for NSM 101 or 102 without explicit permission.

### SAMPLE PROGRAM—PRE-ENGINEERING

**Freshman Level**
- Physics: 170, 171, 172, 280
- Mathematics: 150, 151, 152, 155, 156, 157
- Chemistry: (131, 133) or 117, 119
- DePaul College: 3 courses*

**Sophomore Level**
- Physics: 270, 271, 272
- Mathematics: 210, 211, 295, 305
- Chemistry: 196
- DePaul College: 4 courses*

**Junior Level (if at De Paul)**
- DePaul College: 11 courses*
- Electives: Influenced by student’s choice of engineering fields.

*Students are urged to choose courses in consultation with their faculty advisor (Dr. M. S. Greenwood) since transfer requirements differ among Schools of Engineering.

### SAMPLE PROGRAM—PHYSICS CONCENTRATION II.

Students interested in this curriculum are urged to consult the departmental advisor regarding the many possible options open to them.

### COURSES

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

(For courses offered exclusively for students in the Radiologic Technology Program, see Bulletin, p. 136.)

### GENERAL PHYSICS: INTERMEDIATE PHYSICS

Courses 150 through 156 are offered primarily for students (such as those in programs in the biological and medical sciences) whose requirements call for a one-year course (with laboratory) in General Physics without calculus.

- **150 General Physics.** Mechanics, vibrations and fluids. (Prerequisite: Math 130 or equivalent) Laboratory.
- **151 General Physics.** Heat, thermo-dynamics, sound and light. (Prerequisite: 150) Laboratory.
- **152 General Physics.** Electricity, magnetism, and modern physics. (Prerequisite: 151) Laboratory.
- **155 General Physics.** Equivalent to 150 plus half of 151. *Summer only.* (Prerequisite: Mathematics 130 or equivalent) 6 hours. Laboratory.
- **156 General Physics.** Equivalent to half of 151 plus 152. *Summer only.* (Prerequisite: 155) 6 hours. Laboratory.
Courses 170, 171, 172, 270, 271 and 272 are calculus-based. They are designed to be taken in sequence, concurrently with Mathematics 150, 151, 152, 155, 156, 157, 210, 211 and 295.

170 General Physics I. Mechanics, fluids and heat. (Corequisites: Mathematics 150 and 155) Laboratory.
171 General Physics II. Electricity, magnetism and circuits. (Prerequisite: 170 and Corequisite: Mathematics 151 and 156) Laboratory.
172 General Physics III. Sound and light. (Prerequisite: 171 and Corequisite: Mathematics 152 and 157) Laboratory.
270 General Physics IV. Twentieth century physics. (Prerequisite: 172 and Co-requisite: Mathematics 210) Laboratory.
271 Intermediate Physics I. Mechanics and Heat. (Prerequisite: 270 and Co-requisite: Mathematics 211 or Consent) Laboratory.
272 Intermediate Physics II. Electricity and magnetism. (Prerequisite: 271 and Corequisite: Mathematics 295) Laboratory.

CONCENTRATION I AND PRE-ENGINEERING

280 Statics. Application of statics to engineering problems, stress and strain, stress analysis. (Prerequisite: 171)
295 Methods of Theoretical Physics I. Infinite series, complex functions, matrices, vector algebra, probability. (Prerequisite: 270) Cross listed with Mathematics 295.
296 Methods of Theoretical Physics II. Vector calculus, Fourier series, calculus of variations, partial differential equations. (Prerequisite: 295) Cross listed with Mathematics 296.
395 Methods of Theoretical Physics III. Special functions, complex integration, integral transforms, other advanced topics. (Prerequisite: 296) Cross listed with Mathematics 395.
310 Mechanics. Conservation laws; systems of particles; linear and non-linear oscillations; central forces; dynamics of fluids. (Corequisite: 296)
320 Electricity and Magnetism. Electrostatics and magnetostatics in vacuum and in materials; nature of the electric current; time-varying fields and Maxwell's equations. (Corequisite: 296)
331 Modern Circuit Theory. Network analysis in the complex frequency domain, principal network theorems, transfer functions by an inspection method. (Prerequisites: 380 and 296)
336 Electronic Circuits. Electronic devices, equivalent circuits, feedback, modulation, noise, information theory. (Prerequisite: 272 or consent.)
340 Thermal Physics. Statistical interpretation of the laws of thermodynamics and physical applications. (Corequisite: 296)
350 Optics. Matrix methods for image formation; diffraction; interferometry; coherence; scattering; polarization; holography; Fourier transform spectroscopy. (Prerequisite: 320)
360 Twentieth Century Physics I. Relativity; transport theory; quantum physics; matter waves; atomic physics; probability distributions, electron spin; spectra. (Corequisite: 296)
361 Twentieth Century Physics II. Molecular physics, solid-state physics, nuclear physics; particle physics. (Prerequisite: 360)
370 Experimental Physics. Electric circuits, electronics, electrical measurements. (Prerequisite: 271) Laboratory.
380 Experimental Physics I. Selected measurements. (Prerequisite: 272) 2 hours Laboratory.
381 Experimental Physics II. (Prerequisite: 380) 2 hours. Laboratory.
382 Experimental Physics III. (Prerequisite: 381) 2 hours. Laboratory.

CONCENTRATION II AND RADIOLOGIC TECHNOLOGY COURSES

110 Basic Electronics. Principles and techniques. Laboratory.
111 Electronic Instrumentation. Functional applications, particularly to biological and psychological measurements. Laboratory.
112 Digital Electronics. An introductory lecture-laboratory course emphasizing construction and testing of circuits. (Prerequisite: 110 or consent.) Laboratory.
114. Communications. Applications of physics to the transmission and storage of information.

160 The Human Body as a Physical System. Analysis of the application of the laws of physics to the human body and its parts. Laboratory.


203 Stars and Stellar Evolution. Stellar evolution, pulsation, explosion, collapse, cosmic rays, interstellar conditions. 2 hours. Offered at Adler Planetarium.

204 Solar and Space Physics. Equivalent to 202 and 203, offered at DePaul.

213 Laboratory Astronomy. Techniques of measurements of astronomical properties. 2 hours. Laboratory. Offered upon demand at Adler Planetarium.


230 Physics and Decision Making. An exploration of selected topics of physics and its applications to current problems of interest to American social, political, and legal systems. Topic selection will be influenced by student interest.


349 Interaction of Radiation with Matter. The effects of radiation on inanimate and animate materials. (Corequisites: 377 and Biology 202.)

377 Introduction to Radiation Physics. X-rays and nuclear radiation; radiation protection, production and detection. (Prerequisites: 110, 223 and Mathematics 130.) Laboratory.

378 Applied Radiation Physics. Radiographic imaging, filtration, radiation therapy and nuclear medicine. (Prerequisite: 377.) Laboratory.

390 Environmental Quality. Energy and the effects of its use on man and his environment.

397 Teacher’s Workshop in Astronomy. Offered at Adler Planetarium and at DePaul. Offered Cross listed with Education 397. Variable credit.

PERSONALIZED COURSES
(Offered in all programs and concentrations.)

384 Advanced Laboratory. Laboratory experience in techniques selected in consultation with instructor. (Prerequisite: Consent.) Variable credit. Laboratory.

398 Reading and Research. Undergraduate research participation. (Prerequisite: Consent.) Variable credit.

399 Independent Study. (Prerequisite: Consent.) Variable credit.

FACULTY
Chairman: Edwin J. Schillinger, Ph.D.
Professors: Mary L. Boas, Ph.D.; Zuhair M. El Saffar, Ph.D.; Donald O. Van Ostenburg, Ph.D.; Edwin J. Schillinger, Ph.D.; Thomas G. Stinchcomb, Ph.D.
Associate Professors: Anthony F. Behof, Ph.D.; Margaret Stautberg-Greenwood, Ph.D.; Gerard P. Lietz, Ph.D.; Pon-Nyong Yi, Ph.D.
Adjunct Assistant Professors: (Adler Planetarium) Eric D. Carlson, Ph.D.; (St. Joseph Hospital) Nicholas Lembares, M.S.
Radiologic Technology Program Director: Judith A. Hostick, M.Ed., R.T.
Lecturers: George Corso, Ph.D.; Mary Niesyto, R.T.; Barbara Reynolds, R.T.; Phylilis Pilugua, M.S.; James S. Sweitzer, Ph.D.; Kathleen Walsh, R.T.; Rod¬
erick S. Webster, M.S.
Professor Emeritus: Julius J. Hupert, Ph.D.
Political Science

Political Science is the study of the organization and behavior of the people, groups and institutions which make up our government and the larger political system.

The design of the program offered by the department is to expose the serious student to new questions, perspectives and arguments about the political forces which "control" his or her life, and the kinds and measures of influence he or she has over these forces. The student will find both the substance and the analytic experience useful in the legal, business, communications and academic professions as well as in any endeavors which may draw the student into a role in public life.

PROGRAM: POLITICAL SCIENCE MAJOR
(B.A. DEGREE)

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

Standard Concentration:
Political Science: 100 Basic Political Analysis; 120 American National Government; one 200-level course from each of the following sections—Methodology, American, Political Thought, International and Comparative; three 300-level courses (all cannot be selected from the same section); and three additional courses from the remaining departmental offerings.

Supporting Fields: To be chosen in consultation with the student's departmental advisor. The courses generally are to be in the fields of economics, history, geography, psychology and sociology.

SAMPLE PROGRAM—
STANDARD POLITICAL SCIENCE CONCENTRATION

<table>
<thead>
<tr>
<th>Freshman Level</th>
<th>Sophomore Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pol. Sci.: 100, 120, 210</td>
<td>Pol. Sci: 4 courses (200-level)</td>
</tr>
<tr>
<td>Supportive Fields and Electives: 4 courses</td>
<td>Supportive Fields and Electives: 4 courses</td>
</tr>
<tr>
<td>DePaul College: 5 courses</td>
<td>DePaul College: 5 courses</td>
</tr>
<tr>
<td>Junior Level</td>
<td>Senior Level</td>
</tr>
<tr>
<td>Pol. Sci: 3 courses (300-level)</td>
<td>Pol. Sci.: 3 courses (200 and 300-levels)</td>
</tr>
<tr>
<td>Supportive Fields and Electives: 3 courses</td>
<td>Supportive Fields and Electives: 4 courses</td>
</tr>
<tr>
<td>DePaul College: 4 courses</td>
<td>DePaul College: 4 courses</td>
</tr>
</tbody>
</table>

COURSES
(All courses carry 4 quarter hours credit.)

BASIC
100 Basic Political Analysis. An introductory course which overviews the primary sub-fields of political science, examines major frameworks used in political science and develops a basic social science vocabulary for students.

METHODOLOGY
210 Basic Research. Research techniques, evaluation of source materials, and development of skills in library research and writing.
310 Advanced Techniques of Political Research. Application of more sophisticated research techniques focusing on the collection of empirical data for hypothesis-testing.
391 Seminar on Methodology.

AMERICAN
120 American National Government. Emphasis on the institutional structure of the government including the Constitution.
121 State and Local Government. Governments of the fifty states and their local subdivisions. Special focus on Illinois.

220 The American Presidency. An examination of the structure and behavior of the men and the institution at the pinnacle of political power in America.

221 Legislative Process. Legislative politics in the U.S. Congress and in selected states.

222 American Political Parties. Nature and function of the major political parties in the U.S. Comparative examples from other political systems may be drawn in for contrast.

223 Urban Government and Politics. Problems and issues common to American cities. Discussion of organizational models and a review of services provided by city governments.

224 Public Administration. Governmental bureaucracy, intergovernmental relations, administrative organization, controls and regulations.

225 Introduction to Constitutional Law. The major constitutional law decisions of the Supreme Court are read and analyzed.

226 The Judicial System. Focuses on the workings of the judicial and criminal system and the behavior of important actors in the system, such as judges, juries, and the police.

227 Law and the Political System. Focuses on the role of law in the political system.

320, 321, 322 Studies in American Government and Politics: I, II, III. (Topics will vary each quarter.)

323 Chicago Government and Politics. The organization, issues and change in Chicago politics. The case of Chicago will be used to highlight similarities and contracts with other major American urban settings.

324, 325, 326 Topics in Public Law: I, II, III. (Topics will vary each quarter.)

Seminar-Internships in American Government and Politics.

POLITICAL THOUGHT

230 Classical Political Thought. Political thought of the ancient and medieval world, including Plato, Aristotle, Cicero, and Machiavelli.

231 Modern Political Thought. Political thinkers of the "modern" era, including Hobbes, Locke, Rousseau and Marx.

330 Political Thought in America. An examination of American thinking on enduring issues. Behaviorism, positivism and the value-free society will be among the ideas discussed.

331 Contemporary Political Thought. A discussion of selected political thinkers of international renown. Generally, the sample will be drawn from living and currently productive scholars and critics of society.

392 Seminar on Political Thought.

INTERNATIONAL

240 Theories of World Politics. Review of theoretical perspectives of international politics. Included are "power," "geo-strategic," "systems," and "conflict" models.

241 International Organization. An examination of various forms of international organization including the U.N., NATO, World Bank and other forms of international, regional and global integration.

242 American Foreign Policy. Conduct, substance and issues of foreign policy since World War II.

340 Comparative Foreign Policy. (Focus will rotate among "Western bloc," "Communist bloc," and "Third World.") An analysis of the contrasting objectives, tools and outcomes of a series of nations' efforts to promote their interests via foreign relations.


342 Issues in American Foreign Policy. Among the issues discussed will be American participation in regional and worldwide organizations, treaties, economic diplomacy, containment of communism, and wars of national liberation.

343 Soviet-American Relations. Examination of various forms of the unique superpower relationship including the dimensions and impact of recent developments.

344, 345, 346 Issues in World Politics: I, II, III. (Topics will vary each quarter.)

394 Seminar on International Relations.

COMPARATIVE

150 Introduction to Comparative Politics. The perspectives and concepts used in comparative political inquiry are introduced and examined, with emphasis on and examples from political systems other than the American.
250 West European Government and Politics. Focus on selected major European
governments highlighting political orientation, party structure, and social and
economic institutions.

251 Communist Government and Politics. An overview of the fundamental premises,
structures and developments in the ruling Communist Party-States. The Soviet
Union will serve as the primary example.

252 Government and Politics of Developing Nations. Focus on common problems
and factors in “developing” nations.

352, 353, 354 Government and Politics in a Developing Area: I, II, III. (Area will
vary each quarter.)

355, 356, 357 Topics in Comparative Politics: I, II, III. (Topics will vary each
quarter.)

395 Seminar on Comparative Government and Politics.

ADVANCED STUDY
399 Independent Study.

FACULTY

Chairman: Michael L. Mezey, Ph.D.

Professor: Michael L. Mezey, Ph.D.

Associate Professor: Richard P. Farkas, Ph.D.

Assistant Professors: David Barnum, Ph.D.; Larry Bennett, Ph.D.; Patrick T.
Callahan, Ph.D.; Minkyu Cho, Ph.D.; Robert Leonardi, Ph.D.; Elizabeth
Succari, Ph.D.

Instructor: James Cuaresma-Primm, Ph.D.

Lecturers: James Block, F.D.; John Bozza, M.A.; Anne Cohler, Ph.D.; Larry
Garner, Ph.D.; Florence Halprin, M.A. Hamid Kizilbash, Ph.D.; Frank
Kruesi, M.A.; Susan Gluck Mezey, Ph.D.; Susan Urbas, M.A.
Pre-Engineering:
See Department of Physics

Prelaw Study:
Preparation For Law School

The Association of American Law Schools considers unwise the prescription of certain majors for students planning later to study law. It has, however, enumerated those skills and insights it believes basic for the later attainment of legal competence by students preparing for a career in law.

Prelaw study in the College of Liberal Arts and Sciences is designed for those students who, in addition to satisfying the requirements of an academic field of specialization, also want to develop those capacities essential for satisfactory performance in law school. Specifically, the purposes of prelaw study are the achievement of the following objectives:

1) perception and skill in the English language through practice in oral and written advocacy situations;
2) power to think clearly, critically, and independently through practice in situations involving problem-solving and sound judgment;
3) understanding of and skill in mathematical statistics used in the social sciences; and
4) insights into institutions, processes and values with which man is concerned through intensive study in the areas: social structures, economic systems, political organizations, historical processes, and the cultural and ethical heritage of man and the sciences.

Admission to the College of Law, DePaul University, is based on collegiate performance, scores achieved on the Law School Admission Test (LSAT), extracurricular activities, work experience, and letters of recommendation. The legal program offered through the College of Law leads to the degree Juris Doctor (J.D.).

Graduates of DePaul University undergraduate schools are given special consideration by the College of Law, within the constraints of the above mentioned admissions criteria.

Students wanting to undertake prelaw study, in addition to earning a departmental major, should contact the Associate Dean, College of Liberal Arts and Sciences, Lincoln Park Campus, for further details.

PRELAW STUDY COURSES
(All courses are acceptable for satisfying a departmental requirement. Individual course descriptions are to be found under that section of the Bulletin where the respective department's complete list of course offerings is given.)

BASIC COMPETENCIES

English: 208 Rhetoric I. (Prerequisite: Communications 200 or consent of department); 306 Rhetoric II. (Prerequisite: 208)
Mathematics: 242 Elements of Statistics. Cross listed with Sociology 240. (Prerequisite: two years of high school mathematics.)
Philosophy: 303 Critical Thinking. As a second course, 301 Basic Logic is recommended.
Speech and Drama: 224 Advocacy Communication. (Prerequisite: 100, 204 or Hum. 156 or consent of instructor.)
In addition to the basic competencies courses, the student intending to enter law school is strongly recommended to take Law 200, An Introduction to Law, Law 300, Law, Free Enterprise, and the Political System, and all courses listed in any three of the following areas:

**HUMAN INSTITUTIONS, PROCESSES, AND VALUES**

**Law:** 200 An Introduction to Law,
Law: 300 Law, Free Enterprise, and the Political System.

I. **Cultural and Ethical Heritage**
   - **English:** 202 American English.
   - **Philosophy:** 330 Ethical Theory; 334 Social Issues and Ideology; 342 Philosophy of Law.

II. **Economic Structures**
    - **Economics:** 103 Principles I; 104 Principles II; 212 Business and Society.

III. **Historical Processes**
    - **History:** 380, 381, 382 United States Constitutional History; 394 The Law, the State, and Freedom in America; 395 Historical Sources and Evidence: From Nuremberg to Mylai; 396 History of American Legislation.

IV. **Political Organizations**
    - **Political Science:** 100 Basic Political Analysis; 120 American National Government; and 225 Introduction to Constitutional Law; 226 The Judicial System; 227 Law and the Political System, and 324-6 Topics in Public Law.

V. **Social Structures**
    - **Sociology:** 201 Introductory Sociology; 220 Theories of Crime and Delinquency; 301 The Juvenile Court System; 305 Institutional Response to Deviance; 310 Criminal Justice; 315 Sociology of Law.
Psychology

The goal of the Department of Psychology is to bring students to a thorough understanding of the methods and content of scientific and applied psychology, with emphasis on the quantitative methods and scientific rigor needed to understand behavior.

The primary means of attaining this goal is classroom instruction. Some of the courses include laboratory—both experimental and statistical work; others afford the opportunity for the development of original research studies involving only library work or involving both library work and data collection. Further learning opportunities are made available through Field Work and Study courses, and through off-campus study at the Merrill-Palmer Institute in Detroit (the Institute programs focus on human development, providing course work and participation/observation experience; interested students should see their advisor for further information).

The department offers two programs: Program I for the students who want to major in psychology for its liberal, humanizing values as well as for a general background for graduate study in psychology, or for exposure to some areas of applied psychology; Program II, for students planning the pursuit of graduate studies in the science of psychology. An internship is required for the Human Services Concentration in Program I and is an option for psychology students in concentrations or programs. Students interested in the internship program usually apply in the fall quarter of their junior year.

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

**PROGRAM I: PSYCHOLOGY MAJOR**

(B.A. DEGREE)

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

**Core Courses for All Concentrations**

Psychology: 105 General Psychology I; 106 General Psychology II; 240 Introductory Statistics for the Behavioral Sciences; and 275 Experimental Psychology I.

**I. Standard Concentration**

Psychology: 276 Experimental Psychology II or 277 Experimental Psychology III; 347 Social Psychology; 351 Theories of Personality; 361 History and Systems of Psychology; and four additional psychology courses.

**Supporting Fields:** To be chosen by the student in consultation with departmental advisor.

**II. Human Development Concentration**

Psychology: 333 Developmental Psychology I; 334 Developmental Psychology II; 347 Social Psychology; and five additional psychology courses.

**Supporting Fields:** To be chosen by the student in consultation with departmental advisor.

**III. Human Services Concentration**

Psychology: 333 Developmental Psychology I; 347 Social Psychology; 353 Abnormal Psychology; 357 Applied Psychology I, 358 Applied Psychology II, 395 Field work / internship; and two additional psychology courses.

**Supporting Fields:** To be chosen by the student in consultation with departmental advisor.
IV. Industrial and Organizational Psychology Concentration

Psychology: 380 Industrial and Organizational Psychology; two courses from 381 Personnel Selection and Placement, 382 Personnel Training and Organizational Development, 383 Engineering Psychology, and 384 Consumer Behavior and Advertising; 356 Introduction to Psychological Measurement; 390 Statistics for the Behavioral Sciences; and three additional psychology courses.

Supporting Fields: To be chosen by the student in consultation with departmental advisor.

PROGRAM II: PSYCHOLOGY MAJOR
(B.S. DEGREE)

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

Psychology: 105 General Psychology I; 106 General Psychology II; 240 Introductory Statistics for the Behavioral Sciences; 275 Experimental Psychology I; 276 Experimental Psychology II; 277 Experimental Psychology III; 356 Introduction to Psychological Measurement; 360 Theories of Learning; 361 History and Systems of Psychology; 377 Physiological Psychology; and two additional psychology courses.

Supporting Fields: Twenty quarter hours in biology or mathematics, or divided between biology and mathematics, are required. This requirement is to be developed in consultation with the departmental advisor.

Electives:
The student is urged to devote most, if not all, of his elective hours to courses in disciplines other than his major.

NOTE: An exceptional student who has completed the required courses in experimental psychology may, upon consent of his advisor and the chairman, be admitted in his senior year to certain 400-level courses described in the Graduate School Bulletin.
SAMPLE PROGRAM I—STANDARD PSYCHOLOGY CONCENTRATION

Freshman Level
Psychology: 105, 106, 240
Mathematics: 130
Supportive Field and/or Electives: 1 course
DePaul College: 6 courses

Junior Level
Psychology: 351, 361 and one course of choice
Supportive Field and/or Electives: 3 courses
DePaul College: 5 courses

Sophomore Level
Psychology: 275, 276 or 277, 347
Supportive Field and/or Electives: 3 courses
DePaul College: 5 courses

Senior Level
Psychology: 3 courses of choice
Supportive Field and/or Electives: 7 courses
DePaul College: 2 courses

COURSES
(All courses, except 395 and 398, carry four hours credit.)

INTRODUCTORY
105 General Psychology I.
106 General Psychology II. (Prerequisite: 105)
105 and 106 will include a research participation requirement. (No more than six hours.)

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

Developmental Psychology I. Infancy and Childhood. Description and evaluation of principles and theories of development from conception through childhood. (Prerequisite: 106 or consent)
334 Developmental Psychology II. Adolescence through Maturity. Continuation of 333 covering development, personality organization, and adjustment. (Prerequisite: 333)
370 Research Methods in Developmental Psychology. (Prerequisite: 334)

Development and Adjustment
366 Behavior Problems of Children. (Prerequisite: 333)
367 Psychology of Exceptional Children. (Prerequisite: 333)

SOCIAL AND PERSONALITY
Social
347 Social Psychology. Survey of social psychological principles emphasizing individual behavior in a social context. (Prerequisite: 106)
352 Psychology of Prejudice. (Prerequisite: 106)
353 Small Groups and Leadership. (Prerequisite: 347)
372 Research Methods in Social Psychology. (Prerequisite: 275) Laboratory fee: $5.00.

Personality and Adjustment
302 Personal Adjustment and Mental Health. Psychological principles involved in personality and interpersonal adjustments. (Prerequisite: 105)
351 Theories of Personality. Emphasis on distinction between clinical and scientific theories of personality. (Prerequisite: 106)
353 Abnormal Psychology. Description of the nature, symptoms, and etiology of psychological disorders. (Prerequisite: 106)
357 Applied Psychology I. Overview of behavioral principles, strategies, and system approaches to individual, organizational, and community change. (Prerequisites: 275, 333, 347, 353, or permission.)
358 Applied Psychology II. Approaches to counseling, psychotherapy, and helping relationships. (Prerequisite: 357)
392 Psychology of Alienation. Causes of individual and group alienation, and the resultant behavior. (Prerequisites: 347 and 351)
BIOLOGICAL AND EXPERIMENTAL FOUNDATIONS

360 Theories of Learning. Classical and modern theories of learning. (Prerequisite: 276 or consent)
361 History and Systems of Psychology. Historical analysis of basic concepts in psychology. (Prerequisite: 275 or consent)
362 Cognitive Processes. Processes by which stimulus input is transformed, stored, recovered, and used: abstraction processes. (Prerequisite: 276)
375 Perception. Environmental and stimulus control of behavior; chemical control of perception. (Prerequisite: 106)
377 Physiological Psychology. Nervous system and endocrine functions as related to behavior. (Prerequisite: 275)
378 Comparative Psychology. Patterns of behavior shown by various animal species. (Prerequisite: 106)
393 Psychology of Language. Development of language in children; effects of language in thinking. (Prerequisite: 276)

INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY

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 380)
384 Consumer Behavior and Advertising. Application of psychological principles and methods to advertising, marketing, product development, sales, and propaganda. (Prerequisite: 380)
STATISTICS AND RESEARCH METHODOLOGY

Analysis
240 Introductory Statistics for the Behavioral Sciences. Descriptive and inferential statistics in the behavioral sciences. (Prerequisite: Mathematics 130 or three years of high school mathematics.) (Cross listed with Sociology 240)
368 Computer Programming. Development of BASIC programs for statistical analysis, computer-assisted instruction, collection of data, and computer modeling. Introduction to computer packages. (Prerequisite: 240 or consent) Laboratory fee: $15.00. (Cross listed with Sociology 368)
390 Statistics for the Behavioral Sciences. Applied inferential statistics. (Prerequisite: 240)

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

Methods and Design
275 Experimental Psychology I. Design, execution, analysis, and interpretation of psychology research. (Prerequisites: 106 and 240) Laboratory fee: $10.00.
276 Experimental Psychology II. Introduction to experimental psychology of learning and cognition. (Prerequisite: 275) Laboratory fee: $10.00.
277 Experimental Psychology III. Research methods in sensation and perception; psychophysical techniques. (Prerequisite: 275 or 276 or consent) Laboratory fee: $7.00.
370 Research Methods in Developmental Psychology. (Prerequisite: 334)
372 Research Methods in Social Psychology. (Prerequisite: 275) Laboratory fee: $5.00.

