### 1980-1981 Academic Calendar for Graduate Students

#### Autumn Quarter

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 11-29</td>
<td>M-F</td>
<td>Mail Registration for the Autumn Quarter.</td>
</tr>
<tr>
<td>September 4</td>
<td>Th</td>
<td>In-Person Registration for the Autumn Quarter.</td>
</tr>
<tr>
<td>September 12</td>
<td>F</td>
<td>Late Registration for the Autumn Quarter.</td>
</tr>
<tr>
<td>September 15</td>
<td>M</td>
<td>Autumn Quarter Begins. Course Changes.</td>
</tr>
<tr>
<td>October 4</td>
<td>Sat</td>
<td>Last Date to Apply for Pass/Fail or Change to Auditor Status.</td>
</tr>
<tr>
<td>October 13</td>
<td>M</td>
<td>St. Vincent DePaul Day. No Classes.</td>
</tr>
<tr>
<td>October 17</td>
<td>F</td>
<td>Final Date for Filing for February Convocation.</td>
</tr>
<tr>
<td>November 8</td>
<td>Sat</td>
<td>Last Date to Withdraw from Class.</td>
</tr>
<tr>
<td>November 27-29</td>
<td>Th-Sat</td>
<td>Thanksgiving Holidays.</td>
</tr>
<tr>
<td>December 1-7</td>
<td>M-Sun</td>
<td>Final Examinations for the Autumn Quarter.</td>
</tr>
<tr>
<td>December 7</td>
<td>Sun</td>
<td>Autumn Quarter Ends.</td>
</tr>
</tbody>
</table>

#### Winter Quarter

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 10-21</td>
<td>M-F</td>
<td>Mail Registration for the Winter Quarter.</td>
</tr>
<tr>
<td>December 9</td>
<td>T</td>
<td>In-Person Registration for the Winter Quarter.</td>
</tr>
<tr>
<td>December 18</td>
<td>Th</td>
<td>Late Registration for the Winter Quarter.</td>
</tr>
<tr>
<td>January 5</td>
<td>M</td>
<td>Winter Quarter Begins. Course Changes.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Final Date for Submitting Theses, Grade Changes, Examination Scores, and Final Papers to Graduate School for February Convocation.</td>
</tr>
<tr>
<td>January 24</td>
<td>Sat</td>
<td>Last Date to Apply for Pass/Fail or Change to Auditor Status.</td>
</tr>
<tr>
<td>February 8</td>
<td>Sun</td>
<td>Convocation.</td>
</tr>
<tr>
<td>February 14</td>
<td>Sat</td>
<td>Final Date for Filing for June Convocation.</td>
</tr>
<tr>
<td>February 21</td>
<td>Sat</td>
<td>Last Date to Withdraw from Class.</td>
</tr>
<tr>
<td>March 12-18</td>
<td>Th-W</td>
<td>Final Examinations for the Winter Quarter.</td>
</tr>
<tr>
<td>March 18</td>
<td>W</td>
<td>Winter Quarter Ends.</td>
</tr>
</tbody>
</table>

#### Spring Quarter

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 9-20</td>
<td>M-F</td>
<td>Mail Registration for the Spring Quarter.</td>
</tr>
<tr>
<td>March 20</td>
<td>F</td>
<td>In-Person Registration for the Spring Quarter.</td>
</tr>
<tr>
<td>March 27</td>
<td>F</td>
<td>Late Registration for the Spring Quarter.</td>
</tr>
<tr>
<td>March 30</td>
<td>M</td>
<td>Spring Quarter Begins. Course Changes.</td>
</tr>
<tr>
<td>April 17-19</td>
<td>F-Sun</td>
<td>Easter Holidays.</td>
</tr>
<tr>
<td>May 1</td>
<td>F</td>
<td>Final Date for Submitting Theses, Grade Changes, Examination Scores, and Final Papers to Graduate School for June Convocation.</td>
</tr>
<tr>
<td>May 16</td>
<td>Sat</td>
<td>Last Date to Withdraw from Class.</td>
</tr>
<tr>
<td>May 25</td>
<td>M</td>
<td>Memorial Day. No Classes.</td>
</tr>
<tr>
<td>June 4-10</td>
<td>Th-W</td>
<td>Final Examinations for the Spring Quarter.</td>
</tr>
<tr>
<td>June 10</td>
<td>W</td>
<td>Spring Quarter Ends.</td>
</tr>
<tr>
<td>June 14</td>
<td>Sun</td>
<td>Convocation.</td>
</tr>
</tbody>
</table>
Administrative Officers and Staff

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

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General Information

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

Faculty, students, and administrators alike are committed to the examination of truth for its intrinsic value; for the meaningful direction it provides each person; and for its force in humanizing society.

The specific aims of DePaul University are:

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

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

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

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

The direct educational task of the Graduate School is to foster in its students those traditions of scholarliness that are central to advanced studies and research. The Graduate School offers an opportunity to continue studies at advanced levels in structured programs. The programs for graduate degrees are designed to develop in graduate students a broad and deep knowledge of the chosen discipline, the discipline's research methodology and the development of skills and competencies necessary for advancement in professional careers.

Through the steady flow of graduates into the community, the Graduate School helps to meet contemporary society's need for advanced scholarship; for basic knowledge; and for skills and competencies that are the result of serious graduate study and research.

Office

The office of the Graduate School is located in Room 1603 of the Frank J. Lewis Center, 25 East Jackson Boulevard, Chicago, Illinois 60604. The office is open from 9:00 a.m. – 5:00 p.m. Monday through Friday.

Student Responsibility

The student assumes the responsibility to know and meet both the general and the particular regulations, procedures and deadlines set forth in this bulletin.

Every effort has been made to provide final and accurate information herein. However, the University does reserve the right to revise its bulletins and schedules of classes and to change any policies, procedures, regulations, courses, programs, requirements or schedules of fees and tuition.

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.

The Lincoln Park Campus

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

(ACADEMIC)
Arthur J. Schmitt Academic Center (SAC), 2323 N. Seminary
Library, classrooms, faculty and most administrative offices for the College of Liberal Arts and Sciences and the School of Education.
Michael J. O'Connell Center, 2300 N. Kenmore
Laboratories and offices for the Departments of Biological Sciences and Chemistry.
Thomas F. Levan Center, 2322 N. Kenmore
Classrooms and offices for the Departments of Nursing and Geography.
Peter F. Byrne Hall, 2219 N. Kenmore
Offices and classrooms for the Department of Physics. Byrne Hall also houses the offices and facilities of the Mental Health Clinic.

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

Fine Arts Center, 804 W. Belden
Offices, classrooms and practice studios for the School of Music and the Goodman School of Drama.

Francis A. McGaw Hall, 802 W. Belden
Classrooms and offices for the Department of Psychology. It also houses the Reading Clinic and the offices for the School of Education’s program in Reading and Other Learning Disabilities.

Concert Hall, 900 W. Belden

(ATHLETIC)

Alumni Hall, 1011 W. Belden
A tri-level structure seating 5,240 contains the classrooms and offices of the Department of Physical Education.

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

(RESIDENTIAL)

Francis X. McCabe Hall, 900 W. Belden
An apartment building with 78 furnished studios, one and two bedroom apartments.

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

Francis V. Corcoran Hall, 910 W. Belden
Undergraduate dormitory facilities that will accommodate up to 180 students.

(SOCIAL)

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

University Commons, 2324 N. Fremont
Recreational facilities.

Concert Hall, 800 W. Belden

The Downtown Center

The Frank J. Lewis Center, Comerford J. O’Malley Place, The 28 E. Jackson Boulevard Building.

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

Qualifications for Admission to the Graduate School

Students are admitted to the Graduate School on the basis of ability to complete programs of study and research prescribed for the advanced degrees which the University confers. Admissions qualifications are measured by academic, professional and personal criteria.

In accord with these factors, students are admitted to the Graduate School in one of the three following categories:
Full Admission

1. Receipt of a bachelor's degree conferred by an accredited institution;
2. Scholastic achievement in undergraduate studies indicating a capacity to pursue a program of rigorous graduate study.

Graduate Record Examination or other national examination scores are not required as a condition for admission to the Graduate School. It is recommended that such scores be submitted if available. Applicants should note, however, that the submission of Graduate Record Examination or other national examination scores is often a departmental requirement for admission to the graduate programs of specific departments.

Please note, these are the minimum requirements for full admission to graduate programs. The departmental sections of this bulletin provide additional, more specific and more selective criteria for admission to specific programs.

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

Non-Degree Seeking Students

The Dean of the Graduate School may, at his discretion, admit as students those applicants who do not clearly meet the requirements for full admission or who do not wish to pursue an advanced degree. Non-degree seeking students may, at some future date, make application for re-classification to full, degree seeking status. The department of the student's major may recommend to the Dean of the Graduate School that courses completed by the student under non-degree seeking status be counted toward fulfillment of degree requirements.

A maximum of three courses completed as a non-degree seeking student may be applied to an advanced degree.

Student-at-Large

The Graduate School may admit a Student-at-Large a graduate student currently enrolled in a graduate program in an accredited institution upon the recommendation in writing of his own graduate dean.

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

Under no circumstances does this constitute admission to a degree seeking program at DePaul University.

Procedures for Application for Admission

Students interested in advanced study at DePaul University should request application forms from the Director of Graduate Admissions, DePaul University, Room 1603, 25 East Jackson Boulevard, Chicago, Illinois 60604. Since the composition of the "application packet" varies from department to department, please include your proposed major field of study in your letter.

Applicants are urged to submit the completed application form and all supporting credentials to the Director of Graduate Admissions prior to August 15 for an initial enrollment in a master's program during the Autumn Quarter, December 1 for the Winter Quarter and February 25 for the Spring Quarter. Applicants to doctoral programs should submit their applications prior to July 15 for initial enrollment in the Autumn Quarter, November 1 for the Winter Quarter and January 25 for the Spring Quarter. Departments may, at their discretion, establish earlier deadlines.
If the applicant intends to apply for financial aid, the application and supporting credentials shall be submitted to the Director of Graduate Admissions before February 1. Announcement of most awards is made by April 1. In accord with the policy of the Council of Graduate Schools of the United States, a recipient must accept or decline the award prior to April 15 at his discretion.