SPECIAL TOPICS
280 Contemporary Issues. Psychological aspects of topics of current interest and relevance. (Prerequisite: 106 or consent)
354 Ecosystems and Behavior. Environmental psychology dealing with environmental pollution, systems theory, crowding, deprivation, institutionalization and architecture, and their effect upon man. (Prerequisite: 347)
394 Advanced Topics in Psychology. (Prerequisites: Senior standing and consent of chairman)
395 Field Work/Internship. Supervised experience in selected off-campus settings and associated readings. (Prerequisites: Junior standing and consent of chairman)
398 Reading and Research. (Prerequisites: Senior standing and consent of chairman)

FACULTY
Chairman: Thomas S. Brown, Ph.D.
Professors: Thomas S. Brown, Ph.D.; Frank A. Dinello, Ph.D.; John M. Reisman, Ph.D.; Edwin S. Zolik, Ph.D.
Associate Professors: Robert E. Brewer, Ph.D.; Mari J. K. Brown, Ph.D.; Sheldon Cotler, Ph.D.; Ernest J. Dolzys, Ph.D.; Frederick H. Heilizer, Ph.D.; William Terris, Ph.D.; Robert J. Tracy, Ph.D.
Associate Professor of Social Work: Louise Ferone, M.S.W.
Assistant Professors: Linda A. Camras, Ph.D.; Gilbert Cardwell, Ph.D.; Leonard A. Jason, Ph.D.; John Kokosh, Ph.D.; Allen E. Milewski, Ph.D.; James S. Picek, Ph.D.; Sheila C. Ribordy, Ph.D.
Radiologic Technology

This program is designed for students desiring a career in Radiologic Technology, an allied health care field. In addition to three years of collegiate study, an internship of direct clinical experience in a hospital is part of the curriculum. The internship consists of two summers and a full academic year (nine months). The already qualified and registered Radiologic Technologist who wishes to obtain a baccalaureate degree will receive thirty (30) quarter hours of credit in lieu of the clinical year.

Program Objectives—Graduates of the Program should demonstrate:

1. a skilled theoretical and clinical knowledge in all aspects of the radiologic health care profession, consistent with specifications and guidelines of the American Medical Association and the American Registry of Radiologic Technologists;
2. a self-awareness of their potential for commitment to the advancement of the profession of Radiologic Technology and total health care service for the community;
3. an in-depth scientific knowledge and the ability to apply this knowledge to the clinical setting in all aspects of Radiologic Technology;
4. the ability to utilize the methods and skills of an integrated general education to develop a perceptive and analytical consciousness with relation to community and profession;
5. an awareness of their potential to fulfill the role of educator, administrator or specialist by seeking out in-depth educational materials available beyond the scope of that presently in the Radiologic Technology Program.

Fees and Responsibilities

The student is required to purchase uniforms, name badge, school insignia, malpractice insurance and member’s dues for the American Society of Radiologic Technology and Illinois State Society of Radiologic Technology. In addition, there are fees for selected courses and for the certification examination of the American Registry of Radiologic Technology.

A physical examination, chest x-ray, and immunizations are required before beginning each clinical year of the program.

Transportation to and from the affiliating institutions is the responsibility of the student.

Affiliate Institutions

Grant Hospital*  
McGaw-Loyola Medical Center*  
Illinois State Psychiatric Institute**  
Children’s Memorial Hospital**  
Columbus Hospital**

*Major affiliating institution.
**Short term affiliating institution (affiliation of four weeks or less).

PROGRAM: STANDARD RADIOLOGIC TECHNOLOGY MAJOR
(B.S. DEGREE—RADIOLOGIC TECHNOLOGY)

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

Radiologic Technology: 356 Introduction to Health Care in Radiologic Technology; 315 through 318 and 385 through 388 Clinical Studies in Radiologic Technology. Upon completion of clinical studies the student must receive a passing grade (75%) on the American Registry Certification Examination in order to satisfy requirements for the Bachelor of Science in Radiologic Technology (B.S.R.T.).
Biology: 201 Mammalian Anatomy; 202 Mammalian Physiology.

Mathematics: 130 College Algebra; 242 Elements of Statistics.

Nursing: 245 Foundations of Client Care (in Radiology); 251 Interpersonal Relationships in Health Care.


Psychology: 302 Personal Adjustment and Mental Health.

PROGRAM: FOR REGISTERED RADIOLOGIC TECHNOLOGISTS (B.S. DEGREE—RADIOLOGIC TECHNOLOGY)

The already qualified and registered Radiologic Technologist who wishes to earn the B.S.R.T. degree should follow the Standard Program, except for Clinical Studies — courses 315 through 318 and 385 through 388. Thirty quarter hours of credit will be awarded for professional experiences in lieu of this clinical study. The student should complete degree requirements through professional electives which should be selected with the advice of the Program Director. Choices should be made from the following list of recommended courses (some of these are open to the non-registered student technologist only by special permission):

Education: Instructional Methodology in Allied Health Education; Fundamentals of Curriculum Design and Development; Testing and Evaluation; Theories of Learning (Psychology 360); Seminar in Communication Theories and Human Service Roles (Nursing 395).

Psychology: 106 General Psychology II; 333 and 334 Developmental Psychology; 347 Social Psychology; 355 Small Groups and Leadership.

Administration: Management 200 Organization Principles and Practices; Management 202 and 212 Personnel Administration; Physics 358 Radiology Administration; 359 Advanced Administration in Allied Health Care; Management 313 Human Relations in Administration; Accountancy 130 Introduction to Computer Technology and Methodology.

SAMPLE PROGRAM—STANDARD RADIOLOGIC TECHNOLOGY CONCENTRATION

Freshman Level
Mathematics: 130
Physics: 223*
DePaul College: 10 courses

Junior Level
Radiologic Technology: 315 (summer), 316, 317 and 318
Physics: 349, 377 and 378
Psychology: 302
DePaul College: 4 courses

Sophomore Level
Biology: 201* and 202
Mathematics: 242*
Nursing: 245* and 251
Radiologic Technology: 356*
Physics: 110* and 160
DePaul College: 4 courses

Senior Level
Radiologic Technology: 385 (Summer), 386, 387 and 388

*Denotes prerequisite courses. A grade of “C” or better must be earned in each prerequisite course before the student is eligible to enroll at the next level of the program.
SCHOLASTIC CONDITIONS

Junior-senior courses in Radiologic Technology (315, 316, 317, 318, 385, 386, 387, and 388) consist of increasingly complex clinical experiences and, therefore, are sequential. Enrollment in any one of these courses requires satisfactory achievement (grade of "C" or better) in all prior courses. If this level of achievement is not reached, the course must be repeated before going on to the next one in the sequence! A student who fails to earn a "C" or better in any two of these courses cannot continue in the program.

COURSES

RADIOLOGIC TECHNOLOGY (Offered through Department of Physics)

Sophomore Level:

356 Introduction to Health Care in Radiologic Technology. Orientation to the professional study of medical ethics, patient care, radiation protection and x-radiation. (4 hours)

Junior Level (Clinical Courses):

315 Clinical Radiologic Technology. Radiographic positioning and procedures, patient care and departmental organization. (Non-credit: summers only.)
316 Clinical Radiologic Technology. Continuation of 315, with extensions, x-ray examinations of various parts of the body. (3 hours)
317 Clinical Radiologic Technology. Continuation of 316, with emphasis upon more advanced x-ray examinations and special departmental operations. (3 hours)
318 Clinical Radiologic Technology. Culmination of junior level experience emphasizing skills in x-ray procedures. (3 hours)

Senior Level (Clinical Courses):

385 Clinical Radiologic Technology. Pediatrics, special procedures and radiation oncology. (Non-credit: summers only.)
386 Clinical Radiologic Technology. Nuclear medicine, computer assisted tomography, ultrasonic techniques, and advanced radiographic procedures. (15 hours)
387 Clinical Radiologic Technology. Theory and application of radiology management. (15 hours)
388 Clinical Radiologic Technology. Sophisticated and unusual procedures, radiologic operational designs and departmental operations. (15 hours)

ELECTIVE COURSES (open to Registered Radiologic Technologists):

358 Management in Radiology. Innovative approach to the design and management of Radiology Departments. (4 hours)
359 Advanced Administration in Allied Health Care. Budgeting, quality assurance and organizational design. (4 hours)

Special Note on tuition policy for senior-level clinical studies: Tuition for courses 386, 387 and 388 will be assessed at 50% of the usual rate since these courses are chiefly off-campus, but directly supervised by members of the University faculty.

FACULTY

Chairman: Edwin J. Schillinger, Ph.D.
Program Director: Judith A. Hostick, M.Ed., R.T.
Clinical Instructors: Mary Niesyto, R.T.; Barbara Reynolds, R.T.; Kathleen Walsh, R.T.
Religious Studies

The Department of Religious Studies offers courses in the formal and disciplined study of religion. Religion encompasses all of the dimensions and ways in which man has found himself bound up with God or the sacred—in myth, metaphysics, prophecy, and history; in prayer, mysticism, ethical life, and liturgy; in personal experiences and ecclesiastical structures.

Departmental courses are designed to broaden the student's critical awareness of these religious dimensions by raising the questions properly called religious, and by showing how religion has been a major cultural phenomenon and how religious traditions significantly affect the other aspects of culture.

The Department of Religious Studies offers two special concentrations, and each makes use of the interdisciplinary resources of the University. Standard Concentration I (Academic) is offered students who wish to do Religious Study with emphasis on research or who desire greater personal or academic enrichment, including the possibility of graduate study at DePaul or elsewhere. Concentration II (Professional), offered in cooperation with the School of Education, is intended for those contemplating a career in teaching Religion. Further, students in either concentration can make use of the courses offered by the Spertus College of Judaica toward the completion and enrichment of their programs. (cf. Jewish Studies program, p. 94)

**PROGRAM: RELIGIOUS STUDIES MAJOR**

(B.A. DEGREE)

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

I. **Standard Concentration (Academic)**

Religious Studies: 232 Old Testament Studies; 233 New Testament Studies; one course from each of the three Foundations of Religion courses; three 200-level courses from different decimal divisions (e.g., one 250's, one 270's, and one 240's course); and four 300-level courses.

Supporting Fields and Electives: Courses in areas of interest to be determined through individual consultation with the student's departmental advisor.

II. **Professional Concentration (Religion and Education)**

(Teacher of Religious Studies at Secondary Level; non-certifiable State program)

Religious Studies: All courses from the Foundations of Religion; six additional courses chosen in consultation with the advisor; (two of which, for those intending to teach in Catholic schools, should be 232 Old Testament Studies and 233 New Testament Studies); and 391 Student Teaching: Religion.

English/Speech and Drama: 12 quarter hours.

History: 4 quarter hours U.S. history.

Physical Education: 5 quarter hours.

Electives: 5 quarter hours.

Education: (Core Unit Undergraduate; CUU) 095 Clinical Experiences with Children and Youth; 207 Social and Historical Foundations of American Education; 209 The Psychology of Becoming an Educator; 337 Human Growth and Development; 338 The Process and Evaluation of Learning; 380 Philosophical Foundations of Education.

(Secondary Education; SEU) 357 Methods: Curriculum and Instruction in the Secondary School.
Supporting Sequences

1. **Associate Major (Academic).** A student in pursuit of a degree in another academic field may, with the advisor's approval, earn an **Associate Major in Religious Studies**. Requirements: one course from each of the three Foundations of Religion courses and five other Religious Studies courses at the student's choice.

2. **Religion and Education (Professional), Supporting Area.** Requirements: In addition to those courses for the degree program, one from each of the three Foundations of Religion courses and five courses from the Focal Areas chosen in consultation with the advisor. (For those intending to teach in Catholic schools, two of these five courses should be 232 Old Testament Studies and 233 New Testament Studies.)

3. **Continuing Education (Professional).** Concentrations are specially designed to meet the academic and professional needs in religious studies, both of graduates of accredited universities and colleges and of teachers of religion. Persons or professional groups interested in such concentrations are to contact the Department of Religious Studies for further details.

**SAMPLE PROGRAM—
STANDARD RELIGIOUS STUDIES CONCENTRATION (ACADEMIC)**

**Freshman Level**
- Religious Studies: 2 foundation courses and 232
- Supporting Fields and Electives: 4 courses
- DePaul College: 4 courses

**Junior Level**
- Religious Studies: Two 200-level courses; One 300-level course
- Supporting Fields and Electives: 4 courses
- DePaul College: 4 courses

**Sophomore Level**
- Religious Studies: 1 foundation course, 233 and a 200 level course
- Supporting Fields and Electives: 4 courses
- DePaul College: 5 courses

**Senior Level**
- Religious Studies: Three 300-level courses
- Supporting Fields and Electives: 4 courses
- DePaul College: 5 courses
COURSES

(All courses carry four quarter hours credit, unless otherwise noted.)

FOUNDATION AREAS

Philosophical Foundations
200 God in Traditional and in Contemporary Thought. Comparative study of the traditional and the contemporary ways of approaching the question of divinity in the philosophy of religion and theology.
201 Religion and Ethics. Comparative study of traditional and contemporary ways of approaching a study of ethics in theology and philosophy.

Historical Foundations
210 Religious Experience of Mankind. The beliefs, ultimate concerns, and commitments of religion in their mythologies, sacred texts, hymns, creeds, rituals, and theologies.
211 History of the American Religious Experience. Analysis of the historical approach to the study of religion; major religious developments in America with emphasis upon the development of religious pluralism.

Social Foundations
220 Psychology and Religion. Psychic factors operative in acquisition, formation, and development of religious expression and commitment.
221 Sociology of Religion. Sociological study of religious groups, institutions, behavior, and belief systems in human life and society.

FOCAL AREAS

Biblical Literature
231 Introduction to Biblical Language. An examination of the principles of the biblical languages in order to show why the Bible says things the way it does and how the varieties of biblical text have been produced.
230 Old Testament Problems* (Prerequisite: 232)

Values, Ethics, and Morality
223 Christian Faith and Moral Problems. Content and rationale of Christian teachings on sex, politics, war, etc.
224 The Problem of Evil. Theories of good and evil and the problem of living with evil.
226 Morality and Humanistic Psychology. Findings of humanistic psychologists, determining their contribution to a morality of health and growth for the individual and society.
320 Problems in Christian Ethics.*
321 Moral Education and Ethics. Relation of moral reasoning and values clarification to ethics and their use in the class room. Cross listed with Education 321.

Church, Liturgy and Sacraments
273 The Mystery of Christ. Development of New Testament Christology through the classic period and into modern times.
278 Liturgy: The Shape of Public Worship. Overview of the liturgical and sacramental life of Christianity.

Religion and the Arts
240 Theological Themes and Early Christian Art. Theology as molder of art and architecture through Byzantium to A.D. 800. Cross listed with Visual Arts 241.
241 Theological Themes and Medieval Art. Theology in art through the Ottonian, Romanesque, Gothic, and late Gothic eras. Cross listed with Visual Arts 242.
History and Christianity
213 Studies in Medieval Christian Thought. Major theological themes of the chief thinkers of the Middle Ages.
214 Studies in Modern Christian Thought. Major theological trends from the Enlightenment to World War I.
215 History of Protestant Christianity. Major ideas of the Reformers in their historical context; development of Protestantism in interaction with Western culture.
216 The Church and the Modern World. Constitution Gaudium et Spes against the background of Catholic history since Pius IX.
310 Theology of History. Representative Christian and non-Christian concepts of history and the interrelation of Christianity and history.
313 Theological Issues in Eastern Christianity. Crucial theological themes in non-Latin Christianity following the separation of East and West.

Contemporary Questions in Theology
254 Human Sexuality and Religious Values. Modern sexual problems discussed against a historical, theological background.
255 Women in Christian Theory and Practice. Investigates present and past attitudes of Christianity toward women and engages the students to formulate the attitudes they would want Christianity to promote.
256 Theology of Liberation. Theological tradition and social revolution in the Third World.
257 Dying, Death, Afterlife. The phenomenon of terminal illness, the meaning of death, and beliefs in an afterlife.
258 Biology of Ultimate Concern. Relation of biology and theology considered through the medium of philosophical reflections on biological conclusions.
302 Existential Thinking. Attempt to rethink the nature of philosophy as related to the human condition. Cross listed with Philosophy 370.
World Religions

260 Eastern Religious Literature. Classic sacred texts as expression of various religions of the East.

261 Primitive Religions. An analysis of the religions and cultures of the so-called primitive peoples of the world.

Teaching of Religion


281 Introduction to Special Religious Education.** The developmentally disabled and their integration with communities of faith. Cross listed with Education 281.

282 Special Religious Education: Role Orientation and Field Placement.** Description and selection of specific skills as a team member. Cross listed with Education 282.

283 Center Design: Pilot and Model in Special Religious Education.** Practicum to design and establish a center. Cross listed with Education 283.


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


391 Student Teaching: Religion. Seminar and practice teaching. Cross listed with Education 391. (12 quarter hours)

ADVANCED STUDY

399 Independent Study. (Prerequisites: senior standing and permission of the chairman.)

*Specific topics vary from year to year and are noted in the current Bulletin or Schedule.

**NOTE: Courses 281, 282, and 283 are offered at the SPRED Center

FACULTY

Chairman: F. Bruce Vawter, C.M., S.S.D.
Director of Programs in Religion and Education: John T. Leathy, S.T.D., M.Ed.
Assistant Professors: Walter T. Brennan, O.S.M., Ph.D.; Ben A. Richardson, S.T.B.; Charles R. Strain, Ph.D.
Professor Emeritus: John L. McKenzie, S.T.D.
Sociology

Sociology is the study of social groups and institutions. To study these, the department provides a program that includes information—what we know; methodology—how we know it; and theory—how we explain. The curriculum aims to provide students with a basis of understanding and participation in their own communities and/or to pursue careers in professions related to sociological knowledge and training.

For students interested in careers in counseling, social work, public opinion research, education and the medical field, the department offers a concentration of study focusing on the impact of social structure, institutions, and groups on the individual: social service.

For students wanting to pursue a career in legal studies, the department offers a concentration in the specific area of the function of law and legal practices in society: law and society.

For students wanting to pursue a career in legal studies, law enforcement, and service to youth, there are two types of concentration: The Law and Society concentration offers a broad orientation within the discipline of law and social control, and the Juvenile Justice Concentration has a special emphasis on youth within the framework of the law and other social agencies.

The Juvenile Justice concentration may also serve students in other major disciplines such as Political Science, Psychology, Geography, History, Social Science, etc. and may serve as the equivalent of a traditional minor (pending administrative approval).

For students planning careers in such areas as urban planning and development, real estate, architecture, social and community relations and government, the department has a concentration of courses providing knowledge and understanding of contemporary trends and processes in urban areas: urban and community studies.

Students wishing to learn more about the sociology program are invited to talk with the chairman and members of the department.

PROGRAM: SOCIOLOGY MAJOR
(B.A. DEGREE)

General Education: 72 quarter hours (18 courses) in DePaul College.
Supporting Fields and Electives: 56 quarter hours (14 additional courses) to be chosen in consultation with the students' advisor.

Core Courses for All Concentrations
Sociology: 201 Introductory Sociology; 240 Introductory Statistics for the Behavioral Sciences; 331 Sociological Theory; 380 Research Methods in Sociology I; 381 Research Methods in Sociology II.
Supporting Fields and Electives: Fourteen additional courses (56 quarter hours) to be chosen in consultation with the student's advisor.

I. Standard Concentration
Sociology: Core courses plus eight other departmental courses of the student's choice, five of which must be 300-level courses.

II. Social Service
Sociology: Core courses plus eight other departmental courses of the student's choice in area of concentration or the general program, five of which must be 300-level courses.

III Urban and Community Studies
Sociology: Core courses plus eight other departmental courses of the student's choice in area of concentration or the general program, five of which must be 300-level courses.
IV. Law and Society
Sociology: Core courses plus eight other departmental courses of the student’s choice in area of concentration or the general program, five of which must be 300-level courses.
Supporting Fields and Electives: 56 quarter hours (14 additional courses) to be chosen in consultation with the students’ advisor.

V. Juvenile Justice
Sociology: Core courses plus eight other departmental courses, seven of which must be the courses in Phases I, II and III of the Juvenile Justice Concentration.

SAMPLE PROGRAM—STANDARD SOCIOLOGY CONCENTRATION

Freshman Level
Sociology: 201 and one other 200-level course
Supportive Fields and/or Electives: 4 courses
DePaul College: 4 courses

Sophomore Level
Sociology: 240 and two other 200-level courses in area of concentration or Standard Sociology Concentration
Supportive Fields and/or Electives: 3 courses
DePaul College: 5 courses

Junior Level
Sociology: 380, 381 and two other 300-level courses in area of concentration or Standard Sociology Concentration
Supportive Fields and/or Electives: 4 courses
DePaul College: 5 courses

Senior Level
Sociology: Four 300-level courses in area of concentration or Standard Sociology Concentration
Supportive Fields and/or Electives: 4 courses
DePaul College: 5 courses

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

CORE REQUIREMENTS
201 Introductory Sociology. Student learns the language, tools, findings, and theories of the sociologist at work.
240 Introductory Statistics for the Social Sciences. Presentation and description of data, contingency table construction and interpretation, introduction to multivariate analysis, correlation and hypothesis testing. (Prerequisite: Math. 101 or two years of high school math or consent of instructor.)
331 Sociological Theory. Exploration of the nature of theory and an analysis of contemporary social theorists. (Prerequisite: Sociology 201)
380 Research Methods in Sociology I. First of a two sequence course in which the student is introduced to the logic of procedures of social science methodology and initiates his own research project and pursues its investigation, analysis and interpretation. (Prerequisites: 201 and 240) Sociology majors are recommended to take this course in their junior year.
381 Research Methods in Sociology II. Continuation of the work begun in Research Methods I. Synthesis of the research experience. (Prerequisite: 380) Sociology majors are recommended to take this course in their junior year.

SOCIAL SERVICES
200 Introduction to Social Service. Introduction to the delivery of a variety of human services like health care, welfare and education; examination of how policies and decisions are made in these areas; examination of government agencies and voluntary associations, especially in Chicago; cross-national comparisons; evaluation of social services.
205 Social Psychology: Sociological Perspectives. Influence of group life on behavior and personality. Selected approaches to communication, child rearing and the development of the self, conformity and resistance to conformity.
207 Youth and Society. With a historical and cross-cultural backdrop, this course examines the social position of youth in today’s society; the various types of youth responses and the subcultures generated; and key institutions within which youth are socialized and controlled.
Socialization. The effects of social institutions on the development of individual's attitudes and behavior will be analyzed. Biographical, literary and theoretical materials will be used concentrating both on institutions that resocialize adults (e.g., concentration camps, mental hospitals), and socialize children (e.g., schools, kibbutz, mass media).

Families. This course covers ideas, theories, and research on families. Two main themes are variety and change. Considers topics such as fertility and child rearing. (Prerequisites: Soc. 201 or Soc. 202 or permission of instructor.)

Life Cycle: Middle Age and the Aging. This course looks at the changing age composition of the population, the shifting personal meaning and societal definition of the second half of the life cycle, the different types of responses to growing older, the various social programs designed for the aged.

Sociology of Health and Illness. Examines how illness is related to sociological phenomena such as the social class of the patient or the organization of the health care system. (Prerequisite: Soc. 201 or 202)

Internship in Social Service. Selective placement of students in work-study situations to prepare them for careers related to the social services.

LAW AND SOCIETY

Social Deviation. Comparison of theories and conceptual frameworks of deviance. Analysis of deviant life styles and careers. Examination of societal efforts to control deviance.

Theories of Crime and Delinquency. Analysis of theories of causes and control of crime and juvenile delinquency; an examination of delinquent subcultures, careers and behavior systems; the study of the distribution and demographic characteristics of crime and juvenile delinquency.

Dynamics of Law and Social Control. This course examines social control in everyday life. Three major contexts for social control are studied: Mores and Folkways, Institutionalized Law control and the control of Regulatory Institutions.

Protest: Violence and Nonviolence. The Socio-legal implications of violent and nonviolent protest in bringing about social change. Emphasizes: Social and historical indicators that precipitate violence; violence; court response to civil disobedience.