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

A non-refundable fee of $20.00 (check or money order payable to DePaul University in U.S. dollars) must be included with the application form when it is submitted. Any application form received without the fee will be returned.

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

Some departments require the submission of Graduate Record Examination scores (or the scores of other national examinations) and/or letters of recommendation. These additional admission requirements are detailed in the departmental sections of this bulletin.

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

The Dean of the Graduate School notifies by letter each applicant of his admission to the Graduate School. This letter will include a statement of any conditions that may have been recommended and should be presented at that student's initial registration.

Admission is granted for a specific term and year. If the student does not enroll in that term, admission is cancelled and he must apply on the appropriate form for re-admission to a later term. A student may also request, in writing, that his entry term be advanced or deferred.

An applicant admitted to a Ph.D. program is required to pay a non-refundable deposit of $25.00 applicable to his account in the term to which he has been admitted.

It is the policy of the Graduate School that no student be allowed to register for courses until his admission to the Graduate School is authenticated by the letter of admission from the Dean of the Graduate School. The Dean of the Graduate School may waive this requirement following consultation with the chairperson of the applicable department.

Re-admission

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

Re-classification

Any student desiring a change in major or status must file a request for reclassification with the Director of Graduate Admissions.
Admission Procedures for International Students

All foreign students and any student who has been educated outside United States should request general admission information and application forms from the International Adviser, Admissions Office, 25 East Jackson Boulevard, Chicago, Illinois 60604. The application deadlines for students with foreign education are: Autumn Quarter, June 1; Winter Quarter, October 1; Spring Quarter, January 1; Summer Quarter, March 1. To be admitted all students are required to meet academic requirements and 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 form I-20 will be issued only after all admission requirements have been fulfilled.

It is suggested that students make application as early as possible since there are usually long delays in the forwarding of transcripts and supporting credentials.

Admission to Candidacy for a Degree

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

Academic Counseling

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

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

Tuition

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. DePaul reserves the right to change its charges as conditions require.

Tuition and fees listed are for the year 1980-81 and are applicable only to graduate students.

Graduate Student tuition:

- All courses in the 100-200 series—per quarter hour ............................................. $ 62.00
- All music, education, and liberal arts and sciences courses in the 300-700 series—per quarter hour .................................................. 82.00
- All Graduate School of Business courses in the 500-600 series—per course ........... 365.00
- Goodman School of Drama—per quarter ................................................................. 1,221.00
## Service Fees

<table>
<thead>
<tr>
<th>Fee Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Application Fee (all applicants and non-refundable)</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>Registration Fee—each registration</td>
<td>5.00</td>
</tr>
<tr>
<td>Late Graduate Registration Fee (non-refundable)</td>
<td>20.00a</td>
</tr>
<tr>
<td>Change of registration made by the student</td>
<td>10.00b</td>
</tr>
<tr>
<td>Materials fee, see individual course description</td>
<td></td>
</tr>
<tr>
<td>Biology Laboratory Fee: Each Undergraduate course with laboratory</td>
<td>20.00</td>
</tr>
<tr>
<td>Biology Laboratory Fee: Each Graduate course with laboratory</td>
<td>25.00</td>
</tr>
<tr>
<td>Except: Biology 401. With Lab., Lab. Fee, per hr. of credit</td>
<td>15.00</td>
</tr>
<tr>
<td>Biology 496. Lab. Fee, per hr. of credit</td>
<td>15.00</td>
</tr>
<tr>
<td>Biology 498. Lab. Fee, per hr. of credit</td>
<td>15.00</td>
</tr>
<tr>
<td>Biology 598. Lab. Fee, per hr. of credit</td>
<td>15.00</td>
</tr>
<tr>
<td>Biology 599. Lab. Fee</td>
<td>50.00</td>
</tr>
<tr>
<td>Chemistry Laboratory Fee: Each course with laboratory</td>
<td>30.00</td>
</tr>
<tr>
<td>Chemistry breakage deposit for each laboratory course</td>
<td>10.00</td>
</tr>
<tr>
<td>Goodman School of Drama:</td>
<td></td>
</tr>
<tr>
<td>General Fees: Locker, per quarter</td>
<td>5.00</td>
</tr>
<tr>
<td>Script Fee, per quarter</td>
<td>5.00</td>
</tr>
<tr>
<td>Course Fees: Scene Painting courses, per quarter</td>
<td>7.50</td>
</tr>
<tr>
<td>Costume Design courses, per quarter</td>
<td>7.50</td>
</tr>
<tr>
<td>Deposit: Backstage Deposit</td>
<td>25.00</td>
</tr>
<tr>
<td>(applicable to programs in Scene Design, Costume Design, Lighting Design,</td>
<td></td>
</tr>
<tr>
<td>Technical Production and Costume Construction)</td>
<td></td>
</tr>
<tr>
<td>Physics Laboratory Fee:</td>
<td></td>
</tr>
<tr>
<td>Each course numbered under 370, with laboratory</td>
<td>15.00</td>
</tr>
<tr>
<td>except for courses 155 and 156</td>
<td>22.50</td>
</tr>
<tr>
<td>Each course numbered 370 or over, with laboratory, per credit hour</td>
<td>6.50c</td>
</tr>
<tr>
<td>Deferred examination fee on designated days</td>
<td>10.00</td>
</tr>
<tr>
<td>Deferred examination fee on days not designated</td>
<td>20.00</td>
</tr>
<tr>
<td>Dissertation Fee (for Ph.D. candidates)</td>
<td>40.00</td>
</tr>
<tr>
<td>Thesis binding fee (per copy)</td>
<td>5.00</td>
</tr>
<tr>
<td>Graduation fee</td>
<td>25.00</td>
</tr>
<tr>
<td>Service Fee, each Insufficient Fund or Stop Payment check</td>
<td>10.00</td>
</tr>
<tr>
<td>Fee for each transcript of credits</td>
<td>2.00</td>
</tr>
</tbody>
</table>

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### a. In addition to the regular registration fee.

### b. The change of registration fee is charged each time a student adds

### c. a class, or drops a class and adds another class.

### Physics 498—Thesis Research. This fee is NOT charged when

### DePaul laboratory facilities are NOT used.

### General Notes

1. Registration cannot be accepted from a student with an unpaid balance from a prior term. Registrations attempted under these circumstances will be cancelled.

2. 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.

3. 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.

4. 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, or other illegitimate delay.

5. Any foreign checks must be made payable in U.S. dollars or will not be accepted by the University.

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 ½ of tuition and fees must be received in the Cashier’s Office during the first week of the term.
—payment of ½ 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 Graduate School 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:

Prior to the first week of classes .......................................................... 100%
At the end of the first week of classes .............................................. 90%
At the end of the second week of classes ........................................ 75%
At the end of the third week of classes ............................................ 50%
At the end of the fourth week of classes ......................................... 25%
After the fourth week ..................................................................... 0%

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 effecting academic progress and eligibility at DePaul University or any other school to which they may transfer.

Graduate Assistantships

Graduate assistantships are available in most departments offering graduate programs. Each assistantship carries a stipend ranging from $2600-$3200 for the academic year and a tuition waiver for graduate level courses during the academic year and for the summer session immediately following the year of appointment.

The graduate assistant is expected to carry a full course load of at least 10 quarter hours per quarter and to work 20 hours per week at tasks assigned by the department making the appointment. The graduate assistant is not permitted to work outside the University.

For additional information consult your department chairperson.
Financial Aid for Graduate Students

General Procedures

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

Students seeking any other form of financial aid (e.g., fellowships, assistantships, traineeships) should make preliminary application by letter to the chairman of their proposed major department, who will advise them on what further procedures must be followed.

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

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

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

Fellowships

Arthur J. Schmitt Fellowships. This fellowship is for one academic year and is available to students who have graduated from DePaul University. It is awarded to full-time graduate students working for the doctorate in any academic field. A stipend of up to $3000 is granted, plus a tuition waiver. A fellow’s duties are substantially the same as under a graduate assistantship.

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

Assistantships, Traineeships, and Other Aid for Graduate Study

Graduate Teaching Assistantships. The University provides a number of graduate teaching assistantships offering cash stipend and a tuition waiver. Application for an assistantship should be made directly to the chairman of the department in which the student plans graduate study. Stipends range from $2600-$3200.

Students in clinical psychology are eligible to apply to the Department of Psychology for a Mental Health Traineeship. These traineeships are awarded to students who have completed at least two quarters of graduate work. Trainees are assigned to the University Mental Health Clinic on a half-time basis.

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

Research Assistantships. Research assistantships are available in the natural sciences and psychology. Remuneration for these appointments ranges from approximately $2600 to about $3200.
and the work undertaken is usually in the student’s research area. Inquiries concerning such assistantships should be made directly to the department in which the student is studying. These awards include a tuition scholarship.

The Searle Scholarship Fund annually awards a total of fifteen graduate assistantships in the following areas: biological sciences, chemistry, computer sciences, economics, accountancy/taxation and business administration.

The IBM Scholarship Fund annually awards two assistantships, one each in Marketing and Computer Science.

Grants

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

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

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

Student Loans

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

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

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

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

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

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

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

Law Enforcement Educational Loans. Loans not to exceed \$2,200 per academic year are available for full-time study in courses related to criminal justice or suitable for persons employed in criminal justice. The annual rate of simple interest is seven (7) percent on the unpaid balance. The repayment period begins six months after the last day of the month in which the borrower completes the course of study as a full-time student. The total amount of the loan, plus accrued interest, shall be cancelled at the rate of 25 percent for each complete year of certified service as a full-time employee of a public law enforcement agency.

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

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

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

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

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

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

Employment Opportunities

College Work Study Program. Full-time and half-time graduate students who can demonstrate financial need may apply for part-time and/or summer employment under this program, which is co-sponsored by the Federal Government and DePaul University. Students may work (mostly on campus) up to 20 hours weekly while attending classes and up to 40 hours weekly when no classes are scheduled. The basic pay range is from $3.10 to $4.25 or more per hour for Graduate School students, depending upon the job classification. The student's earnings cannot exceed his need. Application should be made to the Office of Career Planning and Placement.

Other Part-Time Employment. Part-time and summer jobs both on and off campus are available for students through the services of the Office of Career Planning and Placement. Rates of pay for graduate students are from $3.10 to $5.00 or more per hour. The location of the University in a metropolitan area contributes greatly to the number and variety of opportunities for employment. In addition, the University itself can offer positions to students. After students have registered for their classes, the Office of Career Planning and Placement will assist them in finding jobs. No proof of need is necessary to qualify for this service.
Housing

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

A limited number of spaces are reserved in McCabe Hall for graduate and law students. McCabe Hall is an apartment building with furnished studios, one and two bedroom apartments. Each apartment has its own kitchen facilities, and laundry facilities are available on each floor.

Graduate students are strongly encouraged to apply for housing as early as possible. For additional information please write or call:

Housing Office
DePaul University
2312 N. Clifton
Chicago, IL 60614
(312) 321-8020
Student Services

Campus Ministry

Spiritual and personal counseling is available through the Campus Ministry Office located in SAC 118 and LC 1617. There are frequent liturgical services, retreats and renewal programs in the Religious Activities Area of the Stuart Center and daily Mass in the Miraculous Medal Chapel of the Lewis Center.

Career Planning and Placement

The University has two offices offering career planning and placement services to students and graduates of the Graduate School. Those seeking either counsel and/or leads regarding part-time or full-time employment in business or government should apply to the Office of Career Planning and Placement in Room 1716 of the Lewis Center. Those who wish counsel and/or employment in teaching and other positions in education should apply to the Teacher Placement Office in Rooms 575-576 of the Schmitt Academic Center.

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, organizations, industries, and projections of the demand for college graduates by types of careers; (3) individual counsel, and (4) 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 University staff in preparation for actual interviews.

Community Mental Health Center

The DePaul University Community Mental Health Center is an agency funded by the Illinois Department of Mental Health and DePaul University. In addition to its services to the community and to DePaul students, it is also a training facility, providing practicum experience for graduate students, both in psychology and social work.

To qualify for service, a student must be currently enrolled in the University full time, part time or evening. Program focus is on behavioral, emotional or adjustment problems, rather than tutorial or learning difficulties. Confidentiality is a high priority and no information is released to any individual without client consent.

The Mental Health Center is located on the third floor of Byrne Hall. For further information, call extension 7880 and ask for the intake worker or Frank A. Dinello, Ph.D., director.

Health Insurance

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

Recreation

Alumni Hall houses a swimming pool and gymnasium with hours scheduled for student and faculty use throughout the academic year. Monthly scheduling may be obtained through the Athletic Department.
The Hayes-Healy Center, also located on the Lincoln Park Campus, is an extension of the athletic facilities. The center offers a weight room, racquetball courts, and a gymnasium for student and faculty use.

Information regarding the use of all facilities and tickets for intercollegiate sports events may be directed to the Athletic Department.

The Alumni Association

Upon graduation, all students become members of the Alumni Association. The activities and services of the Association are varied and many, designed to meet the professional and social needs of DePaul graduates. Communication with the Alumni Office on changes of address, marital status, etc., will assure continual notification on current activities. For more information, please contact the Alumni Relations Office, LC #550, 23 East Jackson Boulevard, Chicago, Illinois, 60604, (312) 321-7643.

The University Libraries

The DePaul University Libraries are divided into three different units: the Lincoln Park Campus Library, the Lewis Center Library and the Law Library. The combined collection consists of over 420,500 volumes, 3,250 periodical titles as well as media such as filmstrips, cassettes, films, microforms, videotapes, a music record library, etc.

The Lincoln Park Campus Library and the Lewis Center Library each have union title-author catalogs of library holdings excluding the Law Library collection. A daily shuttle allows students to request a book from the other library, via the union catalog and the Circulation Department, and have the book delivered within 24 hours to the library at which the request was placed. Library handbooks that describe various services and the physical arrangement of the libraries—and also explain library rules and regulations—are available throughout the library system.

The libraries are members of various cooperative groups including the Center for Research Libraries; the Chicago Public Library System; the Chicago Academic Library Council, which sponsors a reciprocal borrowing program; the Library of International Relations; the Illinois Regional Library Council; and the Illinois Library Information Network, making vast resources in the Chicago and Midwest area available to the students of DePaul University. The library also has CRT terminals and printers that give an on-line hook-up with the huge data base of OCLC, Inc. and subject computer searches from a number of data bases (indexing services in computerized form).

The Lewis Center Library's collection contains over 125,000 volumes, including microforms et alii, and is located on the lower level, second and third floors of the Lewis Center. It supports many of the undergraduate and graduate programs of the university with special strength in commerce. The periodical collection of the library includes 764 subscriptions. The lower level houses the Media Center, including the audiovisual services for the campus and most of the bound periodicals collection. General circulating books and reserve materials are on the third floor. The reference collection, abstracts and indexes, and the current periodicals are located on the second floor. Many of the services provided by the library, e.g. inter-library loan, reference assistance, union card catalog, are also available on the second floor.

The Lincoln Park Campus Library, located on the second, third and fourth floors of the Schmit Academic Center, serves students in the College of Liberal Arts & Sciences, the School of Education, the School of Music and the Goodman School of Drama as well as some graduate departments of the university. There are over 180,000 volumes presently in the collection. The third floor houses the union card catalog, the reference department, the circulation and reserves department, and the social sciences and humanities book collection. The periodicals collection, with over 1,350 current subscriptions, is located on the fourth floor, along with microform materials and books in the natural sciences. The Media Center is located on the second floor and consists of the art slide collection, the Education Resource Center, the music record collection, the listening room and all other audio-visual services of the campus. The collection consists of media of every variety and supplements many university programs.
The Department of Special Collections is located on the fourth floor of the Schmitt Academic Center on the Lincoln Park Campus. Special Collections shelved with the circulating collection include the Verona Williams Den Collection of Afro-American Studies and an Irish collection of many books on the history, literature and culture of Ireland. A facsimile of the Book of Kells can be seen in Room 427. Also housed in the Special Collections Department are a Dickens Collection, including many editions of the works of Charles Dickens, memorabilia, posters, photographs and extra-illustrated volumes of Dickens; an extensive Napoleonic Collection; a Horace Collection; a Sports Collection and various rare books including ten incunabula.

Students are encouraged to visit the libraries to learn of the resources available to them to further their education. Librarians can play a large part in instructing students in the use of supplemental materials in the educational process.

Registration: General Information

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

Counseling. Regular graduate students should contact their faculty adviser prior to registration to facilitate unhurried counseling. Non-degree seeking students should contact the Graduate School Office or their departments. All graduate registration forms must be signed by the Graduate School Office.
Course Credit. Credit is accumulated on the basis of quarter hours. Courses carry four quarter hours credit unless otherwise noted. For comparative purposes, one quarter hour equals ½ semester hour. Graduate credit will not be granted for advanced undergraduate courses (300-level) if the recorded grade is below "B." No credit will be given for any graduate level course with a grade below "C."

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

Specific Information

Mail Registration. Graduate students who have attended the Graduate School within one year prior to the quarter for which they wish to register, formally admitted new students, and re-admitted students are eligible to register by mail. Other students must register in person on the dates specified.

Since mail registration eliminates waiting in lines and the possible closing of desired classes, it is strongly suggested that all eligible students take advantage of this procedure.

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

Registration in Courses in Other Colleges. While a graduate student is able to register for courses offered in other Colleges of the University the registration form is always returned to the Office of the Graduate School.

Residence Registration. Whether in residence or not, all regular graduate students who will use the facilities of the University (library, laboratory, etc.) or who will consult with faculty members regarding theses or examinations shall be registered in each quarter. Graduate students completing a master's degree with thesis should register in the departmental thesis research course for a total of four quarter hours applicable to the degree.
A doctoral candidate who has been admitted to candidacy for the Ph.D. must maintain registration in the University in every quarter of the academic year until the degree requirements have been completed. Resident Candidacy Continuation, non-credit, provides for all doctoral candidates who have completed all course and dissertation research registration requirements, but who are regularly using the facilities of the University for study and research. Students in this category retain full-time status. Laboratory fees, where applicable, will also be assessed. Non-Resident Candidacy Continuation, non-credit, provides for those who are not in residence and need only occasional use of University facilities including the libraries. A fee of $25.00 per quarter is charged for this registration.

**Course Load.** A full course load consists of 10 quarter hours per quarter. Graduate students are advised to undertake no more employment than is reasonably compatible with their proposed graduate studies in any given quarter. For students fully employed, registration for two courses in a quarter is generally the maximum.

**Attendance.** No one is permitted to attend a class for which he has not been properly registered. Registration is not complete until financial arrangements are completed. Any student owing money to the University from a previous quarter will not be permitted to register until those obligations have been paid.

**Courses, Credits and Grades**

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

All courses carry four quarter hours of credit unless otherwise specified.

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

**Graduation**

**IMPORTANT!** Graduation ceremonies are held in June and February. Students are required to file an application for graduation with the Graduate School Office approximately five months before the convocation. Consult a current catalog or class schedule for the exact deadline. In seeking permission to graduate in absentia, the student must submit a letter to that effect to the Dean of the Graduate School at least six weeks prior to the convocation.

**Please Note!** All grade changes, oral or comprehensive examination scores and copies of the thesis must be in the Graduate School Office approximately six weeks before the convocation. The exact deadlines will be published in the current catalog and class schedules and may also be obtained by telephoning the Graduate School Office.