The Juvenile Court System: Its Operations. An introduction to the juvenile court system. The interaction of police, judges, and court officers. The role of discretion in disposition. (Prerequisite: Soc. 220)

Institutional Response to Deviance. The analysis of the social organization of the societal response to youth labeled as deviant. This course examines the institutional response to the mentally ill, hyperactive children, unwed mothers, juvenile delinquents, and criminals. (Prerequisite: Soc. 201)

Criminal Justice: The Courts and Corrections. The response of the judiciary to crime and criminals. The study of corrections policies and practice. The consequences of these institutional responses. (Prerequisite: Soc. 201)

Sociology of Law. The study of the role of law in society; emphasis on law as a profession and career. (Prerequisite: Soc. 201)

The Treatment and Prevention of Delinquency. A review of traditional and current practices of programs designed to treat delinquents and prevent delinquency, with emphasis on the variety of available correctional facilities. (Prerequisite: Soc. 201)

Internship in Law and Society. Selective placement of students in work-study situations to prepare them for careers related to law and society.

URBAN AND COMMUNITY STUDIES

Minority Studies. Interpretation and understanding of relationships between religious, ethnic and racial groups. Depending on the instructor the course may emphasize racial conflict and its resolution and/or the exploration of the heritage of Chicago ethnicities.

The City. Using Chicago as a primary example this course introduces the student to the field of urban sociology. Major topics covered include the history and growth patterns of urban areas, urbanization, neighborhood life cycles, and the quality of urban life. Problem and issue areas include race relations, poverty and urban futures.

Community in the City. The social and theoretical importance of the urban community is explicated through an investigation of neighborhood development and change, neighboring and other forms of social interaction, and the societal impact of community organization.
Urban Sociology. Study of urban growth and its impact. Topics explored may include cross-cultural patterns and conditions of urban growth, urban life styles, migration, population density, urban power structures and community participation. (Prerequisite: Soc. 201)

Urban Anthropology. Theories and methods of contemporary anthropology are employed to analyze a variety of topics including urban culture, subcultures, ethnicity life styles and the notion of images of the city. (Prerequisite: Soc. 201)

Urban Decision-making. An analysis of decision making on vital issues in urban settings. The role of power, influence, citizen protest and community participation. (Prerequisite: Soc. 201)

The City in the Future. Alternative views of urban structures and social life in the post-industrial age. Considerations of the implications of energy, alternative technologies, future shock, and master social trends. (Prereq.: Soc. 201)

Internship in Urban and Community Studies. Selective placement of students in work-study situations to prepare them for careers related to urban and community studies.

**BACKGROUND AND FOUNDATION COURSES**

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

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

280 Mass Media. Analysis of the relation between modern society and the mass media such as T.V., film, radio and the print media.

290 Special Topics in Sociology. In-depth examination of selected and timely social issues. Topics vary from quarter to quarter and have included the following: blue collar workers, protest, violence/non-violence, sociology of sport. Topics may be initiated by students.

330 Themes in Social Thought. Consideration of the thoughts of social philosophers regarding the nature, origins and meanings of human beings in society. (Prerequisite: Soc. 201)

340 Social Inequality. Examination of inequalities in wealth and power and their consequences for individuals and the society; for example, the institutions of law, health care, education and politics. (Prerequisite: Soc. 201)

341 Sociology of Work, Occupations and Professions. An analysis of how individuals are classified by the work they do, of how work is related to lifestyle and “life changes,” and of how work ideologies are learned. (Prerequisite: Soc. 201)

342 Life in Bureaucracies and Complex Organizations. An examination of the character of bureaucracies and complex organizations, life in complex organizations and the interrelationship between individuals and organizations. (Prerequisite: Soc. 201)

343 Social Dimensions of Religion. Analysis of the interplay of society and religion, the clergy as an occupational group, and the relationship of religious ideology and social change. Cross listed with Religious Studies 221. (Prerequisite: Soc. 201)

344 Political Sociology. Political Sociology introduces the student to the social and economic bases of the political system, with a comparative perspective. (Prerequisite: Soc. 201)

367 Sociology and Philosophy. Discussion of the philosophical implications of sociological theory and the societal background of philosophical development. Cross listed with Philosophy 367. (Prerequisite: 201)

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

382 Qualitative Methods. Introduction to qualitative methods in Sociology and Anthropology, of data collection and analysis, such as field research, the life history, unobstructive measures and visual methods. (Prerequisite: Soc. 201 or Juvenile Justice Sequence)

390 Special Topics in Sociology. In-depth examination of selected social issues. Topics vary from quarter to quarter. The class is usually conducted as a seminar. Topics may be initiated by students. (Prerequisite: Soc. 201)

399 Independent Study. (Prerequisites: Senior standing and permission of chairperson) Two to four hours credit.
JUVENILE JUSTICE

The emphasis in this concentration is on the development of competencies in theory and method as well as application and practice. It is important for students to follow the designated sequence of courses so that they will be conscious of the integrative possibilities of academic and agency experiences. Requirements: Sociology majors will be responsible for core courses and the total number of electives (eight courses) that include the sequence specified below.

Non-sociology majors will be responsible for the seven course sequence, consisting of the six courses in Phases I and II and an elective from Phase III.

Phase I: Fundamentals

Soc. 207 Youth and Society. With a historical and cross-cultural backdrop, this examines the social position of youth in today's society; the various types of youth responses and the subcultures generated; and key institutions within which youth are socialized and controlled.

Soc. 220 Theories of Crime and Delinquency. Analysis of theories of causes and control of crime and juvenile delinquency; an examination of delinquent subcultures, careers and behavior systems; the study of the distribution and demographic characteristics of crime and juvenile delinquency.

Soc. 301 The Juvenile Court System: Its Operations. An introduction to the juvenile court system. The interaction of police, judges and court officers. The role of discretion in disposition. (Prerequisite: Soc. 220)

Phase II: Application

The prerequisite for courses in Phase II is the completion of at least two courses in Phase I.

Soc. 305 Institutional Response to Deviance. The analysis of the social organization of the societal response to youth labeled as deviant. This course examines the institutional response to the mentally ill, hyperactive children, unwed mothers, juvenile delinquents, and criminals.

Soc. 330 Treatment and Prevention of Delinquency. A review of traditional and current practices of programs designed to treat delinquents and prevent delinquency, with emphasis on the variety of available correctional facilities.

Soc. 349 Techniques and Strategies of Youth Work. An introduction to youth-client-agency systems; techniques and strategies; processes and interaction within such systems, and the assessment of the systems.

Phase III: Practicum

After all the preceding six required courses are completed the student chooses an internship or research course.

Soc. 380-81 Research Methods in Sociology I and II. See description of core courses.

Soc. 382 Qualitative Methods. Introduction to qualitative methods in Sociology and Anthropology; the methods of data collection and analysis, such as field research, the life history, unobtrusive measures and visual methods.

Soc. 392 Internship in Juvenile Justice. Selective placement of students in the work-study situations to prepare them for careers related to juvenile justice.

FACULTY

Chairperson: Roberta Garner, Ph.D.
Professor: Rosemary S. Bannan, Ph.D.; Roberta T. Garner, Ph.D.
Assistant Professors: Grace De Santis, Ph.D.; Nancy H. Klein, M.A. (On Leave); Charles Stevens, Ph.D.
Professor Emeritus: Lavinia C. Raymond, Ph.D.
Social Sciences

The interdisciplinary program in Social Sciences seeks to provide a broad social scientific understanding and appreciation of contemporary society. It is designed for career-oriented students in such fields as business, government service, library science, social work, public administration, and teaching.

A student plans for a social sciences major on an individual basis in consultation with a representative of the social science faculty committee. For the student who wants to prepare for a career in junior high and secondary schools, there is a program offered in cooperation with the School of Education.

**PROGRAM: SOCIAL SCIENCES MAJOR**

(B.A. DEGREE)

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

**Standard Concentration**

Consult the departmental listings for detail course descriptions.

A 60 hour concentration in the relevant fields of economics, geography, history, political science, psychology, and sociology is required. The necessary distribution of studies is:

*Primary Field:* 24 quarter hours from one department.

*Secondary Field:* 16 quarter hours from a second department.

*Minor Fields:* 16 quarter hours must be distributed so that the student has at least one course each in economics, geography, history, political science, psychology and sociology.

*Statistics:* One elementary statistics course is required of all majors. Any one of the following four courses will satisfy this requirement: Economics 242, Business Mathematics 142, Mathematics 242 (cross-listed with sociology) or Psychology 240 (cross-listed with sociology). This statistics course is a separate requirement and will not serve as a psychology, sociology or economics requirement.

No more than 24 quarter hours (six courses) may be selected from 100-level courses. The other 36 quarter hours are to be selected from 200 or 300-level courses.

Specific courses for major concentration in social sciences must be discussed by the student with his departmental advisor.

**Teacher of Social Sciences—Secondary Level**

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

**Component for Teaching Specialty of Social Sciences: (56 quarter hours)**

Students may concentrate in a combination of five social sciences chosen from economics, geography, history, political science and sociology. The necessary distribution of studies is:

*Primary Field:* 24 quarter hours from one department.

*Secondary Field:* 16 quarter hours from a second department.

*Minor Fields:* 12 quarter hours must be distributed so that the student has at least one course from each of the five departments.

*Statistics:* One elementary statistics is required of all majors. One of the four courses listed under the standard concentration will satisfy the require-
ment. The statistics course will not serve doubly as a sociology or economics requirement.

No more than 24 hours (six courses) may be selected from 100-level courses. The other eight courses are to be selected from 200 or 300-level courses. History 310 (Teaching History and the Social Sciences) or Geography 354 (Contemporary Methods in the Teaching of Geography) is required.

**SAMPLE PROGRAM—STANDARD SOCIAL SCIENCES CONCENTRATION**

*Freshman Level*
- Statistics: 1 course
- Economics, Geography, History, Political Science, Psychology or Sociology: 4 introductory courses (1 primary field and 1 secondary field)
- Electives: 1 course
- DePaul College: 5 courses

*Sophomore Level*
- Primary field: 2 courses
- Secondary field: 1 course
- Minor fields: 2 courses
- Electives: 2 courses
- DePaul College: 4 courses

*Junior Level*
- Primary field: 2 courses
- Secondary field: 1 course
- Electives: 4 courses
- DePaul College: 5 courses

*Senior Level*
- Primary field: 1 course
- Secondary field: 1 course
- Electives: 5 courses
- DePaul College: 4 courses

**FACULTY COMMITTEE**

Director: Vernon E. Prinzing, Ed.D. (Geography)

Associate Professors: Judith Bootcheck, Ph.D., (Sociology); Mari Brown, Ph.D., (Psychology); Robert Garfield, Ph.D., (History)

Assistant Professors: Floyd Dill, Ph.D. (Economics); Vernon E. Prinzing, Ed.D. (Geography); Elizabeth Succari, Ph.D., (Political Science)
Speech and Drama

The Department of Speech and Drama, through its basic program, aims to meet the needs of those students who desire to obtain knowledge of these subject areas as part of their general education; to provide academic preparation for graduate study; and to prepare students for related professional work. To prepare future teachers of speech and drama for junior high and the secondary schools, the department offers a concentration of study in cooperation with the School of Education.

The offerings of the Department of Speech and Drama are designed to give basic training in three particular areas: theatre, public address, and interpretative reading.

The department recognizes that while training in theory is very essential, it is not enough. The student must have extensive experience in performance since this is the only way in which theory can be empirically tested. It is for this reason that each student is required to take laboratory courses for a minimal two-year period.

PROGRAM: SPEECH AND DRAMA MAJOR
(B.A. DEGREE)

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

Standard Concentration
Speech and Drama: 203 Interpretative Reading; 204 Public Speaking; 212 Voice and Articulation; 305 Studies in Theater History; six laboratory courses—360 through 365 (Laboratory is a one-hour course); two courses in public address; two courses in drama; two courses in interpretative reading and two courses from the speech curriculum at large.

Supporting Field: Speech and drama majors who plan to do graduate work must complete course 106 of a modern language.

Teacher of Speech and Drama—Secondary Level

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

Component for Teaching Specialty of Speech and Drama: (54 quarter hours)
Speech and Drama: 203 Interpretative Reading; 204 Public Speaking; 206 Communication for the Classroom Teacher; 212 Voice and Articulation; 305 Studies in Theater History; Speech Laboratories 360-365; two courses in public address; two courses in drama, two courses in interpretative reading; and one additional speech course.

SAMPLE PROGRAM—

STANDARD SPEECH AND DRAMA CONCENTRATION

| Freshman Level |  | Sophomore Level |
|----------------|  |----------------|
| Speech: 4 courses |  | Speech: 4 courses |
| Electives or Modern Language*: 3 courses |  | Electives or Modern Language*: 3 courses |
| DePaul College: 6 courses |  | DePaul College: 6 courses |
| **Junior Level** |  | **Senior Level** |
| Speech: 5 courses |  | Speech: 4 courses |
| Electives: 4 courses |  | Electives: 4 courses |
| DePaul College: 4 courses |  | DePaul College: 2 courses |

*Substitute Electives when language requirement is not required.
COURSES

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

PUBLIC ADDRESS

100 Basic Speech Communication. Student works to develop basic abilities, skills, productive attitudes and greater confidence in audience communication situations.


204 Public Speaking. Principles, methods and practice in the preparation and delivery of speeches for an audience.

205 Interpersonal Communication. Principles and practice in improved methods of speech communication with individuals and small groups.

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

221 Argumentation: Reason in Controversy. (Prerequisite: One of the following or consent of instructor—100, 204 or Hum. 156.) Application of the theories and practice of argumentation and reasoning to current controversial problems.

224 Advocacy Communication. (Prerequisite: One of the following or consent of instructor—100, 204 or Hum. 156.) Principles and methods of analyzing and applying persuasive proofs in a controversial oral communication situation.

300 Studies in American Public Address. (Prerequisite: One course in Public Address, or consent of instructor.) Historical analysis of the role and functions of speech making in American society.

321 Persuasion. (Prerequisite: One of the following or consent of instructor—100, 204, or Hum. 156.) Principles that govern the responses of individuals and groups to oral communication.

VOICE SCIENCE

212 Voice and Articulation. Student works for pleasing vocal production and enunciation through the study of the vocal mechanism and its proper use.

214 Voice and Articulation Laboratory. (Prerequisite: 212) Voice science more fully explored with particular stress on vocal faults and dialectical variations.

INTERPRETATIVE READING

203 Interpretative Reading. Basic principles and practice in the reading aloud of short poems before an audience.

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

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

330 Program Building for the Reader. (Prerequisites: 203, 310) Selection, adaptation, and performance of material for a specific solo or group reading performance.

DRAMA

305 Studies in Theater History. (Check current schedule for specific topics.) Evolution of theater as an institution. Causes determining the nature of drama in given epochs explored.

312 Acting. Student works to develop imagination, concentration, observation, emotional recall, and vocal and bodily techniques.

313 Actor's Workshop. (Prerequisite: 312, check current schedule for specific topics.) Students prepare and perform scenes from plays which represent a broad range of acting styles.

314 Introduction to Technical Theater. Principles of design, construction, painting, mounting, and lighting of stage settings.

315 Directing. (Prerequisites: 312 and 314) Elements and theories of directing. Student directs a production for public viewing.

343 Playwriting. Plot, character, dramatic structure, and dialogue among elements studied. Student writes at least one complete play.
LABORATORY
360 Speech Laboratory I, 1 hour.
361 Speech Laboratory II, 1 hour.
362 Speech Laboratory III, 1 hour.
363 Speech Laboratory IV, 1 hour.
364 Speech Laboratory V, 1 hour.
365 Speech Laboratory VI, 1 hour.

ADVANCED STUDY
399 Independent Study in Speech. Credit variable. (Prerequisite: 12 hours in Speech, grade point average of 3.0, and consent of chairman.)

FACULTY
Chairman: Frank Andersen, Ph.D.
Associate Professors: Frank Andersen, Ph.D.; Ruther Lukanitsch, Ph.D.; John O'Malley, Ph.D.; Virginia Rutherford, Ph.D., (On Leave)
Visual Arts

The Visual Arts Department offers a general curriculum which identifies and promotes continuing contact with the enduring values of our artistic heritage.

The educational aims of the department are to provide, through individualized instruction, a broad foundation in art practice and art history. The departmental curriculum emphasizes fundamental artistic concepts through problem solving and experimentation in studio courses, and through research and analysis in art history courses.

Three areas of concentration are offered: 1) studio practice, designed to develop artistic skills and abilities; 2) the history of art, to develop proficiency in art historical analysis and theory; and 3) art education, offered cooperatively with the School of Education, to prepare students for a career in teaching art in elementary and secondary schools.

In addition, the department offers individualized counseling and a choice of electives and internships in planning for more specific career goals such as art administration, art therapy, museum curator, etc.

PROGRAM: ART MAJOR
(B.A. DEGREE)

General Education: 72 quarter hours, 18 courses) in DePaul College.
Core Courses for All Concentrations
Visual Arts: 105 Foundation Design; 110 Foundation Painting; 115 Foundation Sculpture; 308 Ancient and Medieval Art; 340 Renaissance, Baroque, Rococo Art; and 346 Nineteenth and Twentieth Century Art.

I. Studio Concentration
Visual Arts: Core courses, plus six Studio Practice courses and one History of Art course to be chosen in consultation with departmental advisor.

English: Three courses.
History: Two courses.
Sociology or Psychology: One course.
Philosophy: One course.
Electives: Seven courses. A minimum of two electives in Visual Arts courses is strongly recommended.

Students who plan to go to graduate school should have 72 hours of course work in the visual arts.

II. History of Art Concentration
Visual Arts: Core courses, plus six History of Art courses and one Studio Practice course to be chosen in consultation with departmental advisor.

English: Three courses.
History: Two courses.
Sociology or Psychology: One course.
Philosophy: One course.
Electives: Seven courses. A minimum of two electives in Visual Arts courses is strongly recommended.

III. Art Education Concentration
In cooperation with the School of Education, the Visual Arts Department offers a concentration of study that satisfies the basic requirements for a specific area of study, with certification for teaching that concentration of study at the junior high and secondary school levels.
Component for Teaching Specialty of Art: (48 quarter hours)...
Visual Arts: Core course, plus six Studio Practice courses to be chosen in consultation with departmental advisor.
SAMPLE PROGRAM—STANDARD VISUAL ARTS CONCENTRATION
(Studio Concentration)

Freshman Level
Art: 105, 110, 308
Supporting Fields: 2 courses
Elective: 1 course
DePaul College: 5 courses

Sophomore Level
Art: 115, 106, 210, 340
Supporting Fields: 2 courses
Electives: 2 courses
DePaul College: 4 courses

Junior Level
Art: 206, 310, 346
Supporting Fields: 2 courses
Electives: 2 courses
DePaul College: 5 courses

Senior Level
Art: 215, 315, 322
Supporting Field: 1 course
Electives: 2 courses
DePaul College: 4 courses

COURSES
(All courses carry 4 quarter hours credit.)

STUDIO

General Art
101 Art for Non-Art Majors. A variety of studio experiences especially designed for the non-art major, on a non-competitive individual basis. No previous experience is expected or necessary.

Design
105 Foundation Design. Development of perceptual ability through analysis of two-dimensional concepts of line, shape, value, texture, color, form and space.
205 Three-Dimensional Design. Various three-dimensional design and sculptural techniques, both traditional and contemporary. (Prerequisite: Art 115 or consent of instructor.) Materials fee.

Drawing
106 Foundation Drawing. Varied media related to problems of representational and expressive use of line, value, and space in drawing.
206 Intermediate Drawing.* Descriptive and expressive rendering with special attention to perspective and other techniques of spatial organization. (Prerequisite: Art 105 or 106 or consent of instructor.)
207 Figure Drawing. Rendering the human figure with special attention to anatomic structure.

Painting
110 Foundation Painting. Composition through attention to volume, color, and painterly effects.
210, 211 Intermediate Painting.* Varied problems of spatial illusion through study of both representational and coloristic effects. (Prerequisite: Art 110 or consent of instructor.)
310, 311 Advanced Painting.* Advanced problems and methods of painting. Human figure provides the central theme. (Prerequisite: Art 210 or consent of instructor.)

Photography
223 Light, Color, and Photography. Principles of image formation with lenses and mirrors. Discussion of color, interference, polarization, and diffraction. Introduction to cameras and film, lasers and holography. Optional laboratory. (Cross listed with Physics 223.)

Printmaking
330 Printmaking-Etching.* Concepts and techniques of etching. (Prerequisite: Art 105, 106 or 110 or consent of instructor.) Materials fee.
331 Printmaking-Serigraphy. Concepts and process techniques of serigraphy. (Prerequisite: Art 105, 106 or 110, or consent of instructor.) Materials fee.
Sculpture
115 Foundation Sculpture. Basic form-giving in sculpture with attention to problems of mass, volume, scale, space, structure. Materials fee.
215,216 Intermediate Sculpture. Sculptural problems exploring a variety of conceptual directions and their implications as sculptural form. (Prerequisite: Art 115 or consent of instructor.) Materials fee.
315,316 Advanced Sculpture. Exploration and refinement of conceptual sculptural techniques. Emphasis on individual artistic development. (Prerequisite: Art 215 or 216 or consent of instructor.) Materials fee.

Advanced Studies
399 Independent Study. Available to students of demonstrated capability for intensive independent work in a studio project.
395 Special Topics in Studio Practice. See current schedule for specific topics. Not offered every year. (Prerequisite: Art 105, 110, 115 or consent of instructor.)
*Background in history of art recommended for intermediate and advanced studio courses.

HISTORY OF ART

Periods and Topics
308 Ancient and Medieval Art. Origins and development of architecture and sculpture from 3000 B.C. to 1400 A.D.
327 African and Oceanic Art. Major non-Western art forms.
325 Oriental Art. From its beginnings to the modern period.
320 American Art. Artistic styles and trends in the New World from the colonial period to the present.
346 19th and 20th Century Art. Painting and related forms in Europe: Neo-Classicism, Romanticism, Realism, Impressionism, Expressionism, Fauvism, Cubism, Neo-Plasticism, and a selection of contemporary trends such as Pop, Op, and Minimal art.
322 Contemporary Art. Trends in a variety of art forms: painting, sculpture, architecture, and cinema.
324 History of Architecture. Study of building forms from pre-historic times to the present with an emphasis on the Chicago School and the Prairie School of Frank Lloyd Wright.

Art and Religious Themes
242 Medieval Iconography. Theology in art through the Ottonian, Romanesque, Gothic, and late Gothic eras. Cross listed with Religious Studies 241.

Advanced Study
396 Internship. Arranged fieldwork or steady employment in field of concentration, i.e., art therapy, or museum curatorship, up to 12 credit hours. By application to department committee. Prerequisites.
397 Special Topics: History of Art. See current schedule for specific topics. Not offered every year. (Prerequisites: Visual Arts 308, 340, 346 or consent of instructor.)
399 Independent Study. Available to students of demonstrated capability for intensive independent work in the history of art.

FACULTY

Chairwoman: Sally Kitt Chappell, Ph.D.
Associate Professors: Sally Kitt Chappell, Ph.D.; William Conger, M.F.A.; Robert Donley, M.F.A.
Assistant Professors: Stephen Luecking, M.F.A.; Simone Zurawski, Ph.D.
SCHOOL OF EDUCATION

John J. Lane, Ph.D., Acting Dean

Frances J. Beck, A.M.,
Administrative Assistant to the Dean
Program Counselor, School of Education &
DePaul College, Education Majors

Charles P. Doyle, M. Ed.,
Administrative Assistant to the Dean
Coordinator of Clinical Experiences
Student Teaching
Teacher Placement

Admission Requirements

Academic Programs

Courses Supporting Each Program

Faculty
SCHOOL OF EDUCATION

GOALS OF THE SCHOOL OF EDUCATION

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

1. To prepare undergraduate students to teach in elementary and secondary schools in the Chicago metropolitan area.
2. To prepare undergraduate students for professional service in a variety of community service programs in the Chicago metropolitan area. Such programs might include Early Child Care Programs, Public Health Programs, Park District Programs, Health Clinics, Hospital Educational Programs, Development of Curriculum Material for Publication.

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

- Bachelor of Arts or Bachelor of Science
  - Elementary Education
  - Secondary Education
- Bachelor of Arts
  - Art Education
- Bachelor of Science in Business Education
- Bachelor of Science in Health Education
- Bachelor of Science in Physical Education
- One Year Certificate Program
  - Early Child Care and Development

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

Along with its professional sequence of offerings, the School of Education works closely with DePaul College, the College of Liberal Arts and Sciences, the College of Commerce and the School of Music. This cooperative arrangement permits the School of Education to offer a curriculum that provides a strong background in general liberal studies, mastery of the content field and demonstrated competency to transmit knowledge to others in a social environment.

ACCREDITATION

Teacher preparation programs at 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 exami-
nations. Ordinarily students should earn both a degree and receive certification through a single program. Students, however, who already possess a Bachelor's degree may complete a program leading only to certification. Each program meets the specific requirements of the Chicago Archdiocesan School Board.

ADMISSION TO THE SCHOOL OF EDUCATION:
GENERAL REQUIREMENTS

There are three avenues of admission: as a DePaul Undergraduate; as a transfer student; as a holder of a bachelor's degree. All students must file required applications and forms and, after acceptance, must have a counseling interview with the Program Counselor in the School of Education each quarter. Minimally:

I. DePaul University Undergraduates must:
   a. Have a minimum grade point average of 2.0.
   b. File an application for the School of Education through home college.
   c. Be interviewed by the Program Counselor.