Graduation “with distinction” is obtained when the student: a) receives the grade of “A” in at least 75% of the courses in the degree program and no grade lower than “B” in the remainder of the degree courses, and b) passes the final oral or written examination “with distinction.”
The Master's Degree

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

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

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

Degree Candidacy

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

Language/Tool Requirements

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

Master's Thesis

DePaul offers the master's degree both with and without the thesis. A thesis is always required for the Master of Arts degree offered through the School of Education and the Psychology department. The following departments offer the master's degree with the thesis but allow the student to substitute in its place some additional work, additional courses and often a paper: Economics Education, English, History, Music, Physics and Sociology. A thesis is never required for the degree Master of Business Administration. In English and Music the student may substitute a creative composition for the thesis. A thesis is always required for the Master of Science in Biological Sciences.

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

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

When completed, the thesis is submitted to the director of the thesis committee for consideration. Whatever changes or additions are necessary must be made by the final date of acceptance, or
the student will not be permitted to graduate until a subsequent convocation. When the thesis is accepted, three or more typewritten copies must be filed in the office of the Graduate School by a given date. The date will be published in the current bulletin and class schedule or may be obtained directly from the Graduate School. The responsibility of meeting this deadline lies with the student.

Paper on Approved Topic

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

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

Comprehensive Examinations

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

The student makes application for this examination through the Graduate office no later than October 17 for the February Convocation and February 14 for the June Convocation. If the student does not pass the examination, the Dean may grant permission for another examination on the recommendation of the department of the student's major field. This examination may not be repeated until after the next convocation, nor may the examination be taken more than twice.
The Doctor of Philosophy Degree

The Doctor of Philosophy is the highest academic degree that DePaul University confers. It symbolizes that the recipient has demonstrated objectively his proficiency in some broad area of learning as well as his potential to explore and advance that field of knowledge by independent scholarly research. The Graduate Council approves the following minimum requirements for all candidates for the Doctor of Philosophy degree. Additional requirements are set by the department. They are stated in the announcements in the departmental sections of this bulletin. Any department may, with the approval of the Graduate Council, make further regulations not inconsistent with the general rules.

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

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

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

Residence

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

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

Language and Allied Requirements

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

Examinations

The Graduate Council sets two examinations for all doctoral candidates: the comprehensive or doctoral candidacy examination; and the final examination on the dissertation. A department may, in addition, require an initial or preliminary examination.

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

The Final Examination is on the doctoral dissertation. A doctoral candidate may not petition for his Final Examination before eight months after admission to candidacy. The Chairman of the Examination Committee prepares a report of the results of the Final Examination, signed by all members thereof, and sends it to the Dean of the Graduate School.

Admission to Candidacy

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

For Admission to Candidacy the doctoral candidate shall complete: a) three consecutive quarters of full time study beyond the Master's level; b) the departmental language or allied requirements; c) the doctoral candidacy or comprehensive examination.

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

Dissertation

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

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

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

To defray the costs of microfilming and publication, a dissertation fee of $40.00 is assessed. Microfilming is considered by the University to be a form of publication. Publication by microfilm, however, does not preclude the printing of the dissertation in whole or in part in a journal or monograph.

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

Time limits to complete the requirements for the Doctor of Philosophy degree: 1) between admission to the doctoral program and admission to candidacy: not more than four years; 2) between admission to candidacy and the final examination: not less than eight months, and not more than five years.
Administration Studies Center

Dominic G. Parisi, Ph.D., Director
Robert M. Heller, Ph.D., Associate Director
William Gellman, Ph.D., Director, Rehabilitation Services Training Program

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

Master of Science in Management of Public Service

The Administration Studies Center, in existence for eleven years, has grown almost tenfold in this period, providing management training to mid-career managers in the public sector and to post-baccalaureate students. Courses are arranged for students in full-time employment and are taught on the evenings or on an intensive basis.

Specific requirements of the Public Service program include, a) a baccalaureate degree, b) submittal of scores earned on either the Graduate Record Examination or the Graduate Management Admission Test, c) competency in Principles of Management, Macroeconomics, Accountancy and Statistics. Arrangements can be made to fulfill the competency requirements with conditional acceptance.

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

Master of Science in Management of Rehabilitation Service

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

Applications for admission and requests for a detailed program brochure may be obtained directly from the Administration Studies Center at 28 East Jackson Blvd. Phone (312) 321-7845.
Department of Biological Sciences

Robert A. Griesbach, Ph.D., Associate Professor, Chairman
John R. Cortelyou, C.M., Ph.D., Professor
Robert C. Thommes, Ph.D., Professor
Danute S. Juras, Ph.D., Associate Professor
Dolores J. McWhinnie, Ph.D., Associate Professor
Mary A. Murray, Ph.D., Associate Professor
Daniel G. Oldfield, Ph.D., Associate Professor
James E. Woods, Ph.D., Associate Professor
Daniel Gibbs, Ph.D., Assistant Professor
Robert A. Andersen, M.S., Instructor

Goal

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

Aims

1) To provide assistance in planning a specific program or sub-program of studies which will enable the student to advance toward his/her career goal.
2) To provide a series of lecture, laboratory, and seminar courses appropriate to the specific degree programs offered.
3) To provide opportunities for research leading to the thesis and dissertation in accord with the student’s degree program and the faculty’s research interests.
4) To provide continuing opportunities for interaction between faculty and students through formal and informal learning situations in order to further promote the existence of a scholarly environment.

Learning Objectives

1) Acquisition and understanding of knowledge to the extent expected at the master’s and doctoral level.
2) Improvement in ability to synthesize, interpret and conceptualize biological information consistent with achievement of the master’s and doctoral degrees.
3) Development of laboratory skills and methodologies at a level that enables the student to acquire, independently, new knowledge relating to life and the principles of living systems.
4) Achievement of the ability to communicate biological knowledge effectively to others in both oral and written fashion.
5) Achievement of the habit of objective observation and evaluation as well as attitudinal values, in keeping with the expectations of Science and Professional Biologists.

Graduate Programs

Master of Science

A program of study leading to the Master of Science degree in Biology is designed for students who (1) have a strong desire to increase their scope and understanding of the life sciences; (2) plan additional education at the master’s level for increased proficiency in teaching and/or research; (3) plan to continue study toward the Ph.D. degree.
The master’s program provides lecture, laboratory and seminar courses along with learning experiences in research and undergraduate laboratory assisting, to aid students in achieving their stated goals. Students develop a particular program of studies in consultation with their Academic Advisor.

Prerequisites

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

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

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

Requirements:

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

2) A minimum of two seminar courses.

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

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

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

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

Doctor of Philosophy

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

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

Prerequisites

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

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

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

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

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

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

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

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

8) Presentation of a formal (public) seminar.

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

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

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

Advanced Undergraduate-Level Courses

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

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


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

311 Histology. Microscopic study of vertebrate tissues and organs. Lecture-Laboratory. (5).

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

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

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

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


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

368 Cell Physiology and Toxicology. Analysis of organelle enzyme systems, unit structures, and physiology relating to cellular metabolism, transport, and energy conversion processes in the presence of toxic substances. Lecture only. (4). Lecture-Laboratory. (5).

380 General Physiology. Study of the chemical and physical phenomena operative in physiological processes common among living organisms. Lecture-Laboratory. (5).
386 Introduction to Endocrinology. Study of hormonal regulation in animals. Lecture Only. (4). Lecture-Laboratory. (5).

Graduate Courses

The following courses carry credit hours as designated.

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

401 Independent Study. Experimental and/or Library study of selected topics in the life sciences. A—Cell Biology, B—Immunobiology, C—Developmental Biology, D—Physiology, E—Endocrinology, F—Genetics, G—Structural Biology, H—Ecology. Autumn, Winter, Spring, Summer. (2 or 4)

410 Biology of Hard Tissues I. Analysis of structure and biochemistry, and cell function in hard tissues of Invertebrate and Vertebrate organisms. (3).

412 Biology of Hard Tissues II. Analysis of the regulation of structure, function and biochemistry of vertebrate hard tissues by vitamins and hormones. (3). (Prerequisite: Biology 410.)

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


421 Cell Physiology. Cell Cycle Physiology. Laboratory. (2).


426 Experimental Immunology. Laboratory. (2).

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

431 Advanced Developmental Biology. Laboratory. (2).

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

436 Comparative Animal Physiology. Laboratory. (2).

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

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

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

445 Physiology of Reproduction. Laboratory. (2).

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

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

Seminars:

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


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


Neurobiology. Additional studies and current problems in neurobiology. (4).

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


Special course for Graduate Laboratory Teaching Assistants:

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

Research:

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

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


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

Resident Candidacy Continuation. Students admitted to candidacy for the doctoral degree who have completed all course and dissertation registration requirements but who are regularly using the facilities of the University for study and research are required to be registered each quarter of the academic year until the dissertation and final examination have been completed. Non-credit, $328.00 per quarter. (Prerequisite: Admission to candidacy).

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

Robert D. O'Keefe, Ph.D., Associate Dean, Graduate Affairs
Philip Kemp, M.B.A., Assistant Director

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

Application for admission and additional information may be obtained directly from the Graduate School of Business Office, Room 1204, or by calling 321-7810.

Master of Business Administration Degree

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

Master of Science in Accountancy Degree

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

Master of Science in Taxation Degree

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

Master of Accountancy Degree

The Master of Accountancy (M.Acc.) is a professional graduate degree in accounting and auditing. It prepares students for professional accounting positions in public accounting, business and industry and public sector. Its objectives are to provide advanced technical preparation in accounting and auditing, the professional judgment to use the technical preparation and the managerial skills and knowledge needed to rise above entry level positions.
Department of Chemistry

Jurgis A. Anyzas, Ph.D., Chair, Associate Professor
Avrom A. Blumberg, Ph.D., Professor
Fred W. Breitbeil, III, Ph.D., Professor
Sanat K. Dhar, Ph.D., Professor
Edwin F. Meyer, Ph.D., Professor
Sara Steck Melford, Ph.D., Assistant Professor
Thomas J. Murphy, Ph.D., Associate Professor
Robert L. Novak, Ph.D., Associate Professor
William R. Pasterczyk, Ph.D., Professor
Franklin S. Prout, Ph.D., Professor

Purpose

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

Prerequisites

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

Degree of Master of Science

Requirements

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

Programs

A. Chemistry

1. Thesis Option

(a) Satisfactory credit in the following courses:
   422, 424 Advanced Inorganic Chemistry
   450, 452 Advanced Organic Chemistry
   470, 472 Advanced Physical Chemistry
   490 Advanced Analytical Chemistry
   one course of 430 Polymer Synthesis or 476 Polymer Science

(b) A minimum of twelve quarter hours of research credit.
(c) A satisfactory thesis.
(d) An oral examination: This is in two parts. The first part is the thesis presentation and defense, and the second part is an oral examination concerning the candidate's general knowledge of chemistry.

2. Non-Thesis Option

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

Chemistry as a Minor Field

Prerequisites

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Advanced Analytical Chemistry. Prerequisite: Course 147. Offered in Spring quarter of odd numbered years.

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

Independent Study. Variable credit. Prerequisite: Permission of chairman. (This course may be repeated for credit.) Offered by arrangement.
Program in the Computer and Information Sciences

Helmut Epp, Ph.D., Program Director, Associate Professor
Walter Pranger, Ph.D., Chairman, Professor
J. Marshall Ash, Ph.D., Professor
Jerry Goldman, Ph.D., Professor
Jacob Towber, Ph.D., Professor
Stephen Vegi, Ph.D., Professor
Susanna Epp, Ph.D., Associate Professor
Constantine Georgakis, Ph.D., Associate Professor
Lawrence Gluck, Ph.D., Associate Professor
Gerald Gordan, Ph.D., Associate Professor
Sigrun Goes, Ph.D., Associate Professor
Effat Moussa-Hamouda, Ph.D., Associate Professor
Roger Jones, Ph.D., Associate Professor
Glenn Lancaster, Ph.D., Associate Professor
Michael Wichman, Ph.D., Associate Professor
Yuen-Fat Wong, Ph.D., Associate Professor
Gary Andrus, Ph.D., Assistant Professor
Barbara Cortzen, Ph.D., Assistant Professor
John Duddy, Ph.D., Assistant Professor
Robert Fisher, Ph.D., Assistant Professor
David Goldberg, Ph.D., Assistant Professor
Steven Homer, Ph.D., Assistant Professor
George Knafi, Ph.D., Assistant Professor
Jeanne LaDuke, Ph.D., Assistant Professor
Carolyn Narasimhan, Ph.D., Assistant Professor
Henry Harr, M.S., Instructor
James Kenevan, M.S., Instructor

Purpose

The Computer and Information Sciences are concerned with the basic principles and technology involved in the applications and development of digital computers.

The Department of Mathematical Sciences offers a course of study leading to the degree of Master of Science in Computer Science. The goal of the program is to provide the student with the knowledge required for further graduate study or to provide professional training to prepare highly competent and broadly skilled practitioners.

Specific concentrations are detailed in Phase II section below.

Prerequisites

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

Requirements for the M.S. in Computer & Information Sciences

Phase I

The first phase of the curriculum provides students with the background in Computer Science or Mathematics for a successful pursuit of the degree program. Depending on the student's back-
ground, all or part of the Phase I curriculum may be waived through available equivalency exams or after consultation with the director of the Computer Science Program.

**Computer Science**

CSC 340, 341  Computer Science I, II.
CSC 342  Data Structures and File Processing
CSC 344  Assembly Language.

**Mathematics**

MAT 150, 151  Calculus I, II.
MAT 348  Applied Statistical Methods and Theory I.

Depending on concentration, MAT 220 or further Probability and Statistics courses may be required. Please consult a counselor for guidance. See the section, “Phase I Courses for Computer Sciences,” for course descriptions.

**Phase II**

Forty-eight quarter hours of graduate-level work are required. All students must complete the following 5 core courses.

CSC 442  Data Structures.
CSC 445  Computer Architecture.
CSC 446  Computer Operating Systems.
CSC 447  Concepts of Programming Languages.
CSC 491  Design and Analysis of Algorithms

Students may select one of the following concentrations and complete the indicated course work. Alternatively, a student may petition the Program Director and choose a personalized concentration.

1. **Computer Science**

   CSC 420  Discrete Structures
   CSC 448  Compiler Design
   CSC 459  File Management and Organization

   One of the following:
   
   CSC 490  Theory of Computation
   CSC 492  Advanced Topics in Algorithms
   CSC 493  Automata Theory

2. **Information Systems**

   CSC 459  File Management and Organization
   CSC 475  Computer Systems: Design and Analysis
   CSC 573  Data Bases and Data Management

   One of the following:
   
   CSC 462  Data Communications
   CSC 560  On-Line Systems and Telecommunications
   CSC 575  Computer Information Systems

3. **Statistical Computing**

   CSC 527  Applied Statistical Methods
   CSC 528  Statistical Design and Analysis of Experiments

   Two of the following:
   
   CSC 423  Data Analysis and Statistical Software I
   CSC 454  Multivariate Statistics
   CSC 456  Applied Regression Analysis
   CSC 489  Queuing Theory with Computer Applications
CSC 512  Applied Time Series and Forecasting
CSC 586  Computational Methods for Data Analysis

4. Operations Research and Mathematical Modeling
CSC 485  Numerical Analysis I
CSC 487  Operations Research I

Two of the following:
CSC 422  Mathematical Software
CSC 433  Computer Simulation
CSC 455  Stochastic Processes
CSC 486  Numerical Analysis II
CSC 488  Operations Research II
CSC 489  Queuing Theory with Computer Applications
CSC 512  Applied Time Series and Forecasting
CSC 579  Computer Random Simulation

The remaining courses may be elected from among the 400 or 500 level Computer Science courses or, upon approval by the Computer Science program director, from among the graduate level courses in Liberal Arts and Sciences or the Graduate School of Business.

All students must also pass a comprehensive examination which will cover the five core courses as well as two topics chosen (with departmental approval) from the required courses for that student's concentration. The candidate must submit an application to take the comprehensive exam before the quarter during which the exam will be taken.

Graduate Courses
420  Discrete Structures. Basic set theoretic and finite algebraic structures with their applications to computer science. Graph theory, switching circuits, finite state machines, and other topics.

422  Mathematical Software. Computer packages for numerical methods and operations research, including linear and non-linear optimizations. (Prerequisite: MAT/CSC 485 or 487)

423  Data Analysis and Statistical Software I. Descriptive statistics, contingency tables, t-tests, regression and correlation, residual analysis, modelling, and robustness. These topics will be studied from a data analytic perspective, supported by a thorough investigation of available statistical software. (Prerequisite: 348 or consent.)

424  Data Analysis and Statistical Software II. Continuation of CSC 423. Topics include analysis of variance, multivariate statistical methods, discriminant analysis, principal components analysis, and factor analysis. (Prerequisite: CSC 423 or consent.)

433  Computer Simulation. Computer simulation of social, biological and physical systems. Simulation languages DYNAMO, GPSSII, GASP, SIMSCRIPT, SIMPAC, and SIMULATE. (Prerequisite: Knowledge of a programming language.)

442  Data Structures. Representation and management of data in a computer. String and numeric representation, string manipulation, arrays, stacks, queues, linked lists, trees, graphs, sorting, and searching.

445  Computer Architecture. A structured comparative study of computer organizations and design strategies. Memory organization, general register processors, stack processors, register transfer level, microprogramming and emulation. (Prerequisite: 442 or consent of instructor.)

446  Computer Operating Systems. A conceptual introduction to operating systems. Multiprogramming, timesharing, concurrent and cooperating processes, scheduling policies, storage management and file management. (Prerequisite: 444 or consent of instructor.)

447  Concepts of Programming Languages. A comparative study of computer languages such as ALGOL, PL/1, FORTRAN, APL, COBOL, LISP, and SNOBOL. Information binding, semantics, context free grammars. (Prerequisite: 442 or consent of instructor.)

448  Compiler Design. Design and structure of high level languages. Lexical Scan, top down and bottom up syntax analysis. Syntax directed translation and LR(k) grammars. (Prerequisite: 442 or consent of instructor.)

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454 Multivariate Statistics. The general linear model for multivariate regression and analysis of variance; principal components and factor analysis. Use of the SPSS package to support these topics. (Prerequisite: MAT 220, MAT 349 or 353)

455 Stochastic Processes. Markov chains; branching processes; Poisson process; queuing theory; telephone traffic problems; applications. (Prerequisite: MAT 348 or 351)

456 Applied Regression Analysis. Simple linear, multiple, polynomial and nonlinear regression models. Selection of best regression equation and examination of residuals for homoscedasticity and autocorrelation. Data analysis with the aid of computer programs. (Prerequisite MAT 348 or 352)

459 File Management and Organization. Hardware and its parameters. File system organization including indexed and tree structured files. File system evaluation. Data base implementation. (Prerequisite: 442)

460 Topics in Operating Systems. A survey of topics of current interest. (Prerequisite: 446)

462 Data Communications. Theory and components of data communication systems, modes, codes, and error detection techniques for data transmission, network protocols and line control procedures, communication carrier facilities and system planning. (Prerequisite: MAT 151 and consent of instructor)


472 Metamathematics, Logical Deduction and Computers. Deduction in formal theories; decidability, consistency, and completeness; the limits of formal reasoning, Gödel's Theorem, the halting problem for Turing machines, other undecidable problems, elementary recursion theory. (Prerequisite: Some familiarity with formal mathematical reasoning)


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

482 Data Processing—A Legal Perspective. Practical legal considerations arising in a data processing environment are discussed. Areas include: legislation, contracts, copies rights, patents and fraud.

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


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

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

489 Queuing Theory with Computer Applications. An overview of queuing theory—Queuing systems, related random processes, classification of queues, Priority queuing, Computer time sharing and multi-access systems. (Prerequisite: MAT 348 or 351)

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

491 Design and Analysis of Algorithms. Consideration of interesting and efficient algorithms for sorting, graph theory, matrix operations and integer arithmetic. Emphasis on measuring the complexity of algorithms and on methods of designing algorithms. (Prerequisite: 442)
492 **Advanced Topics in Algorithms.** An in-depth discussion of one or more of the following topics: algorithms for integer operations, polynomial arithmetic including applications of the fast Fourier transform, matrix operations, pattern matching algorithms, proving lower bounds on the complexity of algorithms. (Prerequisite: 491.)