II. Transfer students must:
   a. Be accepted by the Admissions Office.
   b. Have a minimum grade point average of 2.0.
   c. Be interviewed by the Program Counselor.

III. Holders of Bachelor's degrees seeking certification:
   a. Must have a Bachelor's degree from an accredited institution and be
      admitted by the School of Education.
   b. DePaul University seniors who seek certification may request admission to the certification program during their last quarter.
   c. Be interviewed by the Program Counselor.

GENERAL REQUIREMENTS WITHIN THE SCHOOL OF EDUCATION

I. Test Requirements for all students in the School of Education:
   A. United States and Illinois Constitution Examination.
   B. National Teacher Examination.

II. Clinical Experiences
   Each student entering a program in the School of Education must complete a supervised Clinical-Experience working with young persons within an educational framework. A single registration for Education 095 Clinical Experiences with Children and Youth) should be made at a regular quarterly registration. The clinical experience comprises a minimum of 100 hours and must be completed prior to student teaching.
   Further information and completion forms may be obtained by contacting the Director of Clinical Experiences in the School of Education either in person or by phone. Completion forms must be on file in the School of Education prior to final approval for student teaching.
   (Note: Day students in a program in Secondary Education register for and complete their 095 requirement as part of the block of courses taken during the first quarter of the secondary education sequence.)

III. Grade Requirements
   Each student in any program must earn grades of "C" or better in all required courses in Education and in the major content field.

IV. Student Teaching
   In order to insure that a student meets all requirements of the State of Illinois for obtaining a teaching certificate, the following procedures are required:
   A. Each student must complete the proper Application Forms and return them to the School of Education. (Consult Calendar for deadlines.)
B. References: Three references are required for each student. At least one reference should be from a faculty member in the area of the student’s major field. All other references should be from faculty in the School of Education.

C. Each student must be approved and accepted for student teaching by the School of Education before he can register for student teaching.

D. Each student must present evidence of a recent test for tuberculosis.

GENERAL ACADEMIC REQUIREMENTS OF THE SCHOOL OF EDUCATION

I. DePaul College
   72 hours to be completed in DePaul College:
   Four courses in Philosophy and Religion
   Four courses in Humanities
   Four courses in Behavioral Social Science
   Four courses in Natural Science and Mathematics*
   Two electives (strongly recommend BSS 111)

   *Elementary majors are required to take three University courses in Science and two courses in Mathematics for State Certification.
   *Secondary majors are required to take four courses divided between Mathematics and Science for State Certification.

II. College of Liberal Arts and Sciences
   Skills 102 or Communications 200, for Business Education Majors
   Skills 102 or Communications 200, English 303 for Elementary Majors
   Skills 102 or Communications 200, English 202 for all other majors
   Speech 203
   Political Science 120 or American History.
   Two Mathematics courses for Elementary Majors (unless completed in DePaul College).
   One Mathematics course for Secondary, Health Education, Physical Education, Art and Music Majors (unless completed in DePaul College).

III. The School of Education
   Professional Education 095, 207, 209, 337, 338*, 380
   Physical Education: PHE 205 or 206 plus one activity course; or three activity courses to total 6 quarter hours

   *Physical Education majors substitute PHE 360 for Ed 338

SPECIFIC ACADEMIC REQUIREMENTS OF THE SCHOOL OF EDUCATION

In addition to the above listed general academic requirements, each student must complete the requirements of one of the specific programs in the specific areas listed below.

I. PROGRAM IN ART EDUCATION

Prepares teachers of Art for Elementary and Secondary Schools.
Teaching Major: 48 quarter hours in Art: Ed 342, 357, 383, 392. See Liberal Arts section in this Bulletin. Art Education students may integrate their program with the block program in secondary education, a description of which appears on pages 162-163.
II. PROGRAM IN BUSINESS EDUCATION

This program in Business Education prepares students to teach in the following areas of the secondary schools: Bookkeeping/Accounting, Business Economics, Business English, Business Law, Business Math, General Business, Marketing, Office Procedures, Typewriting and the optional area of Shorthand/Transcription.

The required course program follows:

- Business Education 110, 112, 114, 118, 119 (Stenography)\(^1\,\,^2\)
- Business Education 130, 134, 136, 138, 142 (Typewriting)\(^3\)
- Business Education 144, 150, 336, 346
- Business Education (363)\(^4\), 367, 368, 369, 393
- Accounting 101, 103, 104
- Business Law 201, 202
- Economics 103 (104)\(^2\); Finance 210
- Management 200, 331; Marketing 200

\(^1\)Students who have previously acquired skills may begin typewriting and shorthand at a level for which they are qualified. Hours of credit equal to the hours substituted must be earned in courses taken in the College of Commerce or in Business Education electives. A sequence of 3 or 4 courses in stenography, if opted, and a sequence of 3 courses in typewriting are required.

\(^2\)Indicates optional.

III. PROGRAM IN ELEMENTARY EDUCATION

Liberal Arts courses: Geography 354, Sociology 300.

Special Professional Education courses: 317, 319, 324, 326, 331 (or 353 and 358), 342, 381 or 382 (or 343 for current full-time teachers only), 385
IV. PROGRAM IN HEALTH EDUCATION

Liberal Arts courses: Biology 201 and 202; Nursing 209 and 350
Health Education courses: 205, 206, 302, 304, 352, 364, 365, 366, 370, 378 and 379

V. PROGRAM IN PHYSICAL EDUCATION

Liberal Arts courses: Biology 201 and 202.
Electives: One course from P.E. 205, 206, 395.
Movement Analysis I—Rhythmic and Choreographic Foundations. Physical Education 111 and one course chosen from Physical Education 211, 212, 213.
Movement Analysis II—Aquatics Foundations. Physical Education 121, 122, 233
Movement Analysis III—Gymnastics Foundations. Physical Education 151, 253 and 263
Movement Analysis IV—Team and Individual Sports Foundations. 8 courses chosen from PHE 171, 174, 181, 182, 183, 185, 186, 187, 276, 277.*

*One elective activity course will be chosen from Movement Analysis I or Movement Analysis IV.

PROGRAMS OF STUDY FOR A SUPPORTING AREA IN PHYSICAL EDUCATION

The programs outlined below are intended for the student who desires to develop a supporting teaching area in Physical Education. These requirements are added to those listed for the degree programs in Elementary and Secondary Education.

Program A—Elementary Education
 Physical Education 302, 303, 317, 341 and 345
 Foundations: Physical Education 111, 122, 182, 183, 186

Program B—Secondary Education
 Physical Education 302, 303, 317, 341 and 345
 Foundations: 8 hours chosen from Physical Education 111, 122, 151, 171 or 181, 182, 183, 185, 186, 276 or 277.

VI. PROGRAMS IN SECONDARY EDUCATION

Programs in Secondary Education leading to the Bachelor of Arts degree and certification include English, Geography, History, Mathematics, Language, Social Science and Speech. (English majors should complete two courses in the teaching of reading to qualify for certification by the Chicago Board of Education.)

Programs in Secondary Education leading to a Bachelor of Science degree and certification include Biology, Chemistry, Physics and Mathematics.

A total of 48-56 quarter hours in the major field is required. For details concerning the completion of each major field, consult the Department offerings in this Bulletin.

In addition to the general academic requirements of the School of Education, students in a program in secondary education must complete Education 357 and 390.

DePaul is a member of the Chicago Secondary Teacher Education Cooperative, a group of Chicago colleges and universities which cooperate to provide services and resources to their secondary teacher education programs. Thus, students in secondary education programs may do some of their work at a neighboring institution.
BLOCK PROGRAM

Day students in secondary education take their professional education requirements (Education 095, 207, 209, 337, 338, and 380) and their secondary education requirements (Education 357 and 390) in an integrated, four quarter sequence called the block program. Students start this sequence in their junior year and register for sections of courses which are specifically designated as block program sections for secondary students.

The first quarter in the program is an intensive quarter during which students register only for block program courses which include extensive clinical work in schools. No student will be permitted to register for courses outside of the program during this quarter without the written permission of the program director.

During the second and third quarters in the program students register for block program courses, courses in their major field, and other courses which are needed to complete requirements for graduation.

During the fourth quarter in the program students register for Secondary Student Teaching and Seminar (Education 390).

A detailed description of this program is available in the School of Education office.

VII. PROGRAMS IN MUSIC EDUCATION

The School of Music and the School of Education have cooperative programs for the preparation of teachers of vocal and instrumental music for both the Elementary and Secondary School. The degree, Bachelor of Music, with a teaching major in Music is awarded upon completion of the program. Complete information is contained in the School of Music Programs section of this Bulletin.

VIII. PROGRAM IN EARLY CHILD CARE AND DEVELOPMENT

The program in Early Child Care and Development contributes to the preparation of child care workers in an institutional setting for children six years old and younger. The one-year sequence of study and experience leads to a Certificate in Early Child Care and Development which is awarded by DePaul University and St. Vincent DePaul Center. Students admitted to this program may participate as non-degree or degree seeking students. For those students who are accepted as degree-seeking candidates, the credits earned through a DePaul University Certificate in Early Child Care and Development may be applied towards credit earned for a Baccalaureate degree at DePaul University.

TEACHER CERTIFICATION REQUIREMENTS FOR COLLEGE GRADUATES

The School of Education offers an opportunity for graduates of accredited colleges and universities to prepare for a career in teaching in Elementary and Secondary schools. Successful completion leads to a teaching certificate for the State of Illinois in the area of the student's specialization.

For complete details on admission requirements and procedures for the Certification Program, the student is referred to the brochure, "Certification Programs for Teaching in Elementary and Secondary Schools," obtainable in the School of Education Offices.

PROGRAM COUNSELOR

The School of Education provides a Program Counselor who is responsible for interviewing and counseling every student concerning his academic program. The Program Counselor must approve each student's program prior to registration.
THE OFFICE OF TEACHER PLACEMENT

The School of Education offers placement services for its graduates. Graduating seniors desiring such services when seeking a teaching position should register with the Office of Teacher Placement.

GRADUATE PROGRAMS

The School of Education offers the following programs leading to the master's degree:

DIVISION OF EDUCATIONAL LEADERSHIP

Program in Elementary School Administration and Supervision
Program in Secondary School Administration and Supervision
Program in Curriculum/Program Development

DIVISION OF HUMAN SERVICES AND COUNSELING

Program in Elementary School Guidance
Program in Secondary School Guidance
Program in Reading Disabilities and Other Learning Disabilities

DIVISION OF TEACHER EDUCATION

Program in Business Education

Undergraduate students who have completed all the necessary course requirements for the Bachelor's Degree may enroll for courses at the graduate level. To enroll in graduate courses, undergraduate students must have the written permission of the Director of the program in which they wish to enroll.

DIVISION OF EDUCATIONAL FOUNDATIONS

The Educational Foundations program is a service unit which provides required theoretical and behavioral courses in the areas of educational sociology, history, philosophy and psychology. These courses constitute the professional component in teacher education required for certification to teach.

COURSES OFFERED

All courses carry 4 hours credit unless otherwise noted.

095 Clinical Experience with Children and Youth. Required of all students. Observations and participation experiences with children and youth in a school or agency. This course is a prerequisite for student teaching and related professional courses. (0 quarter hours)

SOCIAL, HISTORICAL AND PHILOSOPHICAL FOUNDATIONS OF EDUCATION

207 Social and Historical Foundations of American Education. An introduction to an understanding of the school as the formal educational institution in the American social order in terms of political, social, economic, religious, and cultural developments in selected Western countries and the United States. (Prerequisite: Sophomore standing)

380 Philosophical Foundations of Education. Recognizing and understanding the ideologies behind educational systems, curricula, and goals. This course examines the principles and ideas underlying education, introduces the thoughts of influential educators and challenges the student to build his/her own philosophy of education.

PSYCHOLOGICAL FOUNDATIONS OF EDUCATION

209 The Psychology of Becoming an Educator. A survey of psychological strategies and tactics useful to the teacher in promoting effective learning and classroom management. A process oriented experience which confronts three basic elements of becoming a professional educator: 1) coming to know oneself as a person; 2) understanding the nature of role expectancies within the act of teaching and the educational settings and 3) projecting one's capacity to perform effectively as a teacher. (Prerequisite: Sophomore standing) (3 quarter hours)
Human Growth and Development. A survey of the characteristics and processes of human development as viewed from the perspective of accumulated theory and research. An analysis of factors influencing positive and negative human development; relation of self-concept to behavioral academic performance; role of experience and significant others in development of identity, personality and character traits.

The Process and Evaluation of Learning. An analysis of the learning process as it is defined by theoretical perspective and research findings. Discussion of major theories: i.e., the nature of intelligence, motives, emotions, and in the light of each respective point of view—HOW learning takes place; factors most effective in influencing self-learning and rendering the end products of learning functional. (3 quarter hours)

ART EDUCATION


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

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

195 Methods-Strategies in Teaching the Bi-Lingual-Bi-Cultural Child.

203 School-Community Relations. Focuses on the roles of teachers and parents in the total education of the children. It will explore the influence of language and culture on the relationships of teachers and parents.

204 Cultures in Contrast and Conflict. Comparison of cultures based on 6 components.

208 History and Philosophy of Bilingual Education. A study of the historical events that led to the Bilingual Education Act, as well as to the pedagogical and psychological bases for bilingual education.

240 Bi-Lingual and Bi-Cultural Teaching: Latin America I. Elementary Spanish and studies of Latin American Culture.

241 Bi-Lingual and Bi-Cultural Teaching: Latin America II. Continuation of Ed 240. Intermediate Phase. This two course offering is designed for those interested in teaching Latin American Students.

242 Teaching English as a Second Language. Focuses on techniques to teach English as a second language to non-English speaking children.

248 English Academic Skills. Management of students’ time, analytical reading, writing to satisfy academic requirements, use of basic research techniques, note-taking from reading and lectures, designing and writing a term paper and test answering skills.

313 Bilingual Curriculum and Instruction at the Elementary Level. Focuses on curriculum utilization and the adaptation of it to the Latin child.

317 Methods: Physical Education in the Elementary School. The content, methods, and materials in a basic program of physical education at the various grade levels of the elementary school. Provision is made for school visitation and directed observation. (PE insurance fee required)


322 An Interdisciplinary Approach to Linguistics. Explore the implications of language acquisition of the bilingual child in the learning process.

323 Children’s Literature in a Bilingual Setting. An introduction to the various types of literature for bilingual children of different ages.

324 Beginning Reading Instruction. Study of the objective content and current approaches to teaching beginning reading with special emphasis on readiness, word attack skills, comprehension skills, study skills, and skills for the development of discrimination and taste in the best of children’s literature. (2 quarter hours)

326 Methods: Teaching Reading in the Elementary School. Major attention given to: (1) development of the reading process, (2) techniques for developing basic reading skills, (3) current approaches to teaching reading. Clinical Activities in an assigned school—two hours per week. (Prerequisite: Education 381 or 382 and 324) Laboratory Fee $7.00) (6 quarter hours)

331 Methods: Arithmetic and Science in the Elementary School. (Material Fee: $10.00). The objectives, content, and use of instructional materials in the development of an arithmetic and science program in the elementary school. This includes the metric system. (Prerequisite: Education 381 or 382 and one course in Math. (8 quarter hours)

335 Psychology of Bilingualism. Will focus on psychological factors that affect learning such as attitudes towards language learning, self esteem, cognitive style, identity and motivation.

343 Methods: Principles and Practices of Teaching in the Elementary School. (For full time teachers only). The teaching-learning process in programs for elementary school children. (Prerequisites: Education 207, 209, 337, 338 and permission of program counselor)

347 Children’s Literature. Methods of developing children’s reading interest, selecting appropriate children’s books. An introduction to the various types of literature for children of different ages.

349 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 Teaching Spanish as a Second Language. Will focus on techniques to teach Spanish as a second language and as continuing language.
353 Methods: Teaching Science in the Elementary School. (Material Fee: $5.00). The role of science education in childhood education, program planning and methods and materials of instruction. (Prerequisite Education 381 or 382)

354 Methods: Contemporary Teaching of Geography. Materials for program development and methods of teaching geography. (Cross listed with Geography 354)

358 Methods: Teaching Arithmetic in the Elementary School. (Material Fee: $5.00). Instructional methods, materials and program planning, which include the metric system. (Prerequisite: Education 381 or 382 and College Mathematics)

381 Methods: Curriculum and Instruction in the Elementary School, K-3. (Material Fee: $7.00). The teaching-learning process in programs for young children. Clinical experiences include observation, participation, and directed teaching of small pupil groups. (Prerequisites: Education 207, 209, 324, 326, 331, 337, 338 and permission of advisor) (6 quarter hours) (2 clock hours of clinical activities per week required in addition to course work.)

382 Methods: Curriculum and Instruction in the Elementary School, 4-8. (Material Fee: $7.00). The teaching-learning process in programs for older children. Clinical experiences include observation, participation and directed teaching of small pupil groups. (Prerequisites: Education 207, 209, 324, 326, 331, 337, 338 and permission of advisor) (6 quarter hours) (2 clock hours of clinical activities per week required in addition to course work.)

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


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

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

*Add to 317, 319, 324, 331, 343, 348, 353, 354, 358, and 386—(In addition to course work approximately 2 clock hours of clinical activities per week for each four quarter hours of credit are required.)

SECONDARY EDUCATION

279 History of Religious Education. Philosophes of man, conditions and circumstances of life and understanding of the teaching and learning processes which have shaped religious education through the ages. (Cross listed with Religious Studies 279.)

280 Teaching Religion I. Resources, media, and methods in teaching religion. (Cross listed with Religious Studies 280.)

281 Introduction to Special Religious Education.* The developmentally disabled and their integration with communities of faith. (Cross listed with Religious Studies 281.)

282 Special Religious Education: Role Orientation and Field Placement.* Description and selection of specific skills as team member. (Cross listed with Religious Studies 282.)

283 Center Design: Pilot and Model In Special Religious Education.* Practicum to design and establish a center. (Cross listed with Religious Studies 283.)

309 Teaching and Learning Secondary School 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.)


349 Teaching Modern Languages. The theory and practice of teaching modern languages. (Cross listed with Modern Language 349.)
Methods: Contemporary Teaching of Geography. Materials for program development and methods of teaching geography. (Cross listed with Geography 354.)

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

Methods: Curriculum and Instruction in the Secondary School. Curriculum planning, teaching methods, materials development, student evaluation, and classroom observation. Includes laboratory periods as well as field and clinical experiences. (6 quarter hours)


Instructional Methodology in Allied Health Professions. Curriculum planning, materials development, teaching methodology, and evaluation of performance. Emphasis on organizing a course of study for adult learners in allied health professions such as radiation technology, medical technology, or nursing.

Religious Education and Liturgy.* Components of liturgy and their synthesis in an actual liturgy. (Cross listed with Religious Studies 375.)

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 methods for teaching religion. (Cross listed with Religious Studies 388.)


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

Secondary Student Teaching and Seminar: Religion. Use the same description as for 390.

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

*Check the current schedule of classes for specific listing of the subject matter to be treated.

NOTE: Courses 281, 282 and 283 are offered at the SPRED Center; courses 375 and 387, at the Tolentine Center.

BUSINESS EDUCATION

110 Gregg Shorthand Theory I. Gregg Shorthand which includes theory, vocabulary development, and skill building.

112 Gregg Shorthand Theory II. A continuation of Gregg Shorthand Theory. (Prerequisite: Business Education 110)

114 Intermediate Shorthand, Gregg. A continuation of vocabulary development and skill building, a complete review of theory, and an introduction to the techniques and the production of mailable letters. (Prerequisite: Business Education 112)

118 Advanced Shorthand, Gregg. A continuation of Gregg Shorthand. Rapid dictation, skill building, timed transcription, a review of vocabulary, and a review of English mechanics. (Prerequisite: Business Education 114)

119 Advanced Transcription Techniques. Competency in rapid dictation and transcription to qualify the student for high-level positions in the secretarial field. Includes dictation, transcription, further development of skill, a review of vocabulary, and a review of English mechanics. (Prerequisite: Business Education 118)

130 Typing I. (Typewriter Fee: $7.50) Technique development, skill building, and the application of basic skills to personal and business situations. (3 quarter hours)

134 Typing II. (Typewriter Fee: $7.50) Intensive skill building, technique improvement, and the application of those skills in business letters, tabulation problems, manuscripts, and various business records. (Prerequisite: Business Education 130) (3 quarter hours)

136 Typing III. (Typewriter Fee: $7.50) Continued skill development and the application of this skill to business problems. (Prerequisite: Business Education 134) (3 quarter hours)

138 Advanced Typewriting. (Typewriter Fee: $7.50) Typewriting techniques, knowledge and skills for high-level production. Stresses advanced typewriting problems encountered in office situations. (Prerequisite: Business Education 136) (3 quarter hours)
Production Typing. (Typewriter Fee: $7.50) Top-quality production work. Techniques improvement and skill development. (Prerequisite: Business Education 138) (3 quarter hours)

Office Machines. (Laboratory Fee: $7.50) Development of proficiency in the use of basic adding and calculating machines and duplicating equipment. Development of competency skills necessary for filing. (3 quarter hours)

Secretarial Procedures. (Laboratory Fee: $7.50) A comprehensive treatment of secretarial duties performed in modern business offices. Emphasis on frequently performed tasks. (Prerequisites: Business Education 118 and 138)

Advanced Dictation. Development of the ability to take dictation at 140 words per minute and above. Production of both quality and quantity in business communications. (Prerequisites: Business Education 119 and 142)

Legal Shorthand. Rapid dictation, skill building, timed transcription; review of legal vocabulary and professional terminology, and English mechanics. Minimum dictation for entrance is 100 words per minute with a high rate of accuracy.

Medical Stenography. For nurses, receptionists, and general medical office help. Medical dictation and transcription covering both general and special practices. Orientation to medical terminology and secretarial procedures. Minimum dictation rate for entrance is 100 words per minute.

Legal Secretarial Procedures. Secretarial duties performed in modern law offices. Emphasis on frequently performed tasks. (Prerequisite: Business Education 221)

Consumer Education. Evaluating alternatives in the marketplace, understanding rights, and responsibilities as a consumer in society, and fulfilling one's role as a participant in a free enterprise system. (Prerequisite: Economics 103)


Methods, Materials, and Evaluation in Teaching Shorthand. Methods in teaching high school shorthand and transcription, Evaluation of instructional materials, use of audio-visual aids, teaching procedures, testing and grading practices, and special problems. (Prerequisite: 8 quarter hours of shorthand)

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

Methods, Materials, and Evaluation in Teaching Bookkeeping. Methods of teaching bookkeeping in secondary schools. Evaluation of the instructional materials, use of audio-visual aids, teaching procedures, testing and grading practices, and teaching problems. (Prerequisite: 8 quarter hours of accounting)


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

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

HEALTH EDUCATION


Personal and Community Health. Health problems of college students—mental hygiene, nutrition, fitness, drugs, sexuality, ecology, and consumer education.

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

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

Physiology of Exercise. Effects of muscular activity on the systems of the body. Nature of neuro-muscular activity, circulatory and respiratory adjustments during exercise, metabolic and environmental aspects of exercise fatigue and training fitness. (Prerequisites: Anatomy and Physiology)

Practicum in Methods and Instructional Materials in Health Education in the Secondary School. Objectives, instructional methods and materials, organization and administration of health education programs in secondary school. Laboratory experiences. (Prerequisites: Education 207, 209, 337, 380 and PHE 360.)
Environmental Health. Environmental pollution is discussed as a world wide problem. It will be viewed from the world population crisis and the problems associated with technological advancements. Discussion will also go beyond the physical problems to the more complex biological diversion.

Drug Education. Discussion will be centered on a thorough understanding of what drugs are, how they affect human functioning and the present role of society in their availability and control.

Clinical Experiences in Health Education. Observation and participation experiences in a community Health agency. Discussion will focus on structure and evaluation of various agencies.

Human Diseases—Epidemiology. Discussion will center on common communicable and non-communicable human diseases. The study of the distribution and dynamics of disease will be included. A section studying common childhood diseases will also be included.

Practicum in Methods and Instruction Materials in Health Education in the Elementary School. Objectives, instructional methods and materials, organization and administration of health education programs in elementary schools. Laboratory experiences. (Prerequisites: Education 207, 209, 337, 380 and PHE 360.)

Elementary Student Teaching in Health Education and Seminar. Five school days a week in supervised teaching in a cooperating elementary school for half an academic quarter. Feedback and discussion of problems encountered in student teaching. (Prerequisite: Permission of program counselor) Open only to DePaul students. (6 quarter hours)

Secondary Student Teaching in Health Education and Seminar. Five school days a week in supervised teaching in a cooperating secondary school for half an academic quarter. Feedback and discussion of problems encountered in student teaching. (Prerequisite: Permission of program counselor) Open only to DePaul students. (6 quarter hours)
PHYSICAL EDUCATION

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

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

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

054 Skiing. Instruction for beginners and intermediate skiers; fundamental movements, and ski safety. (2 quarter hours)

055 Tennis. Instruction and practice on basic patterns of movement for forehand, backhand and service skills. Knowledge of rules, etiquette, playing instructions and class competition.

056 Golf. Basic patterns of movement for a controlled golf swing with woods, irons, chipping, putting and putting skills. Golf course rules and playing instructions.