493 **Automata Theory.** An introduction to the most important abstract models of computation and their applications. Finite state machines, pushdown automata, Turing machines, intractable problems, NP-complete problems. The relationship between formal grammars and automata. (Prerequisite: 420 or consent)

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

495 **Formal Grammars.** Study of formal grammars as they relate to automata and to other areas of computer science. Regular, context-free and context-sensitive grammars, closure properties of languages, ambiguity, decidability, AFL's. (Prerequisite: 420 or consent)

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

497 **Information Theory.** An introduction to the basic concepts of information theory and coding theory. Measure of information, the fundamental theorem, Hamming, BCH, and other cyclic codes. (Prerequisite: CSC 420 and MAT 348 or consent.) (Cross-listed with MAT 497.)

510 **Introduction to Systems Programming.** Introduction to macro assembly systems and general macro processors. Input and output control systems. Debugging tools. (Prerequisite: 445, 446, or consent of instructor.)

512 **Applied Time Series and Forecasting.** Theory and computer implementation of the Box-Jenkins Techniques with emphasis on forecasting Business and industrial activity. (Prerequisite: MAT 349 or 353 or consent.) (Cross-listed with Econ. 512.)

527 **Applied Statistical Methods.** Inference from one, two, and k samples about means, variances, and proportions. Linear regression and analysis of variance. Analysis of covariance. Use of statistical packages. (Prerequisite: MAT 348 or 352)

528 **Statistical Design and Analysis of Experiments.** Linear models and quadratic forms. Single, two and several factor experiments. Incomplete designs, confounding and factorial experiments. Response surfaces and partially balanced incomplete block designs. (Prerequisite: MAT 349 or 353)

545 **Advanced Computer Organization.** This course, a continuation of CSC 445, will discuss parallel, array and pipeline processors and other topics of current interest. As a class project students will design and microprogram a CPU using bit-slices techniques. (Prerequisite: 445.)

548 **Advanced Compiler Design.** Emphasis on practical problems in implementing compilers. Data flow analysis, code optimization, error analysis. Discussion of compiler generators. As a class project students will write a compiler. (Prerequisite: 448.)

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

562 **Computer Communication Network Design and Analysis.** Quantitative approaches to the design of data communications networks. Practical examples of networks. Statistical multiplexing and buffering at communication concentrators. Topics in overall network design. (Prerequisite: MAT 348, CSC 560 or consent of instructor.)

573 **Data Bases and Data Management.** Integrated data bases, architecture of data base systems, storage structures, integrated management systems, on-line file organization. (Prerequisite: 304, 442, or consent of instructor.)

574 **Advanced Topics in Data Base.** Study and comparison of relational, hierarchial and network data base systems. Problems of implementation of Data Base management systems. Critical evaluation of commercial Data Base systems. (Prerequisite: 573.)

575 **Computer Information Systems.** Introduction to the design and analysis of computer based information storage and retrieval systems. Retrieval systems using natural language, questionanswering techniques. Storage and retrieval of unstructured and well-structured data. On-line
inventory systems and bibliographic search systems. (Suggested Prerequisite: 573 or consent.)

579 **Computer Random Simulations.** Algorithms for random number generations; simulations of discrete and continuous probability distributions; simulations of random processes such as Markov chains, random walks, queues, inventory systems and time series. (Prerequisite: MAT 348 or 351)

580 **Mathematical Modeling with Computers.** Types and elements of mathematical modeling. The analytical stage of model building. Computer implementation and validation of models. (Prerequisite: MAT 210)

586 **Computational Methods for Data Analysis.** Data management and manipulations; simulation of random processes; computational graphics; numerical computations; linear and nonlinear models. (Prerequisite: MAT 348 or 352)

595 **Computer Logic Design.** Combinational logic design. Sequential logic design. Fault detection and fault tolerant design. Multi-valued logic.

599 **Topics in Computer Science.** (Prerequisite: Consent of instructor.)

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

604 **Advanced Topics in COBOL.** Tape and direct access programming. Job Control Language. Utilities and File management. (Prerequisite: 603.) Laboratory fee.

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

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

**Phase I Courses for Computer Science**

340 **Computer Science I.** An introduction to computer science using PL/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 **Computer Science II.** A continuation of MAT 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 and File Processing.** File processing environment and file manipulation techniques. Algorithms for manipulating linked lists, binary, B and B* trees. Algorithms and techniques for implementing inverted lists, multilists, indexed sequential and hierarchical structures. ISAM and VSAM will be discussed. Programming projects will be assigned using PL/1 on the IBM-370. (Prerequisite: CSC 341) Laboratory fee.

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

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

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

MAT 220 **Linear Algebra with Applications I.** Vectors; equations of lines and planes; matrices; linear independence; linear transformations; determinants. (Prerequisite: 151)

MAT 348 **Applied Statistical Theory and Methods I.** Elements of probability theory; discrete and continuous probability models; principles of estimation theory and hypothesis tests with emphasis on large and small samples, inference concerning means, variances and proportions. (Prerequisite: Elementary Calculus and one course in elementary statistics.)
Goodman School of Drama

John R. Watts, Ph.D., Dean
Joseph Guastaferro, M.F.A., Associate Dean
Bella Itkin, Ph.D., Professor of Acting
Virgil Johnson, M.A., Associate Professor of Costume Design
James Maronek, M.F.A., Associate Professor of Scene Design
G. E. Naseilia, B.F.A., Associate Professor of Lighting Design
John O'Malley, Ph.D., Assistant Professor of Graduate Seminar
Joseph Slowik, M.F.A., Professor of Directing

The program of study, leading to the degree of Master of Fine Arts, provides both theoretical and practical work in the student’s chosen area of specialization. Areas of specialization include: acting, costume design, scene design, light design and directing.

Class work is complemented by group projects continuously involving each graduate student in some aspect of the production program. Every student is regularly assigned to a unit of work planned to suit individual capacities and to apply basic theory to practical problems. These assignments carry course credit; and each student’s work is continuously evaluated by the faculty. Students receive new assignments approximately every six weeks. The projects involve them in a variety of tasks running all the way from costume construction to designing the scenery for a major production; and from acting in a scene to playing a leading role in a fully-mounted professionally directed production.

The application of theory to practice is a basic educational principle. As one of the first schools in the country to offer a structured set of courses in the dramatic arts, the Goodman curriculum and philosophy have since been widely emulated. An original concept, which has never been changed, is class instruction complemented by extensive production experience.

Learning Objectives

1. To prepare the student for creative participation in any form of theatre demanding talents developed to a high level of competence;
2. To provide the student with the esthetic background requisite to an understanding of this art;
3. To develop specific skills and disciplines necessary for competence in the student’s area of specialization.

Degree of Master of Fine Arts

Candidates will be accepted for the degree of Master of Fine Arts in the areas of acting, design and directing. Requirements for admission are the degree of Bachelor of Fine Arts or Bachelor of Arts with a minimum of 90-quarter hours in drama and theatre of which not more than 12-quarter hours may be in dramatic literature and/or history of theatre. In addition to these hour requirements, applicants must demonstrate through auditions, interviews or portfolios a level of proficiency suitable to the beginning of advanced professional training. Applicants who do not fulfill these requirements may be enrolled as special students in basic undergraduate courses for such time as is necessary to make up any deficiencies. During his graduate training, in addition to the required classwork, each student will:

1. Complete several projects in the area of specialization, each one involving the student in a responsible assignment.
2. Complete a master’s thesis or thesis project demonstrating an ability to do independent creative work. It may involve the direction or design of a full-scale production or the performance of a demanding leading role.
3. Pass two examinations: (a) a comprehensive examination in dramatic literature and history of theatre and (b) a comprehensive examination in the area of specialization.

Applications for admission and additional information may be obtained directly from the Goodman School of Drama, 504 W. Belden, Chicago, Illinois 60614, or by calling 321-8374.
Department of Economics

William R. Waters, Ph.D., Professor, Chairman
Bala N. Batavia, Ph.D., Associate Professor
Donald L. Bumpass, Ph.D., Associate Professor
James E. Ciecka, Ph.D., Associate Professor
James J. Diamond, Ph.D., Professor
Floyd R. Dill, Ph.D., Assistant Professor
Robert W. Faulhaber, Ph.D., Professor
William A. Hayes, Ph.D., Professor
Michael L. Klima, Ph.D., Assistant Professor
Adolph E. Mark, Ph.D., Associate Professor
Michael S. Miller, Ph.D., Assistant Professor
Margaret A. Oppenheimer, Ph.D., Associate Professor
Richard M. Thornton, Ph.D., Associate Professor
Richard J. Wittgen, Ph.D., Associate Professor
George E. Wright, Ph.D., Assistant Professor

Purpose

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

Degree of Master of Arts

Prerequisites

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

Requirements—Thesis Program

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

2. A thesis is required. It is necessary for the student to seek the approval of a faculty member in the department to write the thesis under his/her direction. Important to this approval is acceptance of the thesis topic by the professor. The student must register for Economics 600, Thesis Research, for which eight quarter hours of credit are given.

3. An oral comprehensive examination covering the thesis and the Area of Economic Concentration of the thesis is required. This examination will be taken after submission of an approved final draft of the thesis. If the thesis is evaluated as excellent and the student’s grade point average is above-average, the chairperson may dispense with the oral examination.
Requirements—Non-Thesis Program

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

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

Economics as a Minor Field

Prerequisites

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

Advanced Undergraduate Courses

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

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

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

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

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: Economics 104.)

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

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

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

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

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

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

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

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

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

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

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

417 Economic Concepts for Use in Existing School Curriculums. A basic survey course aimed at teachers of social studies, history and consumer education who have not had college level economics or whose exposure to economics was too far in the past to have dealt with current economic theories and policies. Teachers attending the course will become familiar with curriculum material available for teaching economic concepts at almost any grade level and within any subject content. (Prerequisite: Graduate Standing. Not applicable to a master’s degree in economics. Cross listed with Education 429.)

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

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

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

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

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

499 Independent Study.

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

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

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

509 Managerial Macroeconomics. The introduction and uses by business of GNP and other national income accounts; explanation and uses by business of the major macroeconomic models; the significance of social capital rates to private business; the use of time series in business planning; the composition and use of price indexes; and income policy proposals. (Prerequisite: Graduate Standing.)

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

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

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

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

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

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

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

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

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

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

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

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

561 Economics of Underdeveloped Countries. An introduction to the analytic skills of the economist applied 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: Graduate Standing)

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

580 Topics In Quantitative Economics. This course is designed to acquaint students with certain areas of quantitative and mathematical economics. To a great extent the content of the course
will depend upon the individual instructor. Topics generally included in this course are activity analysis, linear programming, game theory, input-output analysis, growth theory, and inventory and portfolio analysis. (Prerequisites: Graduate Standing, Economics 305 or G.S.B. 512, and Economics 380 or equivalent)

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

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

600 Thesis Research. The student writing his thesis for the Master of Arts degree must register for this course. He will pursue his research under the direction and guidance of a member of the graduate faculty. Eight quarter hours of credit is given upon the successful completion of the thesis. (Prerequisite: Permission of the Department Chairman.)
Economic Concentration. While it is not required, a student may acquire an Area of Concentration by completing four courses in one of the areas listed below.

I. BUSINESS ECONOMICS*
   Econ. 312 Business and Society
   Econ. 507 Macroeconomic Models
   Econ. 512 Applied Time Series and Forecasting
   Econ. 514 Industrial Organization and Prices
   Econ. 515 Business and Public Policy
   Econ. 516 Problems in Corporate Financial Policy
   Econ. 580 Topics in Quantitative Economics

II. DEVELOPMENT AND INTERNATIONAL ECONOMICS
   Econ. 359 Theory of Economic Development
   Econ. 361 International Trade
   Econ. 539 Comparative Economic Systems
   Econ. 560 Development of American Economy
   Econ. 561 Economics of Underdeveloped Countries
   Econ. 557 Topics in Theory of International Trade
   Fin. 557 Problems in International Finance

III. ECONOMICS OF MONEY AND FINANCE
    Econ. 507 Macroeconomic Models
    Econ. 557 Topics in Theory of International Trade
    Fin. 505 Finance and Public Policy
    Fin. 510 Advanced Monetary Theory and Banking
    Fin. 599 Graduate Seminar in Finance

IV. SOCIAL ECONOMICS**
    Econ. 316 Business and Society
    Econ. 312 European Economic History
    Econ. 317 American Economic History
    Econ. 320 Economics and the Common Good
    Econ. 325 Economics of Poverty
    Econ. 330 Economics of Socialism
    Econ. 359 Theory of Economic Development
    Econ. 515 Business and Public Policy
    Econ. 519 Labor Force Analysis and Wage Theory
    Econ. 539 Comparative Economic Systems
    Econ. 551 Health Economics
    Econ. 560 Development of the American Economy
    Econ. 561 Economics of Underdeveloped Countries

V. URBAN AND MANPOWER
    Econ. 310 Economics of the Urban Environment
    Econ. 318 Labor Economics and Organization
    Econ. 325 Economics of Poverty
    Geo. 333 City Problems and Planning
    Mgmt. 333 Labor Law and Legislation
    Econ. 335 Resource, Energy, and Environmental Economics
    Econ. 368 Industrial and Commercial Location
    Econ. 518 Labor Force Analysis and Wage Theory
    Econ. 550 Regional and Urban Economics
    Econ. 551 Health Economics

VI. QUANTITATIVE ECONOMICS
    Econ. 507 Macroeconomic Models
    Econ. 512 Applied Time Series and Forecasting
    Econ. 576 Econometric Methods
    Econ. 580 Topics in Quantitative Economics
    Econ. 581 Mathematics for Economics and Business II

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

Wilma S. Longstreet, Ph.D., Professor, Dean, School of Education
Francis J. Beck, A.M., Assistant Professor, Reading & Learning
John C. Bohan, M.Ed., Assistant Professor, Education
Urban H. Fleige, Ph.D., Professor, Emeritus
William E. Gorman, Ed.D., Associate Professor, Human Services & Counseling
Judith A. Gunnison, Ph.D., Assistant Professor, Reading & Learning
Edward Ignas, Ed.D., Professor, Human Services
Andrew T. Kopan, Ph.D., Professor, Educational Policy Studies & Services
Suzanne T. Major, Ph.D., Associate Professor, Reading & Learning
John J. Lane, Ph.D., Associate Professor, School Administration
Alfred L. Papillon, Ph.D., Professor, Curriculum Development
Peter D. Pereira, A.M.T., Assistant Professor, Secondary Education
Joan M. Rebeck, Ph.D., Assistant Professor, Administration & Supervision
Barbara Reque, Ph.D., Assistant Professor, Center for Economic Education
Kenneth F. Sarubbi, D.P.E., Associate Professor, Physical Education
Hans A. Schiefer, Ph.D., Associate Professor, Educational Policy Studies & Services
James J. Seri, M.S., Associate Professor, Physical Education
Patrick H. Sheahan, Ed.D., Associate Professor, Business Education
Gloria P. Sojka, M.S., Associate Professor, Business Education
John R. Staver, Ed.D., Assistant Professor, Elementary Education
John R. Taccarino, Ph.D., Associate Professor, Educational Policy Studies & Services
Rafaela E. Weffer, Ph.D., Associate Professor, Bilingual Reading & Learning
Carol T. Wren, Ph.D., Assistant Professor, Reading & Learning Disabilities

(There are several curriculum, course content and program changes planned for the 1980-81 and 1981-82 academic years. Advisors from the School of Education should be consulted for all registrations.)

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

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

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

Graduate Degree-Granting Programs

Business Education
Curriculum/Program Development
- Administration
- Elementary
- Secondary
- and Selected Areas
Human Services and Counseling
Reading and other Learning Disabilities
School Administration and Supervision
The School of Education seeks students who show intellectual promise, social responsibility and those personal qualities suitable for working with others in a social setting. Students admitted to degree programs must demonstrate these social characteristics by working with others in tutorial projects or programs that foster human development. Completion of a program will lead to a specific degree and candidates with appropriate prior requisites may apply for State of Illinois Certification.

Accreditation

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

Admission to Programs

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

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

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

The School of Education maintains a Graduate Program Office on the Lincoln Park Campus, SAC, Room 576 (312/321-8126). Information about graduate programs and related information can be obtained upon request from this office and from the respective Program Director.

Student Classification

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

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

Requirements for a Master’s Degree

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

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

Admission to Candidacy for the Master’s Degree

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

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

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

Registration for Graduate Courses in Education

No student may register for a graduate course in education without being admitted to the Graduate School and obtaining approval from the School of Education Committee on Graduate Admissions.

Programs of Study

The School of Education through its several Divisions has designed both advanced degree and non-degree programs for teachers and others desiring professional growth. These Divisions include the Division of Teacher Education, Division of Curriculum and Educational Leadership, Division of Human Services and Counseling and the Division of Educational Foundations.
Division of Teacher Education
Business Education—Patrick Sheahan, Ed.D., Program Director

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

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

Admission to Program

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

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

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

Course Requirements

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

B. Business Education (20 quarter hours)
   - Educ. 435, 440, and 531 or 539
   - Two courses selected from: Educ. 436, 437, 438, 439, or 534

C. Electives (16 quarter hours)
   - Business Administration (12 quarter hours) 3 courses
   - Business Education (4 quarter hours) 1 course
   - (Electives selected under advisement with the student’s Program Director)
Division of Human Services and Counseling

Human Services and Counseling—Edward Ignas, Ed.D., Program Director
Reading and Learning Disabilities—Judith Gunnison, Ph.D., Program Director

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

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

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

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

Admission to Programs

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

The applicant typically would have two years of successful teaching or other work experience.

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

Course Requirements

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

B. Guidance and Counseling: (36 quarter hours)
   Educ. 453         Educ. 463
   Educ. 458         Educ. 464
   Educ. 460         Educ. 562
   Educ. 461         Educ. 551 or 559
   Educ. 462

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

Program for the Master of Arts or Master of Education Degree in Human Services and Counseling in Secondary Schools, Higher Education, Agencies and Family Concerns*

Course Requirements

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

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

C. Cognate and additional Professional Courses:
   Candidates who have career needs in a subject matter field may add one course in that field under advisement.

*Students holding valid teaching certificates are eligible for the Illinois State Certificate in Guidance upon completion of the appropriate master's sequence.

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

The Reading and Learning Disabilities Program at the Lincoln Park, Dundee and Chicago Heights locations offers courses for the non-degree student, for those interested in earning a Master's Degree and for those who in addition to a Master's Degree wish State or Chicago Board of Education certification in learning disabilities or consideration as a State of Illinois Reading Specialist K-12.
Credit for designated courses is available to the non-degree student who holds a Bachelor’s Degree from an accredited university and wishes to increase his/her knowledge and expertise in the field.

The Master’s Degree Program prepares professional personnel in the areas of reading and learning disabilities for schools, private agencies, community services and child development programs. Graduates of the Master’s Degree Program are trained in the skills of diagnosing and remediating specific experience in a clinical setting. Additional course work that leads to a Master’s Degree in Reading and Learning Disabilities with a specialization in Bilingual Bicultural Learning Disabilities is also available. Classes run for 10 weeks, one meeting per week from 4:30-7:30 p.m.

Admission to the Program

In addition to the general requirements for admission to degree programs in the School of Education, a previous grade point average of between 2.75-3.00 is required.

The Non-Degree Student

A Bachelor’s Degree from an accredited institution is the only prerequisite necessary for enrolling in the following courses: 441, 442, 443, 444, 445, 447, 646, 648, 649, 547.