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

058 Beginning Judo. The essential holds and falls of the beginning wrestler. (2 quarter hours)

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

060 Body Dynamics. Instruction and practice in the dynamics of body movement creating an awareness of the potential of the human body. (2 quarter hours)

061 General Gymnastics. Instruction in the techniques required for basic gymnastics. (2 quarter hours)

062 Karate. Instruction and practice of different forms, striking and kicking moves, and an appreciation of a martial art. (2 quarter hours)

063 Racquetball. Fundamental skills, rules, care of equipment, self testing activities, and participation in a class tournament. (2 quarter hours) Limited enrollment.

111 Basic Rhythms. Development of movement and rhythm skills basic to all forms of dance at the elementary school level. Rhythm skills include time structure of musical symbols of beats, accents, rhythmic patterns, movement patterns and analysis of dance steps. (2 quarter hours)

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

122 Lifeguarding. Life saving and conditioning for swimming. Practice skills of American Red Cross Life Saving. (Prerequisite: Physical Education 121 or swimming competency and instructor's approval) (1 quarter hour)

151 Introduction to Gymnastics. Basic tumbling, stunts, apparatus, exercises, and marching skills. Emphasis on programming for the elementary school level, including mini-teaching presentations (1 quarter hour).

171 Floor and Field Hockey. Offered alternate years. Basic skills: individual, group and team drills, analysis of form, game strategy and rules interpretation, student coaching and officiating. (2 quarter hours)

174 Archery—Badminton. Fundamentals and basic skills. (2 quarter hours)

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

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

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

185 Baseball—Softball. Offered alternate years. Fundamental skills, group skills, styles of offensive and defensive play and team strategy. (2 quarter hours)

186 Track and Field. Offered alternate years. Track and field skills, rules, warm-up drills, management of track and field meets. (2 quarter hours)

187 Basketball. Offered alternate years. Fundamental skills, group drills, styles of offensive and defensive team play and strategy. (1 quarter hour)


206 Personal and Community Health. Personal health problems of college students—mental hygiene, nutrition, fitness, drugs, sexuality, ecology, and consumer education.

211 Ballet-Modern Dance. Fundamentals, techniques, terms and teaching principles of both art forms. Student is introduced to basic style and basic choreography. (Prerequisite: Physical Education 111) (2 quarter hours)

212 Tap-Modern Jazz. Fundamentals, techniques, terms and teaching principles of both art forms. Student is introduced to basic styles and basic choreography. (Prerequisite: Physical Education 111) (2 quarter hours)
213 Folk-Social Dance. Fundamentals, techniques, terms and teaching principles of both art forms. Student is introduced to basic style and basic choreography. (Prerequisite: Physical Education 111) (2 quarter hours)

233 Aquatic Instructors. Swimming, diving and life-saving, coaching, officiating; waterfront directors; advanced skills of swimming and canoeing. (2 quarter hours) (Prerequisite: Physical Education 121 or 122 or life guard certification and instructor's approval)

253 Gymnastics. Basic and intermediate skills required in Olympic gymnastics with instruction on "spotting," scoring and teaching techniques. (Prerequisite: Physical Education 151) (1 quarter hour)

263 Gymnastic Techniques. Continuation of Physical Education 253 with primary emphasis on teaching methods and field experiences. (Prerequisite: Physical Education 253) (1 quarter hour)

276 Tennis. Instruction and practice on basic patterns of movement of tennis skills. Knowledge of rules, etiquette, playing instructions and teaching methods for application of skills stressed.


302 First Aid. Instruction, demonstration and practice in first aid principles adapted to needs of students and teachers. Red Cross Standard Certificate awarded for successful completion of course.

303 Athletic Injuries. Principles and techniques of prevention, recognition, treatment, care including adhesive strapping and wrapping and rehabilitation of common athletic injuries. Attention given to role of coach—trainer for emergency field procedures.

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

317 Methods: Physical Education in the Elementary School. The teaching-learning process deals with movement education in elementary school physical education programs. Experiences include program planning materials, unit—daily lesson planning, observation—participation and supervised direct small group teaching.

341 History, Organization and Administration of Physical Education. History of physical education with emphasis upon the philosophical tradition. Consideration of problems in the organization and administration of physical education programs.

345 Intramural and Interscholastic Sports. Organization and administration of intramural programs in the elementary school, high school, and college with special stress on the procedures for organizing various types of tournaments.

351 Kinesiology. Movements of the human body. Application is made to teaching of fundamental and specialized motor skills. Development and maintenance of the human structure through intelligent selection of activities and efficient use. (Prerequisite: Anatomy and Physiology)

352 Physiology of Exercise. Effects of muscular activity on the systems of the body. Nature of neuro-muscular activity, circulatory and respiratory adjustments during exercise, metabolic and environmental aspects of exercise, fatigue and training fitness. (Prerequisite: Anatomy and Physiology)

360 Educational Psychology and Measurement of Learning. Statistical analysis, measurement of central tendency and variability as well as correlation; standard tests of strength, motor fitness, cardio-vascular efficiency, anthropometry, body mechanics, and specific sports skills.

371 Practicum in Methods and Instruction Materials in Physical Education in the Elementary School. Objectives, instructional methods and materials, organization and administration of physical education programs in elementary schools. Laboratory experiences. (Prerequisites: Education 207, 209, 337, 380 and PHE 360.)


374 Adapted Physical Education. Diversified program of development activities, games, sports and rhythms suited to the interests, capacities, and limitations of students with disabilities who may not be able to participate in the general physical education program. (Prerequisites: Anatomy and Physiology or consent of instructor) (2 quarter hours)
Elementary Student Teaching in Physical Education and Seminar. Five school days a week in supervised teaching in a cooperating elementary school for half an academic quarter. Feedback and discussion of problems encountered in student teaching as well as new materials and techniques of student teaching. (Prerequisite: Permission of program counselor) Open only to DePaul students. (6 quarter hours)

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

Clinical Observation and Practice in Corrective Therapy. Lectures and practical clinical experience in corrective therapy as integrated into the Physical Medicine and Rehabilitation Service of Veterans Administration Hospital, Hines, Illinois. (Prerequisite: Senior or Graduate Standing) (6 or 10 quarter hours) (Tuition fee for special students: $50.00)

Independent Study or Pre-Student Teaching Experience. (Pre-requisite: Permission of program counselor) (1 or 2 quarter hours)

Early Child Care and Development

Practicum I in Early Child Care and Development. Supervised experience and participation in the St. Vincent DePaul Center day care program. Approximately 15 hours a week, Monday through Friday. (Prerequisite: Permission of Program Director) Open only to DePaul students.

Practicum II in Early Child Care and Development. Continuation of ECC 270. (Prerequisites: ECC 270 and Permission of Program Director) Open only to DePaul students.

Practicum III in Early Child Care and Development. Continuation of ECC 270 and 271. (Prerequisites: ECC 270, 271 and Permission of Program Director) Open only to DePaul students.

Principles and Practices of Early Child Care and Development. Survey course of early childhood programs and personnel and their principles and practices of early child care and development.

Child Growth and Development. Study and observation of infants’ and young children’s patterns of growth with emphasis on both common and individual development and behavior. (6 quarter hours)

Adolescent and Adult Growth and Development. Principles of development throughout the adolescent and adult life span.

Child and Family in the Urban Environment. The effects of the economic and societal influences of the environment upon the developing child and the family.

Programming for Creative Play and Activities I. Devising and implementing plans and activities for young children through the curriculum of early childhood programs. (2 quarter hours)

Programming for Creative Play and Activities II. Continuation of ECC 293. (Prerequisite: ECC 293) (2 quarter hours)

Art and Music for Early Childhood I. Theory, methods and materials of art and music programs for young children. (2 quarter hours)

Art and Music for Early Childhood II. Continuation of ECC 295. (Prerequisite: ECC 295) (2 quarter hours)

Speech and Language Development of the Young Child. Development of young children's speech and language along with techniques and materials for use in assessing and assisting this development.

Health and Nutrition of the Young Child. Physical and nutritional needs of young children and how to provide for them in early child care programs.

FACULTY

Division of Teacher Education—Program Directors:

Art Education—Sally Chappell, Ph.D.
Business Education—Patrick Sheahan, Ed.D.
Elementary Education—John R. Staver, Ed.D.
Health Education—Kenneth Sarubbi, D.P.E.
Music Education—Joseph Casey, Ph.D.
Physical Education—Kenneth Sarubbi, D.P.E.
Secondary Education—Peter Pereira, A.M.T.

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

Division of Human Services—Program Directors:
Elementary and Secondary Guidance—Edward Ignas, Ed.D.
Reading Disabilities and Other Learning Disabilities—
Judith A. Gunnison, Ph.D.

Division of Educational Foundations—Program Director:
Andrew T. Kopan, Ph.D.

Professors: Andrew T. Kopan, Ph.D.; Alfred Papillon, Ph.D.

John J. Lane, Ph.D.; Jean Nordberg, M.S.Ed.; Kenneth F. Sarubbi,
D.P.E.; Hans S. Schiesser, Ph.D.; James Seri, M.S.; Patrick Sheahan,
Ed.D.; Cecile Small, Ed.Sec.; John Taccarino, Ph.D.

Assistant Professors: John C. Bohan, M.Ed.; Judith A. Gunnison, Ph.D.;
Raymond Nakamura, D.H.E.; Peter Pereira, A.M.T.; Joan Rebeck,
Ph.D.; Gloria Soja, M.S.; John R. Staver, Ed.D.; Jack L. Trabont,
Ph.D.; Rafaela Wefler, Ph.D.

Instructor: Sister Frances Ryan, A.C.S.W.

Adjunct Professor: Gilbert S. Derr, Ed.D.

Lecturers: Major Armstead, M.Ed.; Edmund B. Daly, Ed.D.; Barbara
Dameron, A.B.;-William Edgell, M.B.A.; David Erekson, M.A.; Ray-
Florence Lynch, M.E.; Willard G. Rudiger, M.A.; Charles E. Sher-
man, Ed.D.

Professors Emeritus: Urban Fleege, Ph.D.; Irma T. Hafter, Ph.D.; Rita
SCHOOL OF MUSIC

Frederick Miller, D.M.A., Dean

Wesley M. Vos, Ph.D., Associate Dean

Herman Pedtke, Mus.M.
Administrative Assistant to the Dean

Richard Kennell, Mus.M.
Coordinator of Admissions & Extension Services

Programs
Courses
Faculty
THE SCHOOL OF MUSIC

The purpose of the School of Music is to develop each student's potential to its highest level. Recognizing that students have unique combinations of abilities, needs, and goals, the School of Music provides a series of structured and independent learning situations which will fulfill both common and individual objectives.

As a division of the University concerned with professional preparation, emphasis is placed on specific career requirements in music. A variety of courses chosen from DePaul College and the College of Liberal Arts and Sciences generates the liberalizing influence of a diversity experience. The integral place of music in a liberal education is affirmed by participation of music faculty in courses for non-music majors.

Located at Fullerton Avenue and Halsted Street on the Lincoln Park Campus, the School of Music and its student body are deeply involved in the cultural life of Chicago. Orchestra Hall, the Art Institute of Chicago, and the Lyric Opera are less than 15 minutes away by rapid-transit. DePaul's location in an active cultural center enables the School of Music to draw its faculty from professionals in the Chicago musical scene, including thirteen members of the Chicago Symphony Orchestra. Qualified students may perform with the Civic Orchestra and the Lyric Opera chorus. Many other performing and teaching opportunities are also available in the metropolitan area.

Students commuting to the School of Music have convenient access via the CTA's Howard Street-Englewood elevated train, the Ravenswood elevated, Lake Shore Drive, and the Edens and Kennedy Expressways. On-campus dormitory accommodations are available for resident students.
FACILITIES

The School of Music is housed in new facilities on DePaul's Lincoln Park campus. The Fine Arts Building is a three-story facility built in 1968 and contains teaching studios, ensemble rehearsal rooms, classrooms, faculty offices and a 140-seat lecture-recital hall which provides a forum for master classes, faculty and student recitals, and guest artist appearances. New modular practice facilities are located in the adjacent McGaw Building.

The Concert Hall has a seating capacity of 500 and contains a three-manual 45 rank pipe organ. The Concert Hall is the performance home of the DePaul Symphony Orchestra, the Wind Ensemble, Concert Band, and University Chorus as well as many Lincoln Park cultural events.

ADMISSION

Admission as a degree-seeking student in the School of Music is contingent upon a superior high school record and successful completion of a performance audition. As a rule, entering freshmen are expected to audition before June 15th for admission the following September. Transfer students should complete their entrance audition at least six weeks prior to enrollment. Transfer students are required to validate credits earned in musicianship studies (theory, music history and literature, aural skills, and keyboard) through a placement examination prior to initial registration.

All students are encouraged to audition as early as possible to allow sufficient time for housing, scholarship, and financial aid applications. For audition requirements and a list of scheduled audition dates, contact the Coordinator of Admissions, DePaul University School of Music, 804 West Belden Avenue, Chicago, IL 60614, or call (312) 321-7760.
FINANCIAL AID

Students may apply for financial assistance based on family need through the Office of Financial Aid, DePaul University, 25 East Jackson, Chicago, IL 60604. Incoming freshmen may also compete for several privately funded music scholarships in the annual Music Scholarship Contest. Since the number and amount of these music awards vary each year, contact the School of Music for further information.

DEGREE PROGRAMS

Degree programs are offered leading to a Bachelor of Music with majors in performance, composition, music therapy, and music education. A Bachelor of Arts program is offered in cooperation with the College of Liberal Arts and Sciences. (See page 112 of this Bulletin.) Degree programs are also offered leading to a Master of Music with majors in performance, composition, music education, and choral conducting.

CURRICULUM

All degree-seeking students enter the School of Music as non-declared majors. A broad range of musical experience is required at the freshman and sophomore level as a basis for later growth in a chosen area of specialization. Students are also encouraged to explore various music specializations during their first two years of study. Through consultation with faculty, performance activities, and direct observation of professional situations, a better focus is gained on career requirements in various music professions.

The undergraduate music curriculum has four basic components: General Education, Musicianship, Free Electives, and Music Specialization (major).

1) General Education Music students fulfill general education requirements in DePaul College, which is the administrative unit for general education. (See page 24-37 of this Bulletin.)

2) Musicianship Musicianship includes those core experiences and competencies necessary for all music majors. This component is emphasized at the freshman and sophomore level, and consists of:

   - Applied Music (six quarters) 24 qu. hrs.
   - Musicianship Studies (six quarters) 36 qu. hrs.
     A two-year integrated sequence in music history and literature, theory and its creative use, aural training, and group piano.
   - Large Ensemble (six quarters) 6 qu. hrs.
   - Conducting (two quarters) 4 qu. hrs.
   - Music Electives 12 qu. hrs.

3) Free Electives These music or non-music courses are chosen in consultation with a faculty advisor.

4) Specialization (major) Students are normally admitted to a specialization (major) during the sophomore year. This admission is based on petition. Specialization requirements are largely at the junior and senior level, and consist of a minimum of forty-five quarter hours. Outlines of a sample four-year program and of the various specializations are as follows:
### SAMPLE FOUR-YEAR PROGRAM

#### FRESHMAN YEAR

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#### SOPHOMORE YEAR

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#### JUNIOR YEAR

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#### SENIOR YEAR

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### PERFORMANCE SPECIALIZATION (MAJOR)

- Applied Music: 24 (beyond the initial six quarters)
- Large Ensemble: 6 (beyond the initial six quarters)
- Small Ensemble (six quarters): 6
- Music Electives: 9

**Total:** 45

### COMPOSITION SPECIALIZATION (MAJOR)

- Composition (six quarters): 21
- Counterpoint (two quarters): 8
- Orchestration: 4
- Analytical Techniques: 4
- Analytical Studies: 4
- Electronic Music: 4

**Total:** 45
MUSIC THERAPY SPECIALIZATION (MAJOR)

Practicum 3
Introduction to Music Therapy 3
Recreational Music 2
Influence of Music on Behavior 2
Music Movement in Therapy 2
Psychology of Music (three quarters) 6
Music in Therapy (two quarters) 6
Orff Workshop 2
Class Guitar 2
Percussion Class 1
Psychology (including Abnormal Psychology) 12
Anatomy or Physiology 4

45

Note: Courses chosen to fulfill DePaul College requirements must include one additional Psychology course and one course in Social Science or Sociology. A six-month internship in an approved setting, under the supervision of a Registered Music Therapist (RMT), follows completion of all academic requirements and formal graduation. At the conclusion of a successful internship, application for registration is made to the National Association for Music Therapy.

MUSIC EDUCATION SPECIALIZATION (MAJOR)

Elementary Vocal-General Methods & Lab 2
Elementary Instrumental Methods & Lab 2
Junior High Vocal Methods & Lab 2
Junior High Instrumental Methods & Lab 2
Secondary Vocal Methods & Lab 2
Secondary Instrumental Methods & Lab 2
Brass, Woodwind, String, and Percussion Class 4
(one quarter each)
Voice Class (not required for those taking applied voice lessons) 2

Instrumental Emphasis only: Brass, Woodwind, String and Percussion Class (a second quarter of each) 4
Vocal Emphasis only: Orff Workshop, Guitar Class (one quarter each)

Professional Education (including student teaching) 30
Physical Education 5
English (to include one course in composition and one course in literature) 16
Speech, Visual Arts, Mathematics, and United States History or American National Government (one course each)

NOTE: Specialization in music education fulfills the State of Illinois mandated requirements for teacher certification as a Music Specialist K-12. Some of the courses listed above may be chosen to simultaneously fulfill DePaul College requirements and those of the specialization, thereby reducing the total of credit in the specialization to as few as 73 quarter hours.
COURSES OFFERED

APPLIED MUSIC—APM


APM 121 Class Guitar. 2 hrs. Fundamental techniques of functional guitar.

APM 196 Class Voice. 2 hrs. A developmental approach to singing; class instruction in groups of 12-15 students.

APM 242 Accompanying Class. 2 hrs. Role of pianist as accompanist.

APM 243 Chamber Music Workshop. 2 hrs. Intensive coaching for combinations of winds, strings, with and without piano; material covered includes sonatas, trios, quartets, and piano duets.

APM 332, 333 Piano Pedagogy, I, II. 2 hrs. each. History and mechanism of the piano; pedagogy involving tone, technique, pedal, style and ornamentation; critical evaluation of editions and various teaching materials.

APM 336 Voice Pedagogy. 3 hrs. Study and analysis of fundamentals of vocal training, evidenced in various teaching approaches—scientific, mechanistic, empirical.

APM 350, 351, 352 Interpretation of Vocal Literature. 2 hrs. each. Study and demonstration of performance practices (16th-century to present), language orientation in Italian, French, German and English; stress on performance demonstrated by students.

APM 353, 354 Techniques of the Music Stage. 2 hrs. each. Study, coaching, and rehearsal of music drama and opera.
CHURCH MUSIC—CHM

CHM 300 Music In Worship I. 4 hrs. Development of performance skills, survey of music literature, principles of planning music in celebration. Prerequisites: Junior standing, 24 hrs. APM 140, 36 hrs. Musicianship Studies.

CHM 301 Music In Worship II. 4 hrs. Continuation of CHM 300.

CHM 302 Music In Worship III. 4 hrs. Continuation of CHM 301.

MUSICIANSHIP—MUS

Musicianship Studies: The two-year program in Musicianship Studies provides both a common theoretical and historical background for all students and a foundation for specialized courses in the student’s field of concentration. The history of Western music provides the chronology and framework for an integrated and comparative approach to the study of theoretical materials and their creative use, the acquisition of music reading, writing, ear and keyboard skills, and the development of analytical facility, stylistic awareness and repertory experience.

Freshman Year:


MUS 120 Musicianship II. 4 hrs. (Winter) Continuation and conclusion of Renaissance studies; Baroque studies, part I. (Prerequisite: MUS 110)

MUS 130 Musicianship III. 4 hrs. (Spring) Continuation of Baroque studies. (Prerequisite: MUS 120)

MUS 111-121-131 Aural Training I, II, III. 1 hr. each. A three-quarter sequence of sight-singing and dictation. Each quarter is a prerequisite for the next.

Sophomore Year:

MUS 210 Musicianship IV. 4 hrs. (Autumn) Classic period. (Prerequisite: MUS 130)

MUS 220 Musicianship V. 4 hrs. (Winter) Romantic period. (Prerequisite: MUS 210)

MUS 230 Musicianship IV. 4 hrs. (Spring) Twentieth-century studies. (Prerequisite: MUS 220)

MUS 211-221-231 Aural Training IV, V, VI. 1 hr. each. A three-quarter sequence of sight-singing and dictation. Each quarter is a prerequisite for the next.

MUS 115, 123, 133, 213, 223, 233. Group Piano I, II, III, IV, V, VI. 1 hr. each. A two-year (six-quarter) sequence of two one-hour classes per week using electronic piano labs. Curriculum is organized on the basis of six levels of functional keyboard competence, coordinated with the two-year Musicianship Studies experience described above. Emphasis is on sight-reading, harmonization, theory, score-reading, accompanying and ensemble playing. Each quarter is a prerequisite for the next. Note: Students with extensive previous keyboard experience may complete the competence requirements in fewer than six quarters.

MUS 300 Conducting I. 2 hrs. An introduction to conducting; rudiments of baton technique, instrumentation and score reading.

MUS 301 Conducting II. 2 hrs. A continuation of Conducting I; concentration on style and expression; consideration of rehearsal techniques; choral conducting practices; podium experience. (Prerequisite: MUS 300)

MUS 313 Acoustics. 4 hrs. Psychological and physical basis of sound phenomena and regulations governing musical systems; survey of theoretical writings.

MUS 314 Essentials of Jazz I. 2 hrs. Basic and advanced chord constructions in written and keyboard applications.

MUS 315 Essentials of Jazz II. 2 hrs. Harmonizing melodies by the use of advanced harmonies and techniques of modern chord substitutions. Developing the ability to play “by ear.”

MUS 316 Essentials of Jazz III. 2 hrs. Improvisation with particular emphasis on the “blues” arranging and accompanying techniques; a survey of recent trends in popular music.

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MUS 324-325-326 Essentials of Jazz IV, V, VI. 2 hrs. each. Advanced techniques with emphasis on performance at the keyboard. (Prerequisite: MUS 314-315-316)

MUS 317 Tuning and Temperament. 4 hrs. A study of scalar proportions developed from the tuning foundations of pythagorean and just theories; the development of mean-tone temperaments; the meaning of equal temperament and its influence on the art of modulation; the liberation of the 12-tone octave with selected studies in extended, creative scale forms both equal and unequal in temperament.

MUS 364 Electronic Music Studio. 4 hrs. Continuation of COM 306. Special emphasis on individual electronic studio projects. (Prerequisite: COM 306)

MUS 380 Piano Literature. 2 hrs. A history of piano literature from the baroque through the 20th-century; emphasis on the development of musical style with particular reference to significant compositions, performances and recordings.

MUS 381 History of Opera. 2 hrs. A history of opera from the early 17th-century through the 20th-century; emphasis on the development of musical style with particular reference to significant operas, musical examples, and recordings.

MUS 382 History of the Symphony. 2 hrs. A history of symphonic literature from the early 18th-century through the 20th-century; emphasis on the development of musical style with particular reference to significant compositions, musical examples, and recordings.

MUS 378 Medieval Music. 2 hrs.

MUS 379 Renaissance Music. 2 hrs.

MUS 383 Baroque Music. 2 hrs.

MUS 384 Classic Music. 2 hrs.

MUS 385 Romantic Music. 2 hrs.

MUS 386 Music Since World War II. 2 hrs.

A history of the development of musical style during the respective period, with special emphasis on significant compositions, musical examples, and recordings.
MUSIC ENSEMBLE – MEN

MEN 101 Concert Band. 1 hr. Study and rehearsal of basic and new band repertoire in preparation for concerts presented regularly each year.

MEN 121 University Chorus. 1 hr. Rehearsals and performances of larger works of the choral repertoire.

MEN 131 Orchestra. 1 hr. Study and rehearsal of basic and new orchestra repertoire.

MEN 205 Guitar Ensemble. 1 hr. The classic guitar as an ensemble instrument; rehearsal and performance experience in special arrangements of music from all periods.

MEN 213 Trombone Choir. 1 hr. Study and rehearsal of trombone choir repertoire from all periods.

MEN 221 Wind Ensemble. 1 hr. A select organization; rehearsal and performance of literature for ensembles of eight to forty players, with special emphasis on original literature for winds, from all historic periods.

MEN 231 Chamber Choir. 1 hr. A choral ensemble of selected voices.

MEN 232 Brass Quintet. 1 hr. Survey and performance of brass quintet literature from the baroque period to the present.

MEN 241 Chamber Music. 1 hr. A practical application of performance techniques for advanced instrumentalists; repertoire adapted to the instrumentation of the class, according to the ability of the class members; public performance.

MEN 251 Saxophone Quartet. 1 hr. Study and rehearsal of saxophone quartet literature.

MEN 261 Percussion Ensemble. 1 hr. Ensemble playing of percussion literature; arrangements including music for percussion instruments and piano, celeste, brass, and woodwinds; workshop for original percussion arrangements.

MEN 281 Jazz Ensemble. 1 hr. Current performance styles for large ensemble; new arrangements and compositions are emphasized; performances are presented both on and off campus.

MEN 291 Contemporary Ensemble. 1 hr. Rehearsal and performance of a broad spectrum of contemporary music. Activities include improvisation, exploration of new vocal and instrumental techniques and new music notation.
COMPOSITION – COM

COM 300 Orchestration. 4 hrs. Ranges, sonorities and characteristics of woodwind, brass, percussion and string instruments; orchestrational studies of representative works from various periods; original transcriptions for ensembles, including in-class performances.

COM 301 16th-Century Counterpoint. 4 hrs. Advanced species counterpoint; melodic, formal and "harmonic" practices in Renaissance polyphony; free composition up to four or more parts of mass movements, motets, madrigals, keyboard or consort music in the style; analysis and in-class performances of Renaissance music and original student compositions.

COM 302 18th-Century Counterpoint. 4 hrs. Contrapuntal techniques of Bach and Handel; analysis, composition and in-class performances of inventions, fugues up to four parts or more, and instrumental ensemble or choral polyphony.

COM 303 20th-Century Counterpoint. 4 hrs. Exploration and creative use of new contrapuntal techniques; analysis of selected compositions from the 20th-century, including works of Ives, Schönberg, Webern, Bartók, Hindemith and others as well as music of very recent times.

COM 304 Analytical Techniques. 4 hrs. Investigation of various analytical approaches to music syntax, structure, style and texture (including timbral and vocal or instrumental configurations) as exhibited in representative compositions from many historical periods.

COM 305 Analytical Studies. 4 hrs. Use of various analytical techniques for detailed studies of selected compositions from several periods of music. (Prerequisite: COM 304)

COM 306 Introduction to Electronic Music. 4 hrs. Survey of electronic compositions and selected techniques employed in their sonic realization; introduction to the tools and equipment of electronic music.

COM 307 Composition I. 3 hrs. Exploration of basic compositional techniques; course activities include analytical assignments as well as creative projects.

COM 308 Composition II. 3 hrs. Continuation of COM 307, with greater emphasis on 20th-century techniques.

COM 309 Composition III. 3 hrs. Continuation of COM 308. (Prerequisite: COM 308)

COM 310 Composition IV. 4 hrs. Advanced composition and analysis of new trends in representative compositions; development of plans for and initial work on individual senior composition project. (Prerequisite: COM 309)

COM 311 Composition V. 4 hrs. Continuation of COM 310. Continued work on senior project. (Prerequisite: COM 310)

COM 312 Composition VI. 4 hrs. Completion of senior project. (Prerequisite: COM 311)
MUSIC EDUCATION—MED

MED 300 Elementary Instrumental Methods & Lab. 2 hrs.
MED 301 Junior High Instrumental Methods & Lab. 2 hrs.
MED 302 Secondary Instrumental Methods & Lab. 2 hrs.
MED 303 Elementary Vocal-General Methods & Lab. 2 hrs.
MED 304 Junior High Vocal Methods & Lab. 2 hrs.
MED 305 Secondary Vocal Methods & Lab. 2 hrs.

The study, discussion, demonstration, and presentation of philosophies of music education; organization, administration, and curriculum; evaluation of teaching and learning; instructional and source materials; approaches, methods and techniques; includes observation and teaching in educational settings. The laboratory class component emphasizes students' development of such teaching abilities and skills as planning, delivering, evaluating, and analyzing lessons based on teaching approaches, methods, techniques, and materials.

MED 101 Brass I. 1 hr.
MED 103 Woodwinds I. 1 hr.
MED 105 Strings I. 1 hr.
MED 107 Percussion I. 1 hr.

This group of classes concentrates on two areas: 1) fundamentals of instrumental performance—embouchure, technical skill, tone, bowing, intonation, articulation, breathing, style, musicianship; and 2) pedagogy and related information—selected solo and ensemble study and performance literature; knowledge of instrument history, care, and construction; basic goals and teaching techniques for class and individual lessons; diagnosis and solutions for typical developmental problems; investigation of source literature, materials, and recordings. Instruments studied are: Brass I—primarily trumpet; Woodwind I—flute and clarinet; Strings I—violin and viola; Percussion I—snare drum and related percussion.

MED 102 Brass II. 1 hr.
MED 104 Woodwinds II. 1 hr.
MED 106 Strings II. 1 hr.
MED 108 Percussion II. 1 hr.

A continuation of Level I classes. Instruments studied are: Brass II—primarily trombone and french horn; Woodwind II—double reeds; Strings II—cello and bass; Percussion II—mallet instruments.

MED 306 Orff Workshop (Level I). 3 hrs. Introduction to Orff-Schulwerk through the process of integrating rhythm and movement, speech and song, rhythm instruments, Orff instruments, and soprano recorder for creative music-making with children in pre-school, elementary grades, and those with special needs; emphasis on materials in major and minor pentatonic scales.

MED 390 Orff Workshop (Level II). 3 hrs. Continuation of all aspects of the Schulwerk process; emphasis on a variety of materials, vocal, instrumental, and improvisational techniques for children in the middle and upper elementary grades; introduction of alto recorder; experience with dorian, aeolian, phrygian modes, major and minor tonalities.

MED 391 Orff Workshop (Level III). 3 hrs. Advanced course leading to certificate in Orff-Schulwerk; additional exploration of Schulwerk materials found in volumes 3-5 and techniques of contemporary music; further development of skills in arranging rhythmic, speech, movement, and melodic materials for a variety of educational settings; recorder ensemble, lesson planning, and teaching opportunities.

MED 392 Student Teaching. 12 hrs. A variety of supervised and directed experiences in the teaching of music in elementary and secondary schools. The teaching in schools is supplemented with conferences, evaluations, and seminars.

MUSIC THERAPY—MTH

MTH 100 Practicum. 3 hrs. One hundred clock hours volunteer experience in approved setting (psychiatric hospital, general hospital, institution for mentally retarded or emotionally disturbed children or adolescents, geriatric facility, special education classroom, etc.). The 100 hours may be completed in one quarter or extended over several quarters. (Prerequisite: MTH 343.)

MTH 210 Recreational Music. 2 hrs. Techniques for using voice, autoharp, guitar, recorders, and other classroom instruments in recreational and therapeutic settings; also includes development of group leadership skills.
MTH 343 Introduction to Music Therapy. 3 hrs. Survey of current Music Therapy practice in the fields of mental retardation; adult, adolescent, and child psychiatry; special education; physical disabilities; and geriatrics. Included are ten clock hours of volunteer experience in approved clinical settings.

MTH 344 Psychology of Music I. 2 hrs. Introduction to research and statistics; survey of history and literature of Psychology of Music, including that related to Music Therapy. (Prerequisite: MTH 343.)

MTH 345 Psychology of Music II. 2 hrs. Reading and laboratory experiences in the psycho-physics of music: 1) the physiological organism, 2) the physical stimulus, and the response by the organism to the stimulus. (Prerequisite: MTH 344.)

MTH 346 Psychology of Music III. 2 hrs. Individual and research projects in Music Therapy utilizing psycho-physical principles. (Prerequisite: MTH 345.)

MTH 347 Influence of Music on Behavior. 2 hrs. The history of music as treatment for various physical and emotional conditions, from the early Greek application of music for moral development to the emergence of Music Therapy as a behavioral science in the 1950's. Various components of music and musical experiences will be isolated and their effects studied as preparation for using music therapeutically to influence behavior. Includes introduction to Music Therapy and Behavior Modification and a survey of physiological responses to musical stimuli. (Prerequisites: MTH 343 and General Psychology)

MTH 348 Music in Therapy I. 3 hrs. Working applications of Music Therapy for children and adolescents; includes the areas of mental retardation, behavior disorders, physical disabilities, and special education. (Prerequisites: MTH 345 and General Psychology)

MTH 349 Music in Therapy II. 3 hrs. Working applications of Music Therapy for adults; includes the areas of psychiatry, mental retardation, physical disabilities, and geriatrics. (Prerequisites: MTH 343, MTH 348, Abnormal Psychology—May be taken concurrently)

MTH 350 Music-Movement Therapy. 2 hrs. Introduction to Dance Therapy, the therapeutic applications of Dalcroze Eurhythmics, and other related music-movement modalities.
ADMINISTRATION AND FACULTY

Frederick Miller, D.M.A. ............................................. Dean
Wesley Vos, Ph.D. .................................................. Associate Dean
Herman Pedtke, Mus.M. ............................................. Administrative Assistant to the Dean
Richard Kennell, Mus.M. ........................................... Coordinator of Admissions & Extension Services

Victor Aitay ...................................................... Violin
Ralph Ambrose, A.M. ............................................ Associate Professor Emeritus
Mary Arnsdorf, Ed.D. ............................................. Class Piano
Gilda Barston, Mus.M. ............................................. Cello
Ross Beacraft, Mus.B. ............................................. Coordinator of Brass Program, Trumpet
Warren Benfield .................................................. String Bass
James Berkenstock ............................................... Bassoon
Patricia Berkenstock, Mus.M. ................................ Class Piano
Robert Black ...................................................... Saxophone
Leon Borkowski ................................................... Guitar
Jerome Butera, Mus.M. ............................................. Organ
Thomas A. Brown, Ph.D. ........................................ Professor, Musicianship
Joseph Casey, Ph.D. ............................................. Associate Professor, Chairman of Music Education
Bobby Christian ................................................... Percussion
Rene Dosogne, Mus.M., A.A.G.O., Ch.M. .................. Coordinator of Church Music and Organ Programs, Associate Professor, Organ, Humanities
Diane Dressler, Ed.D. ............................................. Associate Professor, Humanities
Gladys Elliot ....................................................... Oboe
Willard S. Elliot, Mus.M. ........................................ Bassoon
Thomas Fubish, LL.D. ............................................ Associate Professor, Music Education, Band
Martha Farahat ................................................... Preparatory Division, Flute
Brian Ferguson ................................................... String Bass
George Flynn, Ph.D. ............................................. Associate Professor, Chairman of Musicianship Studies and Composition
Annemarie Gerts, Mus.B. ........................................ Associate Professor Emeritus
Victoria Graef, Mus.M. ........................................... Coordinator of Woodwind Program, Flute
Michael Green ................................................... Coordinator of Percussion Program, Percussion
Eugene Gratovich, D.M.A. ..................................... Coordinator of String Program, Associate Professor, Violin
Hobart Grimes ................................................... Saxophone
Viola Haas, Mus.M. ............................................. Associate Professor, Piano
James Harris, Mus.M., RMT ..................................... Music Therapy
B. Lynn Hebert, D.M.A. ........................................ Associate Professor, Choral Organizations
Darleen Hilliard, Mus.M. ....................................... Musicianship, Composition
Thomas Hilliard, Mus.B. ........................................ Jazz Ensembles
Patricia Hoover, D.M.A. ....................................... Music Therapy
Ronald Hounsell, Mus.M. ....................................... Humanities
Marjorie G. Kenny, Mus.M. .................................... Associate Professor Emeritus
Thaddeus Kozuch, Mus.M. .................................... Associate Professor Emeritus
Julian Leviton, Mus.M. ........................................... Piano
Francis E. Little, D.M. ........................................ Professor, Chairman of Performance Studies
Melody Lord, Mus.M. ........................................... Piano
Henry Mazer ....................................................... Musical Director & Conductor, DePaul University Symphony Orchestra
Marianela McCammon, Mus.B. ................................ Music Education
Mark McDunn .......................... Associate Professor, Trombone, Trumpet
Ethel Merker ................................... French Horn
Frank Miller ........................................ Cello
Frederick Miller, D.M.A. .................. Professor, Musicianship
David Moll, Mus.M. .............................. Violin
Eloise Niwa ........................................ Piano
Dimitri Paperno ................................. Associate Professor, Piano
Albert Payson, Mus.M. ......................... Percussion
Donald Peck ........................................ Flute
Herman Pedtke, Mus.M., A.A.G.O. ...... Associate Professor, Organ, Musicianship

Anne Perillo, Mus.M. ............................. Voice
Alan Peters, D.M.A. ............................... Voice
Richard Pick, B.Mus. ............................ Guitar
Marilyn Pohlhammer, Mus.M. ................. Music Education
Jacobeth Postl ..................................... Orff-Schulwerk
Milton Preves, B.Mus. ........................... Viola
Walter Rodby ........................................ Music Education
Wayland Rogers, Mus.M. ........................ Voice
Mary K. Rosen ...................................... Violin
Mary Sauer, Mus.M. ............................... Piano
Clara Siegel, B.Mus. .............................. Chamber Music, Piano
Carol Lee Smith, Mus.M. ........................ Clarinet
Leon Stein, Ph.D. D.M.A. ...................... Professor Emeritus, Dean Emeritus
Joseph Summerhill ............................... Trumpet
Alan Swain, Mus.M. .............................. Musicianship
Ray Tate .............................................. Guitar
Robert Tootelian ................................ Woodwinds
Lynne Turner ........................................ Harp
Wesley Vos, Ph.D. ................................. Associate Professor, Humanities
Kurt Westerberg, Mus.M. ........................ Musicianship
Raymond Wilding-White, D.M.A. .......... Associate Professor, Musicianship, Composition

Philip Winsor, Mus.M. ......................... Associate Professor, Musicianship, Composition
Lilian Yaross, Mus.M. ............................. Orff-Schulwerk
Pearl Zukovsky ..................................... Piano
GOODMAN
SCHOOL OF DRAMA

Rea Warg, M.F.A., Dean

Joseph Guadarrama, M.A.,
Administrative Assistant to the
Dean and Admissions Coordinator

Randall Larsen, B.A.,
Publicity Coordinator

Programs
Curriculum
Faculty
GOODMAN SCHOOL OF DRAMA

The Goodman School of Drama offers professional training in the various areas of theatre art and craft together with the opportunity for a general education so that the student may practice his art with an awareness of the cultural and social currents of our time. Programs of study are offered in the areas of:

Acting
Directing
Scene Design
Costume Design
Lighting Design
Technical Direction
Theatre Technician
Costume Construction

The specific objectives of the Programs of Study are:
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 his art;
3. to develop specific skills and disciplines necessary for competence in the student's area of specialization.

PRODUCTION AND PERFORMANCE

Throughout the more than fifty years of its existence, the basic concept of the School has been intensive classroom instruction integrated with extensive production experience. All students have continuing opportunities for practical theatre experience in a series of production programs including the renowned Goodman Children's Theatre, the Studio Theatre (offered through subscription to a public audience) and numerous workshop showings of both experimental plays and standard classics.

FACILITIES

The Goodman School of Drama is on DePaul's Lincoln Park Campus minutes from Chicago's Loop within easy access by elevated trains and buses. It occupies quarters alongside DePaul's distinguished School of Music, making possible a coordinated effort of the two schools to provide a truly professional training center for the performing arts.

Goodman offices are in the Fine Arts Building. Classes are held in several of the buildings on the Lincoln Park East Campus. Performances of the Studio are divided between spaces within the University and off-loop theatres, and the Children's Theatre remains at the Goodman Theatre at the Art Institute of Chicago.

The Goodman School of Drama at DePaul is located in the center of Chicago's burgeoning young theatre movement. Such exciting theatre organizations as St. Nicholas (homebase of playwright David Mamet), The Body Politic, Victory Gardens, the Organic Theatre, Travel Light, and Apollo surround the School and make possible contact with innovative working theatres, a resource unparalleled between the two Coasts. In addition, the rapidly growing film and television industry in Chicago offers further training possibilities.

Metropolitan Chicago, with its internationally famous Symphony and Opera, its art museums, its libraries, its resident professional theatres, and its touring theatre productions from Broadway, provides continuous opportunities for cultural growth and enrichment.
FACULTY

Members of the 1978-79 faculty are both professionally and academically qualified, thus assuring continuance of the School's original concept of the dual importance of theory and practice and providing a superior quality of instruction.

The faculty is regularly supplemented by qualified part-time instructors as well as visiting teachers and directors. Former visitors include Vinette Carroll, Artistic Director of the Urban Arts Corps Theatre in New York and and director of such Broadway productions as Don't Bother Me, I Can't Cope and Your Arm's Too Short To Box with God; Ray Allen, well-known actress and director at Joseph Papp's Public Theatre; Alan Schneider, Broadway director of Waiting for Godot and Who's Afraid of Virginia Woolf and recently appointed head of the Juilliard School of Drama. Visiting Guest Artists, working closely with students in productions, have been James Earl Jones, Zoe Caldwell, Lillian Gish, Morris Carnovsky, Alvin Epstein and Len Cariou. Recent student lectures have been given by Marcel Marceau, Eli Wallach, Lois Nettleton, Kathleen Nesbitt and Burr Tillstrom.
CERTIFICATES AND DEGREES

Certificate

A certificate will be awarded to a student who satisfactorily completes a full-time three-year program of professional courses in any of the areas of specialization described above, with the exception of Directing. These programs are devoted exclusively to professional training and may be pursued without fulfilling the requirements in general education leading to the degree of Bachelor of Fine Arts.

Degree of Bachelor of Fine Arts

The Degree of Bachelor of Fine Arts will be conferred upon a candidate who satisfactorily completes a full-time three-year program of professional courses, plus fulfillment of the courses in General Education required by DePaul University (see page 11 of this catalogue). The requirement in quarter hours for the undergraduate degree is 72 hours of general education plus 110 to 118 hours of professional courses, the exact requirement depending upon the area of specialization. Certain courses in humanities, science and mathematics listed in general education also satisfy requirements in the professional programs. Students with a strong background in one (or several) areas of study may earn credit for as much as one-half of the DePaul College courses through a special credit-by-examination program. A booklet describing this procedure is available on request. The university also participates in the advanced placement program of CEEB. Requirements may also be fulfilled through transfer credit.

Students anticipating graduate study should consult the Graduate School Bulletin of DePaul University and the Bulletin of the Goodman School of Drama at DePaul University.

An Adult Education evening program will offer a variety of courses (without academic credit) designed to develop practical skills in theatre techniques. A brochure will be available.

ADMISSION

Students are admitted to the professional programs of the Goodman School of Drama only for the beginning of the fall quarter in September. Except in unusual circumstances only full-time matriculated students, carrying a minimum of twelve quarter hours of credit, are accepted. Enrollment in each area of concentration is limited. Auditions and interviews for acting and directing students and interviews and submission of portfolios for design and technical students are required.

Students may begin general education courses in any quarter on full-time or part-time schedules.

Inquiries regarding admission and requests for detailed information about the curriculum, tuition and fees, financial aid, housing, university regulations, and other pertinent information should be addressed to, Office of Admissions, Goodman School of Drama, DePaul University, 25 East Jackson Blvd., Chicago, Illinois 60604.

NOTE: Descriptions of courses offered this year follow the program outline in each area of specialization. All courses must be taken in sequence by quarters (e.g. 121, 122, 123).
PROGRAM IN ACTING

A three-year sequence of courses in which exacting work in the craft of acting—voice, speech, physical training, scene study—is integrated with courses in textual study, dramatic literature and the development of performance skills.

A Typical Program:

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<tr>
<th>First Year</th>
<th>Second Year</th>
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<tbody>
<tr>
<td>Body Dynamics I 107,8,9</td>
<td>Physical Training II 201,2,3</td>
</tr>
<tr>
<td>Physical Training I 101,2,3</td>
<td>Stage Combat 217,8,9</td>
</tr>
<tr>
<td>Circus Tech 324,5,6</td>
<td>3</td>
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<tr>
<td>Voice &amp; Speech I 111,2,3</td>
<td>Voice &amp; Speech II 211,2,3</td>
</tr>
<tr>
<td>Acting I 121,2,3</td>
<td>Acting II (Scene Study) 221,2,3</td>
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<tr>
<td>Hist/Drama Lit. I 104,5,6</td>
<td>Hist/Drama Lit. II 204,5,6</td>
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<tr>
<td>Make-up 110</td>
<td>Rehears. &amp; Performance I 227,8,9</td>
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<tr>
<td>Intro. to Performance 127,8,9</td>
<td>12</td>
</tr>
<tr>
<td>Stage Management 130</td>
<td>Body Dynamics II 207,8,9</td>
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<td></td>
<td>Reading &amp; Listening Lab. 124,5,6</td>
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<th>Third Year</th>
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<tr>
<td>Physical Training III 301,2,3</td>
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<tr>
<td>Voice &amp; Speech III 311,2,3</td>
<td>9</td>
</tr>
<tr>
<td>Acting III 321,2,3</td>
<td>9</td>
</tr>
<tr>
<td>Rehears. &amp; Performance II 327,8,9</td>
<td>12</td>
</tr>
<tr>
<td>Body Dynamics III 307,8,9</td>
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</tr>
<tr>
<td>Audition 314,5,6</td>
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<tr>
<td>Electives</td>
<td>6</td>
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<td>48</td>
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</table>

COURSES

101, 102, 103  Physical Training I. Body physics (tension release, body alignment, kinetic awareness); Basic Dance I (modern dance techniques); and Ethnic Dance Form (emphasizing nonverbal group relationships.) (2 hrs. each quarter.)

104, 105, 106  History of Theatre and Dramatic Literature I. Ancient Greece through the 17th century. Survey of literary, histrionic, and physical characteristics of theatrical expression; the realities of the physical theatres and their effects on staging practices; stylistic and structural features of dramatic literature in representative plays. (4 hrs. each quarter.)

107, 108, 109  Body Dynamics I. Introduction to concepts and practice of exercises to develop energy and relaxation schemes in the human body that support concentration, movement, voice, and related aspects of the actor's creative process. (1 hr. each quarter.)

110  Stage Make-up/Basic. Basic principles and specific techniques. Corrective make-up, old age make-up, and fat/thin effects. Emphasis on development of individual skills. (1 hr.) (Make-up kit fee.)

111, 112, 113  Voice & Speech I. Fundamentals of voice production, using the Lessac methods to correct posture and breathing habits and focus the voice into resonating and amplifying areas of the body; the fundamentals of speech, using a kinesthetic approach. (3 hrs. each quarter.)

121, 122, 123  Acting I. Individual and group exercises to develop basic skills; learning to communicate textual and subtextual meanings in dialogue; application of these techniques to scenes from contemporary plays. (4 hrs. each quarter.)

124, 125, 126  Reading & Listening Laboratory. Students listen to recordings of well-known actors performing plays, stories, and poems, then record themselves reading from the same repertoire and evaluate themselves for progress in voice, speech and interpretation skill. (1 hr. each quarter.)

127, 128, 129  Introduction to Performance. First step in a graduated approach to performance and production. Under the guidance of a director, first year students of acting and directing rehearse and crew a variety of plays. (4 hrs. each quarter.)

130  Stage Management. How to function as the stage manager in various types of theatre, including practical experience as stage manager or assistant stage manager. (1 hr.)

201, 202, 203  Physical Training II. Improvisational movement; Basic Dance II (ballet); Movement for Musical Theatre. (2 hrs. each quarter.)

204, 205, 206  History of Theatre & Dramatic Literature II. 18th, 19th, and 20th centuries, continuing as in 104, 105, 106. (4 hrs. each quarter.)
207, 208, 209 Body Dynamics II. Continuation of 107, 108, 109, more advanced. (1 hr.) (Prerequisite: 107, 108, 109.)

210 Stage Make-up/Character. Planning and designing make-up for specific characters. Three-dimensional make-up, special problems, children's theatre and fantasy make-up. (1 hr.) (Prerequisite: 110 or permission of instructor.)

211, 212, 213 Voice & Speech II. Continued basic skill development with emphasis on study of standard British, Cockney, Irish and American Southern dialects, and dramatic analysis and interpretive construction of long speeches. (3 hrs. each quarter.) (Prerequisite: 111, 112, 113.)

217, 218, 219 Physical Training/Stage Combat. Techniques and illusions in hand to hand stage violence. Emphasis on safety and control. (1 hr. each quarter.) (Prerequisite: 101, 102, 103.)

220 Stage Make-up/Stage, Opera, Film, Television. Emphasis on principles and methods of make-up design, group make-up, budgeting, purchasing, and supervision. (1 hr.) (Prerequisite: 210 or instructor's permission.) (Lab fee.)

221, 222, 223 Acting II. Scene study. (3 hrs. each quarter.) (Prerequisite: 121, 122, 123.)

224, 225, 226 Reading & Listening Laboratory II. See 124, 125, 126. (1 hr. each quarter.)

227, 228, 229 Rehearsal & Performance Laboratory I. Rehearsal and performance of plays in the Workshop, Studio Theatre, or Children's Theatre. (4 hrs. each quarter.) (Prerequisite: 127, 128, 129.)

301, 302, 303 Physical Training III. Period movement and history of costume. (2 hrs. each quarter) (Prerequisite: 201, 202, 203.)

304, 305, 306 Physical Training/Grotowski Exercises. Intensive physical exercises combining spontaneity and discipline, designed to overcome personal resistances and obstacles which hinder the actor in his creative work. (1 hr. each quarter.) (Permission of instructor required.)

307, 308, 309 Body Dynamics III. See 107, 108, 109. (1 hr. each quarter.) (Prerequisite: 207, 208, 209.)

311, 312, 313 Voice & Speech III. Continued skill development with advanced practice in unifying thought, breath, and speech action, introduction to text exercises. (Prerequisite: 211, 212, 213.)

314, 315, 316 Audition. Selecting and preparing material for various kinds of auditions. Lectures from working producers and actors on job hunting, making contracts, and union membership. (1 hr. each quarter.)

317, 318, 319 Comedy. An exploration of the sources of comedy and the ways and means of delivering them to an audience. Scenes from various types of comedy are presented for analysis and criticism. (3 hrs. each quarter.) (Prerequisite: 221, 222, 223.)

321, 322, 323 Acting III. Intensive work on scenes from Shakespeare, integrated with classes in dance, movement, and speech. The third quarter (323) contains a detailed review of each actor's work, including exercises created to help him develop strengths and minimize weaknesses. (3 hrs. each quarter.) (Prerequisite: 221, 222, 223.)

324, 325, 326 Physical Training/Circus Techniques. Basic acrobatics and gymnastics, mime and pantomime, to build strength, flexibility and body control. (1 hr. each quarter.)

327, 328, 329 Rehearsal and Performance II. See 227, 228, 229. (4 hrs. each quarter.) (Prerequisite: 227, 228, 229.)
PROGRAM IN DESIGN

The three-year sequences of courses are planned to prepare students to enter the professions of scene, costume or lighting design. (Students may arrange programs which include extensive theory and practice in all three.)

In advanced seminars the students prepare portfolios for professional employment.

A Typical Program: Costume Design

<table>
<thead>
<tr>
<th>First Year</th>
<th>Second Year</th>
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</thead>
<tbody>
<tr>
<td>Drawing 106.206,207</td>
<td>History/Dramatic Lit. II 204,5,6</td>
</tr>
<tr>
<td>History/Dramatic Lit. I 104,5,6</td>
<td>Survey: Art, Architecture,</td>
</tr>
<tr>
<td>Make-Up 110</td>
<td>Fashion, Furniture 263,4,5</td>
</tr>
<tr>
<td>Principles Of Design 141,2,3</td>
<td>Costume Construction II 260,1,2</td>
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<tr>
<td>Costume Construction I 160,1,2</td>
<td>Costume Design I 266,7,8</td>
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<tr>
<td>Design Production Practice &amp; Conference I 170,1,2</td>
<td>Rendering Techniques I 243,4,5</td>
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<td>Design Production Practice &amp; Conference II 270,1,2</td>
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<th>Third Year</th>
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<tr>
<td>Costume Design III 366,7,8</td>
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<tr>
<td>Rendering Techniques II 343,4,5</td>
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<tr>
<td>Design Production Practice &amp; Conference III 370,1,2</td>
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| 141, 142, 143 Principles of Design. Introduction to professional scene, costume, and lighting design. In successive quarters students will learn skills enabling them to fulfill these requirements: design a play from script interpretation through final sketch and model; design costumes for a period production, including costume plot, color chart, and fabric samples; design lights for a production, resulting in a light plot and focusing. (3 hrs. each quarter.) |
| 160, 161, 162 Costume Construction I. Introduction to draping and drafting of patterns for basic garments, various problems of lay-out and cutting, and specialized sewing techniques for costumes. (3 hrs. each quarter.) (Prerequisite: Knowledge of sewing skills.) |
| 170, 171, 172 Design Production Practice and Conferences I. Practical work on production-planning, designing, constructing, painting, and running crews. (4 hrs. each quarter.) |
| 243, 244, 245; 343, 344, 345 Rendering Techniques I and II. A practical laboratory in the graphics of set and costume designs. Theoretical problems as well as assignments growing out of the production program, sketches, renderings, drawings, and models are produced under supervision. Students at all levels work together in the same studio on projects suitable to their major interests and skills. (3 hrs. each quarter.) |
| 263, 264, 265 Survey: Art, Architecture, Fashion and Furniture. Lectures in art history, the decorative arts, and architecture from ancient Egypt to the present day. Written and drawn assignments in design research. (3 hrs. each quarter.) (Prerequisite: 104, 105, 106.) |
| 266, 267, 268 Costume Design I. Basic design techniques are incorporated into a comprehensive approach to costume design. Projects test the designer's understanding of design focus, concept interpretation, characterization and rendering skill and examine various theatrical styles. (3 hrs. each quarter.) (Prerequisites: 104, 105, 106; 141, 142, 143; Art 207.) |
| 270, 271, 272 Design Production Practice and Conferences II. See 170, 171, 172. (4 hrs. each quarter.) (Prerequisite: 170, 171, 172.) |
| 366, 367, 368 Costume Design II. Advanced lecture and projects course. Continued exploration of theatrical styles, including ballet and opera or music theatre. Attention will be paid to fabric selection, budget, and developing a portfolio of professional calibre. (3 hrs. each quarter.) (Prerequisite: 266, 267, 268, 204, 205, 206.) |
| 370, 371, 372 Design Production Practice and Conferences III. See 170, 171, 172. (6 hrs. each quarter.) (Prerequisite: 270, 271, 272.) (Hours differ for Scene and Lighting, Check program listing.) (See Acting and DePaul listings for descriptions of other required courses.) |

(See Acting and DePaul listings for descriptions of other required courses.)
### A Typical Program: Lighting Design

<table>
<thead>
<tr>
<th>First Year</th>
<th>Second Year</th>
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<tbody>
<tr>
<td>Drawing 106,206,207</td>
<td>History/Dramatic Lit. II 204,5,6</td>
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<tr>
<td>History/Dramatic Lit. 104,5,6</td>
<td>Lighting Design 286,7,8</td>
</tr>
<tr>
<td>Construction &amp; Rigging 180,1,2</td>
<td>Principles Of Design 141,2,3</td>
</tr>
<tr>
<td>Lighting Lab. 183,4,5</td>
<td>Light, Color, Photography 223</td>
</tr>
<tr>
<td>Developmental English</td>
<td>Technical Drawing 150,1,2</td>
</tr>
<tr>
<td>General Psychology 105</td>
<td>Natural Science/Math elective</td>
</tr>
<tr>
<td>Design Production Practice &amp; Conferences I 170,1,2</td>
<td>Design Production Practice &amp; Conferences II 270,1,2</td>
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<td>56</td>
<td>59</td>
</tr>
</tbody>
</table>

**Third Year**
- Survey: Art, Architecture, Fashion, Furniture 263,4,5
- Lighting Design Seminar 386,7,8
- Theatre Management 236,7,8
- Behavioral & Social Science elective
- Music: Sound, Form, Function 130
- Historical Concepts & Methods 140
- Design Production Practice & Conferences III 370,1,2
- 45

#### COURSES

**183, 184, 185 Lighting Laboratory.** Introduction to theatrical lighting processes, basic theory of light and sound, history of stage lighting, mechanics, functions, and control of lighting instruments in different control systems; color theory, color in lighting, color psychology, development of lighting plots and basic control systems. (2 hrs. each quarter.)

**286, 287, 288 Lighting Design.** Basic techniques; concept and interpretation for both graphic and verbal presentation/discussion with laboratory; lighting plots for use in different types of theatrical productions including shop orders and budget requirements with laboratory; lighting plots designed for various styles of productions, design of special lighting effects with laboratory. (3 hrs. each quarter.) (Prerequisite: 104, 105, 106; 141, 142, 143; 183, 184, 185)

**386, 387, 388 Lighting Design Seminar.** Advanced projects in lighting design with emphasis on problems in historical periods, critiques of lighting for productions in Chicago area theatres; projects emphasizing projected scenery and effects; projects in lighting design for musicals, ballet, and opera, design of a lighting system for a theatre with a repertory season. (3 hrs. each quarter.) (Prerequisite: 286, 287, 288.)

(See Acting, Costume and Scene Design, Technical, and DePaul listings for descriptions of other required courses.)

### A Typical Program: Scene Design

<table>
<thead>
<tr>
<th>First Year</th>
<th>Second Year</th>
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<tbody>
<tr>
<td>Drawing 106,206,207</td>
<td>History/Dramatic Lit. II 204,5,6</td>
</tr>
<tr>
<td>History/Dramatic Lit. I 104,5,6</td>
<td>Scene Painting 250,1,2</td>
</tr>
<tr>
<td>Technical Drawing 150,1,2</td>
<td>Survey: Art, Architecture,</td>
</tr>
<tr>
<td>Principles Of Design 141,2,3</td>
<td>Fashion, Furniture 263,4,5</td>
</tr>
<tr>
<td>Construction &amp; Rigging 180,1,2</td>
<td>Scene Design I 240,1,2</td>
</tr>
<tr>
<td>Design Production Practice &amp; Conferences I 170,1,2</td>
<td>Rendering Techniques I 243,4,5</td>
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</tbody>
</table>

**Third Year**
- Scene Design II 340,1,2
- Rendering Techniques II 343,4,5
- Design Production Practice & Conferences II 370,1,2
- Elective
- 9
- 45

198
COURSES

150, 151, 152  Technical Drawing. Basic mechanical drawing techniques, drawing-board geometry, and orthographic projection and their application to scenicographic working-drawings, organization of drawings into documentation of a complete design. Advanced problems in development, intersection, projection, and mechanical perspective. (3 hrs. each quarter)

240, 241, 242  Scene Design I. Basic techniques incorporated into a comprehensive approach to scene design. The analysis of scripts in visual terms, visual research methods, style in the theatre, and the development of a design concept. Projects in contrasting styles of stage designs. (3 hrs. each quarter)

250, 251, 252  Scene Painting. Discussion of the formulation and handling of scene paints and dyes, brushes and tools, and techniques. A practical laboratory in problems of the realistic representation of a variety of textures and materials at scenic scale, leading to fully developed illusionistic and pictorial stage scenery. (3 hrs. each quarter)

340, 341, 342  Scene Design II. Assignments in the conceptual analysis and fulfillment of projects covering a wide variety of genres including designs for the classical and modern drama, opera, and the ballet. The development of a portfolio of professional calibre. (3 hrs. each quarter) (Prerequisite: 240, 241, 242)

(See Acting, Costume Design and Construction, Technical and DePaul listings for descriptions of other required courses.)
PROGRAM IN TECHNICAL DIRECTION

A three-year sequence of courses offering theoretical and practical training in the technical and technological aspects of dramatic art and practice. Practical production work is of paramount importance.

**First Year**
- Theatrical Properties 186.7,8 3
- Const. & Rigging 180.1,2 6
- Lighting Lab 183.4,5 6
- Stage Management 130 1
- Technical Drawing 150.1,2 9
- English 100 4
- Math 101,130,131 12
- Production Practice I 190.1,2 12
- Total 53

**Second Year**
- Scenery Const. II 257.8,9 6
- Hist/Drama Lit. I 104.5,6 12
- Technical Direction I 280,281 6
- Production Practice II 290.1,2 12
- Physics 150.1,2 12
- Electronics 110 4
- Total 52

**Third Year**
- Survey: AAF 263.4.5 9
- Hist/Drama Lit. II 204.5,6 12
- Technical Direction II 380,381 6
- Theatre Management 236.7,8 3
- Light, Color, Photo PHY 223 4
- Des. for Stage/Tech Dir. 350.1,2 3
- Production Practice III 390.1,2 15
- Total 52

**COURSES**

180, 181, 182  Construction and Rigging. Lecture, demonstration and practical work in building, rigging and handling stage scenery. Special attention given to use of tools, materials, and stage hardware. Laboratory shop. (2 hrs. each quarter.) (Prerequisite: 180, 181, 182)

186, 187, 188  Theatrical Properties. Construction, repair, refinishing, and recovering of hand properties and furniture. (1 hr. each quarter.) (Prerequisite: 180, 181, 182)

190, 191, 192  Technical Production Practice & Conferences I. Practical work on productions in construction, rigging, and crewing sets; rigging and crewing lighting and sound; sound tape design, and stage management. (4 hrs. each quarter.)

257, 258, 259  Scenery Construction II. Construction of special units and set pieces, cost analysis; welding and use of metals in construction; use of plastics. (2 hrs. each quarter.) (Prerequisite: 180, 181, 182; 150, 151, 152)

280, 281  Technical Direction I. History of stage scenery and machines, study of physical requirements for backstage areas, and technical requirements for scene design; study of planning, budgeting, supervising technical phases of a production, implementing lighting plots, special effects equipment. (3 hrs. each quarter.) (Prerequisite: 180, 181, 182; 183, 184, 185; 150, 151, 152; Math 101.)
290, 291, 292  Technical Production Practice and Conferences II. See 190, 191, 192.
(4 hrs. each quarter.)

380, 381  Technical Direction II. Study of technical director's responsibilities in all kinds of theatre organization and productions, advanced project in production touring; research and planning physical facilities for theatre, layout plans for all shops, design and plan electrical hookup for lighting control system. (3 hrs. each quarter.) (Prerequisite: 280, 281; Electronics 110.)

390, 391, 392  Technical Production Practice and Conferences III. See 190, 191, 192. (5 hrs. each quarter.)
(See Design, Acting, Lighting, and DePaul listings for descriptions of other required courses.)

PROGRAM FOR COSTUME CONSTRUCTION AND THEATRE TECHNICIAN

These three-year programs are planned for students whose interests are primarily on the practical aspects of these areas. The curriculums are structured for those who want to make costumes and scenery rather than design them.

A Typical Program: Costume Construction

<table>
<thead>
<tr>
<th>First Year</th>
<th>Second Year</th>
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<tbody>
<tr>
<td>Costume Construction I 160,1,2</td>
<td>Costume Construction II 260,1,2</td>
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<tr>
<td>Drawing 106,206,207</td>
<td>History/Dramatic Lit. I 204,5,6</td>
</tr>
<tr>
<td>Materials &amp; Processes I 173,4,5</td>
<td>Survey: Art, Architecture,</td>
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<tr>
<td>History/Dramatic Lit. I 104,5,6</td>
<td>Fashion, Furniture 263,4,5</td>
</tr>
<tr>
<td>Make-Up 110</td>
<td>Materials &amp; Processes II 216,7,8,</td>
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<tr>
<td>Design Production Practice &amp; Conference I 170,1,2</td>
<td>Design Production Practice &amp;</td>
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<td>Conference II 270,1,2</td>
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</tbody>
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Third Year

Costume Construction
Seminar 360,1,2
Design Production Practice & Conferences III 370,1,2

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A Typical Program: Theatre Technician

<table>
<thead>
<tr>
<th>First Year</th>
<th>Second Year</th>
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<tbody>
<tr>
<td>Theatrical Properties 186,7,8</td>
<td>Hist/Drama Lit. II 204,5,6</td>
</tr>
<tr>
<td>Construction and Rigging 180,1,2</td>
<td>Scene Const. II 257,8,9</td>
</tr>
<tr>
<td>Lighting Lab 183,4,5</td>
<td>Math 101,130,131</td>
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<tr>
<td>Stage Management 130</td>
<td>Electronics 110</td>
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<tr>
<td>Technical Drawing 150,1,2</td>
<td>Computer Science 149</td>
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<tr>
<td>Hist/Drama Lit. I 104,5,6</td>
<td>Production Practice II 290,1,2</td>
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<tr>
<td>Production Practice I 190,1,2</td>
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<tr>
<td>English 100</td>
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Third Year

Technical Direction I 280,281
Theatre Management 236,7,8
Light, Color, Photo PHY 223
Physics 150,151,152
Production Practice III 390,1,2

COSTUME CONSTRUCTION COURSES

173, 174, 175  Materials and Processes I. Textiles. The study of fibres, weaves, and finishes of fabrics, techniques of dyeing and painting, and craft skills with millinery, hand needlework, weaving, and macramé. Lectures by guest professionals in specific areas. (2 hrs. each quarter.)
Materials and Processes II. Metals, Woods, and Plastics. The study of the uses of resins, glues, plastics, metals, techniques of welding and soldering, armor construction, mask making, etc. Lectures by guest professionals in specific areas. (2 hrs. each quarter.)

Costume Construction Seminar. An advanced seminar in costume construction research and techniques. Problems in three dimensional costumes, patterning with real historical garments, techniques of fine dress-making and tailoring. (3 hrs. each quarter.) (Prerequisite: 260, 261, 262 or consent of instructor.)

Design Production Practice and Conferences III. Full-time cutting for Studio or Children's Theatre. (9 hrs. each quarter).

(See Acting, Costume and Scene Design, and DePaul listings for descriptions of other required courses.)

THEATRE TECHNICIAN COURSES

Technical Production I. The use and maintenance of audio visual equipment in theatre production. (1 hr.)

Technical Production II. (1 hr.)

Technical Shop Seminar. Study of methods of planning maintenance of equipment and tools; equipment, tool and hardware repair; maintenance of equipment for hanging, rigging, and moving production elements. (2 hrs. each quarter) (Prerequisite: 257, 258, 259)

(See Acting, Design, Lighting, Technical Direction, and DePaul listings for descriptions of other required courses.)

ADMINISTRATION & FACULTY

Rea Warg, M.F.A. .................................................. Dean
Joseph Guastaferro, M.A. .......................... Coordinator of Admissions
                              Administrative Assistant to the Dean
Randall Larsen, B.A. .................... Publicity Coordinator

* * * * *

Nels Anderson, M.F.A. .................................. Instructor, Stage Properties
James Campbell, B.A. .......................... Lecturer, Make-up
Carol Delk, B.F.A. .......................... Physical Training
Lorenzo Gentile, B.F.A. .......................... Assistant Professor, Shop, Technical Production
Joseph Guastaferro, M.A. .......................... Acting and Directing
Virgil Johnson, M.A. .......................... Assistant Professor, Costume Design
Jack Jones, M.A. .......................... Associate Professor, Voice and Speech, Directing
Bella Itkin, Ph.D. .......................... Professor, Acting, Directing
                              Artistic Director, Children's Theatre
James Marone, M.F.A. .......................... Associate Professor, Scene Design
Janet Messmer, M.A. .......................... Instructor, Costume Construction
G. E. Naselius, B.F.A. .......................... Associate Professor, Lighting Design
John O'Malley, Ph.D. .......................... Assistant Professor, Drama/Literature
Joseph Slowik, M.F.A. .......................... Professor, Acting Directing
Steve Smith, B.F.A. .......................... Circus
Estelle Spector .......................... Assistant Professor, Physical Training, Directing
Anthony Thomas, M.F.A. .......................... Assistant Professor, Acting, Directing
Rea Warg, M.F.A. .......................... Associate Professor
Frank Wukitsch, M.F.A. .......................... Stage Management

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GENERAL ACADEMIC INFORMATION AND REGULATIONS

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UNIVERSITY REGULATIONS

This bulletin does not constitute a contract between the student and the University. Every effort has been made to provide students with complete, accurate and firm information. However, the University reserves the right to change programs, courses and requirements, and to modify, amend or revoke any rules, regulations or financial schedules. The student will fulfill the graduation requirements listed in the college bulletin in effect at the time of acceptance as a degree seeking student. A former student re-admitted will fulfill the requirements in the bulletin in effect at the time of re-admission.

PROGRAM SEQUENCE AND REQUIREMENTS

Students are responsible for planning their own programs and for completing course sequences and degree requirements. In planning each quarter's course of studies, the student should remember that required courses take precedence over elective and advanced courses. Students should be guided by their interests or needs where electives are indicated. A student regularly employed is advised to discuss his course load for each quarter with his faculty advisor prior to registration. Advisors and counselors are available to assist students in planning programs and schedules. Each program must be officially approved by the student's faculty advisor and home college or school.

CLASSIFICATION

College credit is accumulated on the basis of quarter hours earned. Students are classified for administrative purposes as follows:

- Freshmen—43 quarter hours or less
- Sophomores—at least 44 but less than 88 quarter hours
- Juniors—at least 88 but less than 132 quarter hours
- Seniors—at least 132 quarter hours

FULL-TIME STUDENT

A 12 quarter hour course load is sufficient for a student to maintain full-time status for purposes of financial aid. Information concerning Veterans Administration and Social Security Certification is available through the Registrar's Office.

REGISTRATION REGULATIONS

Registrar's Office

1. Each student is required to register at the time and in the manner prescribed by the University.
2. Each student is issued a DePaul University Student Identification Card (I.D.) to be carried while on campus. The student can be required to show this I.D. card at any time to authorized personnel of the University. The I.D. card must be presented to use the library and to pay by check at the bookstore. Replacement I.D. cards may be obtained upon request to the Registrar's Office.
3. Registration is not complete until financial arrangements have been made.
4. A student will receive credit only for courses taken in a section for which he has been duly registered.
5. An additional fee is charged for any late registration.
6. Changes in registration (courses dropped or added) must be made by the student at the academic office of his home college or school.
7. No addition in registration for the current quarter may be made by any student after the first week of class.
8. No withdrawal from registration can be made after the seventh week of class.
College/School

1. A day division degree-seeking student may not enroll for less than 12 nor more
   than 20 hours each quarter without explicit approval of his dean.
2. An evening division student may not enroll for more than 12 hours a quarter
   without obtaining explicit approval of his dean.
3. A student desiring to register for more than 10 quarter hours of credit at any one
   time during the summer sessions must submit a written request to the dean of
   his college or school at least two weeks before the first day of summer
   registration.
4. A student may audit a course only with permission of his advisor or dean.
   A student may not change from the status of credit student to that of an auditor
   or vice versa after the third week of class.
5. To receive credit applicable to a degree from DePaul University for courses
   taken in another institution after becoming a DePaul degree-seeking student,
   a student must obtain approval and written permission from the dean of his
   college or school prior to registration at the institution.
6. Extension courses taught through other accredited institutions are accepted only
   when the sponsoring institution itself conducts the courses and certifies the grade
   and credit through an official transcript. A DePaul degree-seeking student
   must obtain the written permission of his dean before enrolling in an extension
   course.

CLASS ATTENDANCE

The University requires certification of the attendance of students in classes
to fulfill requirements established by several governmental agencies. To satisfy
these requirements it is University policy that attendance will be monitored in all
classes. Each school or college maintains additional specific policies concerning
attendance. Students should become familiar with these policies.

Tardiness: Promptness is expected of a student for all regular class sessions. Tardiness
of more than ten minutes is generally to be considered by the instructor as an
absence.

WITHDRAWAL FROM COURSE

A withdrawal must be filed through the academic office of the student's
home college or school before the beginning of the eighth week of the quarter.
A student who withdraws without filing a withdrawal form through his home
college or school is still considered as registered in the course. Neither non-
attendance nor notification to the instructor constitutes an authorized withdrawal.
Students who do not process a withdrawal form will receive a grade of FX. No
refund is made for an unauthorized withdrawal.

A student required to withdraw from classes for failing to meet the scholastic
requirements in the previous quarter's work will not be charged for his cancelled
registration.

There is no refund for audited courses and, except for students dropped for
poor scholarship, there is no refund for fees other than tuition.

COURSE EXAMINATIONS

All courses require periodic evaluations of the students' performance. At ap-
proximately the mid-point of a course the instructor is to inform the students
formally of their academic progress in the course. Normally each course will have
a final examination.
Make-up examinations are held on scheduled calendar dates. Applications for make-up examinations must be filed at the dean's office three weeks prior to the scheduled date. A fee of $10.00 is charged for each scheduled make-up examination. A fee of $20.00 is charged for an examination taken at any time other than the scheduled dates.

**EVALUATION OF ACHIEVEMENT**

Following is the key to the system of evaluating the academic achievement by the student of the educational objectives specified by the instructor in the course syllabus.

- **A**—Exceptional achievement
- **B**—Superior achievement
- **C**—Satisfactory achievement
- **D**—Poor achievement
- **F**—Failure to meet minimum achievement
- **IN**—Temporary grade indicating that the student has a satisfactory record in work completed, but for unusual or unforeseeable circumstances not encountered by other students in the class and acceptable to the instructor, is prevented from completing the course requirements by the end of the term. An “IN” grade must be removed before the end of the following quarter. Responsibility for its removal rests entirely with the student. Failure to do so automatically reduces the grade to F.
- **PA**—Passing achievement in a “pass-fail” course.
- **W**—Automatically recorded when the student files his withdrawal through his home college or school on or before the date designated in the academic calendar for such a withdrawal.
- **F**—(Optional Attendance Plan) Student registered for the course has not presented to the instructor sufficient evidence for him or her to give a letter grade indicative of achievement.
- **FX**—(Required Attendance Plan) Student has had excessive absences.

A “D” grade will not fulfill the requirements in a major field of concentration.

**REPEATING A COURSE**

“A student who receives a ‘D,’ ‘F,’ or ‘FX’ grade in an undergraduate course will be permitted to repeat the course. The grade achieved will be entered on the student's record and the original grade bracketed.

**COLLEGE CREDIT**

One of the University's requirements for graduation with a bachelor's degree is that a student successfully complete a minimum of 180 quarter hours of college credit. College credit is accumulated on the basis of quarter hours. The unit of credit is one quarter hour granted for 45 minutes of classroom work a week. The normal class extends over a ten-week period. An undergraduate course carries four quarter hours of credit unless otherwise specified. College credit is earned if a student receives an **A, B, C, D,** or **PA** grade. College credit can also be earned through transfer, advanced standing, and credit-by-examination credits.
QUALITY POINTS

Quality points are awarded to a student in relation to the grade given and the number of quarter hours of credit attempted in the course. Quality points are awarded according to the following schedule:

A—four times as many quality points as the credit hours assigned to the course.
B—three times the number of credit hours.
C—twice the number of credit hours.
D—one quality point for each credit hour in the course.
F, FX—no quality points.
W, INC, PA—not calculated.

<table>
<thead>
<tr>
<th>GRADE</th>
<th>COURSE CREDITED HOURS ATTEMPTED</th>
<th>QUALITY POINTS MERITED</th>
</tr>
</thead>
<tbody>
<tr>
<td>A (4 times)</td>
<td>4 quarter hours</td>
<td>16</td>
</tr>
<tr>
<td>B (3 times)</td>
<td>4 quarter hours</td>
<td>12</td>
</tr>
<tr>
<td>C (2 times)</td>
<td>4 quarter hours</td>
<td>8</td>
</tr>
<tr>
<td>D (1 time)</td>
<td>4 quarter hours</td>
<td>4</td>
</tr>
<tr>
<td>F, FX</td>
<td>4 quarter hours</td>
<td>0</td>
</tr>
<tr>
<td>W, IN, PA</td>
<td>not calculated</td>
<td></td>
</tr>
</tbody>
</table>

NOTE: Transfer, advanced standing, and credit-by-examination credits do not carry quality points.

A University requirement for graduation with a bachelor’s degree is that a student’s total quality points must equal twice the number of quarter hours attempted. (E.g., a student who completes 180 quarter hours of credit attempted, must have merited a minimum of 360 quality points.)

GRADE POINT AVERAGE

A student’s grade point average is computed by dividing the total number of quality points accumulated by the total number of credit hours attempted. (The grade point average is calculated only upon grades earned at DePaul University.)

<table>
<thead>
<tr>
<th>GRADE</th>
<th>CREDIT HOURS ATTEMPTED</th>
<th>QUALITY POINTS MERITED</th>
<th>GRADE POINT AVERAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4 quarter hours</td>
<td>16</td>
<td>4.0</td>
</tr>
<tr>
<td>B</td>
<td>4 quarter hours</td>
<td>12</td>
<td>3.0</td>
</tr>
<tr>
<td>C</td>
<td>4 quarter hours</td>
<td>8</td>
<td>2.0</td>
</tr>
<tr>
<td>D</td>
<td>4 quarter hours</td>
<td>4</td>
<td>1.0</td>
</tr>
<tr>
<td>F, FX</td>
<td>4 quarter hours</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>W, IN, PA</td>
<td>not calculated</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

NOTE: Transfer, advanced standing, and credit-by-examination credits are not included in the grade point average.

A University requirement for graduation with a bachelor’s degree is that a student maintain a 2.0 (C) cumulative grade point average.
GRADE REPORTS

A report based on the professor's evaluation of the student's total achievement in every course is sent to the student at the end of each term. This report also includes the student's credit hours attempted, credit hours earned, and quality points. Report of grades will not be released to students who have unresolved financial or library obligations.

ACHIEVEMENT LISTS

Full time students who maintain a cumulative grade point average of 3.30 will be placed on the Dean's List.

PROBATION

Any student who fails to maintain a 2.00 (C) cumulative grade point average is subject to academic probation. A student is removed from academic probation when his cumulative grade point average reaches the required minimum of 2.00 (C). Ordinarily the student will not be permitted to be on academic probation for longer than consecutive two quarters.

Academic disciplinary action will be taken by the dean of the student's home college or school in accordance with the degree of the student's academic deficiency.

DISMISSAL

A student dismissed for academic reasons shall not be eligible for readmission to any division of DePaul University for a period of two quarters subsequent to such exclusion. Application for readmission must be made through the Office of Admissions at least one month prior to the first day of class in the quarter in which the student expects to register. Decision on the application is made by the Office of Admissions. A student dismissed with serious deficiency will be required to demonstrate acceptable academic achievement at another institution of higher learning before readmission will be approved.

PASS-FAIL OPTION

Written permission to use this option must be obtained from the student's academic advisor or from the proper authority appointed by the home college dean prior to the third week of the quarter.
A student not on probation may register for one course each quarter, to a maximum of 32 quarter hours, in which he will receive either a passing (PA) or failing (F) grade.

The option is limited to no more than one course in any one department or division. If the course is passed, the credit hours earned are entered on the student's record; the grade is not included in computing the student's grade point average. If the course is failed, the "F" grade is recorded on the student's record and the credit hours attempted are included in computing the student's grade point average.

In order to apply for the elective option the student must complete an enrollment change form (drop/add) which he obtains in his home college office.

CREDIT-BY-EXAMINATION

Credit-By-Examination is available in general education, in the fields of the "major," and for electives. A detailed booklet, "DePaul University—Program of Credit-By-Examination," is available in each college and school administrative office. Credit-By-Examination is offered to all registered degree-seeking undergraduate students and to incoming degree students in several ways:

1. College-Level Examination Program (CLEP). Incoming degree-seeking freshmen and transfer students who took CLEP tests before being admitted to DePaul University should have an official statement of their CLEP scores mailed to the office of the Director of Admissions, DePaul University. The University will award successful candidates college credit in accordance with the CLEP charts listed in the booklet, "DePaul University—Program of Credit-By-Examination." Currently enrolled degree-seeking students may take the tests approved by their respective dean.

2. Advanced Placement Program (AP). The Advanced Placement Program is administered by the College Entrance Examination Board. These tests, designed for high school seniors who have taken college-level courses in high schools, can be taken by such students at their high school.

3. University Tests. Based on syllabi prepared by the divisions and departments of the University. Credit-By-Examination can be taken in many areas through these tests. A currently enrolled degree-seeking student may take the tests for courses approved by his dean. Credit is awarded in accordance with the Departmental and Divisional chart listed in the booklet.

Generally, a student may earn as much as 50% of the total degree credits necessary for graduation through Credit-By-Examination.

Credit-By-Examination is available in the following areas:

- Accounting
- Biological Sciences
- Chemistry
- Computers & Data Processing
- Economics
- Education
- English
- Finance
- French
- Geography
- German
- History
- Management
- Marketing
- Mathematics
- Nursing
- Physics
- Political Science
- Psychology
- Sociology
- Spanish
- Statistics
- Theology
- Latin
GRADUATION REQUIREMENTS

University requirements for graduation with a Bachelor's degree are:

1. The student must have completed a minimum of 180 quarter hours. The total quality points must equal twice the number of quarter hours attempted.

2. The student must have satisfied all the regulations of the individual college or school granting his degree.

3. The student must complete the residential requirement, i.e., he must complete the following work at DePaul University.
   a. the final 48 quarter hours of credit.
   b. one-half of the credit earned in his major area of concentration.
   c. all courses in his senior year.

Exemptions to the residential requirement may be made by the Dean in individual cases.

4. A formal application for graduation must be filed by a candidate in the dean's office no later than the dates announced in the Academic Calendar. Application for graduation may be made only by classified degree-seeking students.

5. All students receiving degrees are required to be present at the graduation exercises. Permission to graduate in absentia may be granted by the dean when a student presents his reasons in a letter to the dean and makes arrangements for mailing the diploma.

GRADUATION WITH HONORS

The distinction "with highest honor" is conferred upon students who have demonstrated rare scholastic ability by obtaining a 3.9 grade point average.

The distinction "with high honor" is conferred upon students who have demonstrated definitely superior ability by obtaining a 3.7 grade point average.

The distinction "with honor" is conferred upon students who have maintained a 3.5 grade point average.

On the basis of the cumulative grade point average as computed from transfer credits and the DePaul University academic record, the transfer student may graduate 'with honor,' 'with high honor,' or 'with highest honor.'

TRANSCRIPTS OF CREDITS

Requests for transcripts should be presented to the Registrar's Office in writing at least two weeks in advance of the time needed. Requests will not be taken over the phone. Transcripts are sent directly to the institution designated by the student. Students may, however, request transcripts for their personal use. A fee will be charged for each transcript requested, and will be issued only after the student has fulfilled all his financial obligations to the University.

Official transcripts of credit earned at other institutions are a part of the student's permanent record at DePaul University and are not reissued or copied
for distribution. If needed, they must be obtained directly from the institution in question.

ACCESS TO EDUCATIONAL RECORDS

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

DISCIPLINE

The University expects its students to maintain the standards of conduct and good citizenship as found in the DePaul University Code of Student Responsibility. This document, available to all students, describes the disciplinary regulations of the University and sets down procedures for a student to follow if he believes that his rights are being violated.

GRADUATE STUDY

DePaul University provides a number of programs in graduate education through its Graduate School. A student planning to complete a graduate program should inquire of his faculty advisor how an undergraduate junior and senior can, in most major concentrations, begin studies in the Graduate School applicable toward a Master's degree.

Master's Degree programs are offered:

A. Through the Graduate School in Biological Sciences, Chemistry, Economics, Education, English, Nursing, Philosophy, Physics, Psychology, Sociology, History, Mathematics, Theology, Rehabilitation Services.

B. Through the Graduate School of Business in Accounting, Economics, Finance, Management, Marketing.

C. Through the School of Music, Graduate Division, in Music Performance, Church Music, Music Education, Music Theory, Music Composition.

Doctoral Degree programs are offered through the Graduate School in the Biological Sciences, Philosophy, and Psychology.

SCHOOL FOR NEW LEARNING

The School for New Learning (SNL) is DePaul's non-traditional college for adults of 24 years of age or older. SNL is a competency-based program featuring contract learning and individualized curriculum. The students have responsibility for designing their own educations and have the opportunity to get credit for life experience gained outside the traditional walls of a university.

Students may enroll with two different types of goals:

1. To gain the B.A. degree

2. For continuing education — adult students may enroll in courses without having applied for entrance into the degree program.

Further information may be obtained by visiting or calling the SNL offices which are located on the sixth floor of the 23 E. Jackson building (321-7901). Prospective students may wish to attend one of the weekly information sessions given by the staff of the School or may place their names on a mailing list in order to receive the quarterly SNL course guide.
TUITION AND FEES

DePaul University is a not-for-profit corporation. No student pays the actual cost of his or her education. Tuition and fees are held at their present level through the contributed services of the Vincentian Fathers, and gifts of Alumni, foundations, corporations and friends of the University. All policies are under continual review. Therefore, DePaul reserves the right to change its charges as conditions require.

A general cost estimate of tuition, fees and books for a full-time undergraduate at DePaul University is approximately $3,100 each academic year. For an accurate overall figure, the cost of commuting, lunch, and personal needs should be added. Details of school expenses appear below.

TUITION CHARGES FOR UNDERGRADUATE STUDENTS —
OTHER THAN GOODMAN SCHOOL OF DRAMA

Day Students
Tuition for 12 to 20 quarter hours .......................... $933.00
Hours in excess of 20 quarter hours—per hour ........ 55.50
Less than 12 quarter hours—per hour ..................... 78.50

Evening Students
Undergraduate courses (1-399)—per hour .............. 55.50
Students enrolled in internship programs will be charged tuition rates scaled to the costs incurred by the University. The student should consult the director of the specific departmental program for more detailed information.

TUITION CHARGES FOR UNDERGRADUATE STUDENTS —
GOODMAN SCHOOL OF DRAMA

Day Students
Tuition for 12 to 20 quarter hours .......................... $1,095.00
Hours in excess of 20 quarter hours—per hour ........ 55.50
Less than 12 quarter hours—per hour ..................... 91.00

Evening Students
Non-credit adult education programs only (see brochure)

ROOM AND BOARD CHARGES

Clifton Hall
Single Occupancy—Academic Year ......................... $2,049.00
Double Occupancy—Academic Year ....................... 1,878.00

Corcoran Hall
Single Occupancy—Academic Year ......................... $2,013.00
Double Occupancy—Academic Year ....................... 1,675.50

Clifton Hall and Corcoran Hall are open throughout the Academic Year except during the Christmas Vacation. Consult the Director of Housing for rates at other times. The contract provides 15 meals per week, Monday through Friday, except during the Thanksgiving break, Christmas Vacation, and Winter-Spring Quarter break.

McCabe Hall — For Graduate or Married Students

Apartment rental only:
Studio Apartment ........................................... $1,609.50
One Bedroom Apartment (per person) .................. 1,134.00
Two Bedroom Apartment (per person) ................. 1,593.00

The rates for McCabe Hall are for the Academic Year only. Consult the Director of Housing for rates at other times.

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GENERAL FEES

<table>
<thead>
<tr>
<th>Fee</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application Fee</td>
<td>$20.00</td>
</tr>
<tr>
<td>Deferred Examination Fee</td>
<td></td>
</tr>
<tr>
<td>On Designated Dates</td>
<td>10.00</td>
</tr>
<tr>
<td>At Time Not Designated</td>
<td>20.00</td>
</tr>
<tr>
<td>Service Fee for Deferred Payment Plan</td>
<td>20.00</td>
</tr>
<tr>
<td>Deferred Payment Delinquency Fee</td>
<td>20.00</td>
</tr>
<tr>
<td>Certificate Fee—Goodman School of Drama</td>
<td>15.00</td>
</tr>
<tr>
<td>Graduation Fee</td>
<td>25.00</td>
</tr>
<tr>
<td>Registration Fee—each registration</td>
<td>5.00</td>
</tr>
</tbody>
</table>

**Additional Registration Charges**

<table>
<thead>
<tr>
<th>Fee</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>For Late Registration</td>
<td>20.00</td>
</tr>
<tr>
<td>For Change of Registration</td>
<td>10.00</td>
</tr>
<tr>
<td>Service Fee, each returned check</td>
<td>10.00</td>
</tr>
<tr>
<td>Fee for each transcript of credits</td>
<td>2.00</td>
</tr>
</tbody>
</table>

The change of registration fee is charged each time a student adds a class, or drops a class and adds another class. No fee is charged for simply withdrawing from a class.

**DEFERRED PAYMENT PLAN**

All tuition and fees are due DePaul University at the time of registration, but no later than the first week of the term. For students who are unable to meet this requirement, the University does offer, on payment of the $20.00 Service Fee, the following plan:

—payment of 1/2 of tuition and fees must be received in the Cashier's Office during the first week of the term.
—payment of 1/2 of tuition and fees must be received in the Cashier's Office prior to the end of the fourth week of the term.
—students with any unpaid balance at the beginning of the fifth week will be assessed the $20.00 Deferred Payment Delinquency Fee.

**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.

Upon processing the Enrollment Change Form the tuition charge will be reduced according to the following schedule, where the Effective Date is:

<table>
<thead>
<tr>
<th>Period</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to the first week of classes</td>
<td>100%</td>
</tr>
<tr>
<td>At the end of the first week of classes</td>
<td>90%</td>
</tr>
<tr>
<td>At the end of the second week of classes</td>
<td>75%</td>
</tr>
<tr>
<td>At the end of the third week of classes</td>
<td>50%</td>
</tr>
<tr>
<td>At the end of the fourth week of classes</td>
<td>25%</td>
</tr>
<tr>
<td>After the fourth week</td>
<td>0%</td>
</tr>
</tbody>
</table>

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.
GENERAL NOTES

1. Students combining day and evening courses must pay the tuition charges as outlined above for Day Students.

2. Degree-seeking students admitted to the School of Music are allowed a maximum of 4 quarter hours in their Instrument or Voice within the basic tuition charge. Students majoring in the College of Liberal Arts and Sciences sequence in Music Theory are allowed a maximum of 4 quarter hours in their Instrument or Voice within their required curriculum. Any additional quarter hours in their instrument or voice will be charged at the part time Day rate.

3. Registration cannot be accepted from a student with an unpaid balance from a prior term. Registrations attempted under these circumstances will be cancelled.

4. Tuition and fees for courses audited are charged at the regular tuition rates, must be paid at the time of registration, and are not refundable. The foregoing does not apply to students enrolled in non-credit Continuing Education courses offered by the University.

5. Students receiving financial aid in the form of scholarships, tuition grants, or loans—from Federal Programs, the State Government, or DePaul University—must determine that the amount of aid received (total amount of awards divided by 3 quarters, normally) at least equals total tuition and fees each term. In the event such proration leaves a balance due from the student, this balance must be paid not later than the end of the first week of the term in order to avoid Service Fee for Deferred Payment and/or Delinquency Fee.

6. Undergraduate day students combining undergraduate and graduate courses in a 12-20 quarter hour program, will pay an additional $5.00 for each quarter hour of graduate study, by which the combined registration exceeds 12 hours. In addition, if the combined registration exceeds 20 hours, the regular graduate rate shall apply to such excess. Graduate courses, for this purpose, are those with a course number 400 and above.

7. If a student gives the University a check that is returned by the bank upon which it was drawn, marked “Not Sufficient Funds,” “Payment Stopped,” or “Account Closed,” a $10.00 charge will be assessed for each such occurrence.

DEPARTMENTAL FEES

Biology:
Each course with laboratory .............................. $ 20.00

Chemistry:
Each course with laboratory .............................. 25.00
Breakage Deposit—each laboratory course ................. 10.00

C.P.A. Review: (Cannot be included as part of Day tuition charge)
Tuition—per course ........................................... $450.00
Application Fee ........................................... 10.00

*subject to change without notice

After January, 1973, anyone who completes the Review Course (submits at least 75 per cent of the assignments) and is unsuccessful in passing the Examination, may repeat the course once with the payment of $150.00 tuition.

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)

Education:
   Business Education Students
      Office Machines Fee—each course ......................... 7.50
      Typewriter Fee—each course ................................ 10.00
      Secretarial Procedures Course—Laboratory Fee .......... 7.50
   Physical Education Students
      Equipment Fee for each activity course .................. 6.00
      Activities Accident Policy—each quarter ............... 4.50
      *subject to change without notice
   Teacher Placement—Initial Registration Fee .............. 10.00

Music:
   Applied Music Supplement
      (Available in conjunction with an Applied Music
      registration) 9 — ½ hour lessons, non credit ........ 100.00
      Instrument Rental Fee—each quarter ..................... 12.00
      Electronic Laboratory Fee ............................... 20.00
      Applies to: MTC 363, 364, 365 & Private Electronic
      Composition each quarter
      Organ Practice Fee—each quarter ......................... 15.00

Physics:
   Laboratory Fee:
      All courses numbered under 370—each course ........... 15.00
      Courses numbered 370 and above—per credit hour ....... 6.50

General Notes: a) Fees are not refundable.
   b) Certain Fees other than those listed above are shown
      with the course listing.
UNIVERSITY
ORGANIZATION
AND FACILITIES

Administration of DePaul University
Directory of University Offices and Services
Buildings and Facilities
Libraries
Accreditation
ADMINISTRATION OF DEPAUL UNIVERSITY

The Board of Trustees is legally responsible for setting the purposes, establishing the policies, and supervising the administration of DePaul University. The Board elects the president, chancellor, executive vice president, and secretary of the University, who hold office at its pleasure.

Board committees—executive, academic, development, finance, and student affairs—are the means by which the work of the president and his staff is reviewed in terms of the quality of the University's educational programs, its fiscal soundness, the management of its physical plant, the conduct of business activities, and the formulation of long-range plans.

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REV. EDWARD F. RILEY, C.M., Vice President for Student Affairs
ARTHUR J. SCHAEPER, Vice President for Development and Public Relations
RALPH H. BEAUDOIN, Vice President for Business Affairs
HOWARD A. SULKIN, Vice President for Planning
REV. J. PATRICK MURPHY, C.M., Treasurer
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ADMISSIONS OFFICE—Lewis Center, 1st Floor
  THOMAS P. MUNSTER, C.M., Director
  EDWIN J. HARRINGTON, Director of Inter-College Relations

ALUMNI RELATIONS—Lewis Center, 5th Floor
  TIMOTHY UNSWORTH, Director

ATHLETICS—Lincoln Park, 1011 West Belden
  ROBERT H. GIELLOW, C.M., Director

BOOKSTORES—Lincoln Park, 2324 North Seminary
  Lewis Center, 1st Floor

CAFETERIAS—Lincoln Park, 2324 North Seminary
  Lewis Center, 4th Floor

CAREER PLANNING & PLACEMENT—Lewis Center, Room 1716
  KENNETH C. CONWAY, Director
  Schmitt Center, Room 101

CASHIER'S OFFICE
  Lincoln Park, Schmitt Center, 1st Floor
  MARY CIUKOWSKI, Head Cashier
  Lewis Center, 16th Floor

CHAPELS—Lincoln Park, 2324 North Seminary
  Lewis Center, 1st Floor

COLLEGE OF COMMERCE—
  Lewis Center, 12th Floor

COLLEGE OF LIBERAL ARTS AND SCIENCES—
  Lincoln Park, Schmitt Center, 5th Floor
  Lewis Center, 15th Floor

COMPUTER SERVICES—Lewis Center, 15th Floor

DE PAUL COLLEGE—
  Lincoln Park, Schmitt Center, 1st Floor
  Lewis Center, 15th Floor

DEVELOPMENT—Lewis Center, 5th Floor
  ARTHUR J. SCHAEPF, Vice-President for Development and Public Relations

FINANCIAL AIDS—Lewis Center, Room 1730
  LINDA HARAF, Director
  Lincoln Park Campus, Schmitt Center, Room 101

GOVERNMENT—CERTIFICATION OF STUDENTS,
  Lewis Center, Registrar Office
  Veterans Administration, Social Security

INTERNATIONAL STUDENT ADVISOR
  MR. JAMES VAN LINDEN, Asst. Dean of Students
  Lincoln Park Campus, Schmitt Center, Room 118

LIBRARY—Lewis Center, 2nd Floor
  GLENN R. SCHAFENORTH, Director of Libraries
  Lincoln Park, Schmitt Center
  MARY R. STRITCH, Associate Director of Libraries
  DORIS BROWN, Associate Director for Technical Services

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Lewis Center, 2nd Floor
MARY R. STRITCH, Associate Director of Libraries
Lewis Center, 7th Floor
CHRISTINE BROCK, Law Librarian

MENTAL HEALTH CLINIC—Education and Psychology Building
DR. FRANK A. DINELLO, Administrator

PUBLICATIONS—Lewis Center, 5th Floor
SANDRA L. MURRAY, Director

PUBLICITY—Lewis Center, 5th Floor
ALLAN F. KIPP, Director

PUBLIC RELATIONS—Lewis Center, 5th Floor
JEANNE M. BARRY, Director

REGISTRAR—Lewis Center, 1st Floor
ROBERT L. HOEFLER, Registrar
THOMAS J. PAETSCH, Assistant Registrar

SCHOOL OF EDUCATION—
Lincoln Park, Schmitt Center, 5th Floor

SPONSORED PROGRAMS AND RESEARCH
Lincoln Park, Schmitt Center, 5th Floor
FRANK G. BAILLEN, Director

SCHOOL FOR NEW LEARNING—Lewis Center, 6th Floor

SCHOOL OF MUSIC
Lincoln Park Campus, East

STUDENT FINANCE OFFICE — see “Cashier’s Office”

STUDENT HEALTH SERVICE
DR. K. SIE, Medical Director
MRS. ETHEL PLANTING, R.N.
Lincoln Park Campus, 1st Floor, Clifton Hall
Lewis Center, Room 1630

STUDENT SERVICES
Lincoln Park Campus, Schmitt Center, Room 118
EDWARD F. RILEY, C.M., Vice President, Student Affairs; Dean of Students
JAMES VAN LINDEN, Asst. Dean of Students, International Student Advisor
MICHAEL JOYCE, C.M., Director of Campus Ministry

Lincoln Park Campus, Stuart Center
JOHN H. CWAN, Director of Stuart Center
MARILYN HSATUSKO, Director of Student Activities
ANDRE ROUSSEAU, C.M., Chaplain/Counselor

Lincoln Park Campus, Clifton Hall
SHEILA SPAETH DAILY, Director of Housing

LEWIS CENTER, Room 1617
TERYL A. ROSCH, Associate Dean of Students
J. BERNARD FITZGERALD, C.M., Chaplain/Counselor

TEACHER PLACEMENT BUREAU—Lincoln Park, Schmitt Center
THE LINCOLN PARK CAMPUS

The Lincoln Park Campus is located in the vicinity of Fullerton, Webster, Racine and Halsted Avenues, approximately four miles north of the Chicago Loop. Located here are many academic buildings of the University, residences for clerical and lay faculty and students and the University Church of St. Vincent de Paul. Major buildings on campus are:

**ACADEMIC:**
- Arthur J. Schmitt Academic Center, 2323 N. Seminary, Library, classrooms, faculty and administrative offices.
- Michael J. O'Connell Center, 2300 N. Kenmore, Laboratories and offices: Biological Sciences and Chemistry.
- Thomas F. Levan Center, 2322 N. Kenmore, Classrooms and offices: Nursing and Geography.
- Peter V. Byrne Hall, 2219 N. Kenmore, Classrooms, offices and facilities; Psychology, Mental Health Clinic and School of Education.
- The Lyceum, 2235 N. Sheffield, Offices and studios; School of Education and Art.
- Science Hall West, 1215 W. Fullerton, Offices and laboratories: Physics and Psychology.
- Fine Arts Building, 804 W. Belden, Offices, classrooms, practice studios, recital hall.
- Francis A. McGaw Hall, 802 W. Belden.

**ATHLETIC:**

**RESIDENTIAL:**
- Clifton Hall, 2312 N. Clifton, Francis X. McCabe Hall, 900 N. Belden, Francis V. Corcoran Hall, 910 W. Belden, Single, double and apartment accommodations.

**SOCIAL:**
- Harold L. Stuart Center, 2324 N. Seminary, University Commons, 2324 N. Fremont, Cafeteria, dining rooms, recreational facilities, religious service facilities, lounge and conference rooms, student organization offices. Concert Hall, 800 W. Belden.

THE DOWNTOWN CENTER

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

The Lewis Center Library contains approximately half of the university's collection of educational material with strength in Commerce. The book collection is housed on open shelves on the second and third floors; the lower arcade contains the Media Center which includes an extensive collection of the Periodicals Collection.

The Law Library, whose collection of legal works, current judicial reports, statutes, and professional journals, occupies the sixth and seventh floors of Lewis Center.

The Lincoln Park Campus Library occupies part of the second floor and all of the third and fourth floors of the Schmitt Academic Center. The collection strengths are in Humanities, Social Sciences and Natural Sciences. It also includes an expanding Media Center and Curriculum library.

The DePaul Libraries are members of various cooperative groups including the Chicago Academic Library Council, which sponsors a reciprocal borrowing program. Through this program over 2,000,000 volumes are available to students and faculty in seven university libraries. Additional cooperative arrangements have been made with such scholarly libraries as Newberry, John Crerar, the Library of International Relations and the Center for Research Libraries. Information concerning library services can be obtained from the Reference Departments.

ACCREDITATION

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

*DePaul University is on the approved list of:*
The American Bar Association
The National Association for Music Therapy
The State Approval Agency for Veterans Training
The Illinois Office of Education, State Teacher Certification Board

*DePaul University is a member of:*
The National Catholic Educational Association
The Association of American Colleges
The Association of Urban Universities
The American Association of Colleges for Teacher Education

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