Students Seeking the Master’s Degree Only

DePaul University offers a 12 course sequence leading to either a Master of Education or a Master of Arts Degree in Reading and Learning Disabilities. The following courses are required: 441, 442, 443, 444, 445, 542, 543, 544 and one elective reading course.

The Master of Arts Degree requires completion of the 48 quarter hour course sequence, a Master’s thesis (done in connection with 549) and an oral defense of the thesis.

The Master of Education also requires completion of the 48 quarter hour course sequence, a comprehensive written examination taken during the last year of the program (offered in the Fall and Spring Quarters at Lincoln Park) and a research paper (done in connection with the course 541).

Students Seeking Master’s Degree and Certification

In addition to the Master’s Degree, graduate students may also obtain certification in Learning Disabilities. It is important to note that if such certification is desired, the student must have teaching certification from the State of Illinois. The program also entitles the graduate to endorsement for supervisory certification with the completion of 12 quarter hours in Administration and Supervision and 2 years teaching experience. The following courses are required for supervisory endorsement: 491, 498, either 495 or 496. Completion of at least one of the following courses: 648, 649, 649, 547 will further entitle the graduate to be eligible for consideration as a Reading Specialist (K-12). From 150-200 hours of practicum are required for certification, depending upon the type of certification sought.

Students Seeking Master’s Degree with Specialization in Bilingual Bicultural Learning Disabilities

In addition to the required courses in Reading and Learning Disabilities, the student must take the following Bilingual Bicultural courses:

404 Child Rearing Across Cultures
406 Psychology and Education of the Bilingual Child
407 Non-Discriminatory Tests—SOMPA System
425 Teaching Reading in First and Second Language
466 First and Second Language Acquisition

For further information call 312/321-8390.
The Center for Reading and Learning

Judith Gunnison, Ph.D., Director

Located on the third floor of McGaw Hall, 802 W. Belden, the Center for Reading and Learning provides diagnostic and remedial services for children, adults and DePaul University students who want to improve their skills in reading and learning. Both day and evening programs and services are available.

The day program offers DePaul University students (who may also enroll in reading courses) the opportunity to develop their reading skills to a higher level through self-teaching learning modules and tutoring assistance.

The evening program provides diagnostic and remedial programming services for children and adults with specific reading and learning disabilities. Trained clinicians and instructors in the graduate program in Reading and Learning Disabilities supervise the diagnostic-remedial process. Advanced graduate students in the Master's Degree Program are trained in the skills of diagnosis and remediation through observation and participation. On-going services are provided through periodic evaluation and staffings and continuing programming.

How to Apply:

Call 312/321-7910 or write for an application and time schedule of courses—Reading and Learning Disabilities Program, DePaul University, McGaw Hall, 802 West Belden, Chicago, Illinois 60614.

Complete the application and authorize all transcript(s) to be sent to the Graduate School, DePaul University Room 1603, 25 East Jackson Boulevard, Chicago, Illinois 60604. Please specify which location you are interested in attending (Lincoln Park, Dundee, Chicago Heights).

Division of Curriculum and Educational Leadership

Educational Leadership—Joan Lakebrink Rebeck, Ph.D., Program Director
Curriculum Development—Alfred L. Papillon, Ph.D., Program Director

The purpose of this Division is to prepare educational personnel for administrative, supervisory and curriculum positions.

Master of Arts and Master of Education Degrees in Educational Leadership

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

The program is sufficiently diversified to provide leadership programs for prospective and practicing administrators, chief school business officers, recreational leaders, school law consultants, school board members, health agency educators and human resources developers in industrial settings.

Problem and role centered field experiences are also available to DePaul students of Educational Leadership.
Admission to Programs

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

Show evidence of two successful years of teaching experience or equivalent successful professional experience.

Course Requirements

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

B. Educational Leadership (24 quarter hours selected from the following):
   Educ. 491
   Educ. 492
   Educ. 495
   Educ. 496
   Educ. 498
   Educ. 499
   Educ. 590
   Educ. 591
   Educ. 592 or 599

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

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

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

*Students holding valid Illinois teaching certificates with two years successful teaching experience are eligible for the Illinois Administrative Certificate upon completion of the program.

Program for the Master of Arts Degree or Master of Education Degree for Leadership in Curriculum/Program Development

The program in Curriculum/Program Development is planned to develop leadership personnel with competencies for curriculum or program development and renewal. The functions for which the program provides include curriculum design; administering curriculum or programs; directing in-service and staff development; curriculum and program evaluation; and implementing curriculum/program in instructional settings.

Admission to the Program

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

Show evidence of two years of successful teaching experience or other suitable leadership experience.

In this program, Curriculum is conceived broadly, and extends to non-school institutions/agencies which have instructional concerns that may be cognitive, humanistic, social or academic.
For candidates seeking to acquire program-related competencies in government, other agencies and public or private corporations, evidence is required of basic education-oriented preparation and experience in their field and candidates must be appropriately recommended.

Course Requirements

All candidates in Curriculum/Program Development must take the courses in Foundations, Core Curriculum and do a research paper or thesis. In addition, she/he selects additional courses under advisement for a minimum total of 48 quarter hours.

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

II. Core Curriculum: (20 quarter hours)
    Educ. 481
    Educ. 485
    Educ. 490
    Educ. 497
    Educ. 582

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

IV. Career Emphasis (12 quarter hours)
    Three additional courses selected under advisement for a total of 48 quarter hours.
Division of Educational Foundations
(This Division does not contain a Degree Program)

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

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

Courses Offered

Education 321—Value Clarification and Ethics
Education 400—Educational Research Design and Statistics
Education 401—Advanced Developmental Social Psychology
Education 402—Psychology of Learning
Education 408—Contemporary Issues in Education
Education 409—Understanding the Urban Child: Discipline and Learning
Education 419—Field Experience: British Schools (Study tour)
Education 450—Dynamics of African-American Culture
Education 461—Use of Tests in Appraisal and Development
Education 527—Comparative Education Workshop
Education 601—Alternative Approaches in Early Childhood Education: Montessori
Education 613—Multicultural Education Today

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

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

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

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

339 **Teaching Science in the Secondary School.** Theories, methods and materials for teaching and learning science in secondary schools.

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

343 **Methods: Principles and Practices of Teaching in the Elementary School.** (For full time teachers only.) The teaching-learning process in programs for elementary school children. (Prerequisites: Education 207, 208, 337, 338 and permission of program counselor.)

344 **Teaching Art in the Secondary School.** Methods, materials and techniques for teaching art in secondary schools.
348 Methods: Teaching the Young Child, Pre-School and Kindergarten. The teaching-learning process in programs for the young child, pre-schooler and kindergarten. 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.)

349 Teaching Modern Languages. The theory and practice of teaching modern languages. (Cross listed with Modern Language 349.)

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

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

353 Methods: Teaching Science in the Elementary School. (Material Fee: $5.00) The role of science education in childhood education, program planning and methods and materials of instruction.

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

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

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

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

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

Graduate Courses

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

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

402 Psychology of Learning. Study of the learning-teaching process with specific emphasis on the person as a learner, human capacity and potential, learning theories and materials, motivation, concept formation and behavior.

404 Child Rearing Across Cultures. Study of child rearing practices, the effects of culture on cognitive development and the implications for teaching strategies for the bilingual child.

405 History and Philosophy of Bilingual Education.

406 Psychology and Education of the Bilingual Child. Psycho-social aspects of bilingualism as well as the implications for teaching strategies for the bilingual child.

407 Non-Discriminatory Tests—SOMPA System. Administration and interpretation of diagnostic test using a pluralistic model to make testing procedures more responsive to cultural pluralism. (Case Study Approach.)

408 Contemporary Issues in Education. An analysis of selected issues and controversies in American education in their political, social, economic, religious and cultural dimensions and the dynamics inherent in the changing concepts of the educational enterprise.
Seminar: Understanding the Urban Child: Discipline and Learning. An interdisciplinary seminar which studies the anthropological, philosophical, social, medical and practical aspects of children's needs with specific emphasis on discipline and learning problems. Strategies and materials that meet and facilitate learning in both home and classroom are examined and discussed. (Offered during summer sessions only.)

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

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

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

Field Experience: British Schools. An intensive experience in England. Students will visit schools, attend workshops and seminars conducted by British education specialists. (Offered during summer sessions only.) (Cross listed with Geography 395.)

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

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.

Educational Evaluation in Allied Health Professions. An introduction to techniques for designing, administering and interpreting tests and other evaluation tools in classroom and clinical settings.

Practicum for Educators in Allied Health Professions. For allied health professionals who are teaching or developing curriculum during the quarter in which the course is offered. Class sessions will concentrate on the methods, materials and problems encountered.

Teaching Reading in First and Second Language. Analysis of reading problems of bilingual children. Educational implications of language dominance assessment as a prerequisite to the decision in which language to teach reading. Advantages and disadvantages of teaching in dominant and/or weak languages will be emphasized.

The Teaching of Writing. This course focuses on important aspects of a writing program from the primary grades to college; the composing process; motivation and writing; the teaching of grammar and syntax; and the relationship of speaking and writing. Also teaching the various types of writing—personal, narrative, expository writing, poetry and correspondence—will be examined and practiced by the class.

Curriculum in Language Communications. The purpose of this course is to develop models for a curriculum in communications. To develop these models, the communications activities of speaking, reading and writing will be related to each other and to a central core-language so that communication can be viewed more in a unified related sense and less in a discrete, fragmented sense. Approaches for teaching speaking, reading and writing as integrated phenomena will be examined.

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

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

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

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

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

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

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

436 Teaching Basic Business Subjects. Course content and teaching methodology in economic education, general business and allied fields.

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

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

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


441 The Psychology of Reading. The course introduces the student to current information concerning the role of the neurophysiological, psychological and educational factors that influence both normal and abnormal development of reading.

442 Characteristics of the Exceptional Learner. A survey of educational programs as well as a consideration of alternative placement appropriate to children with disabilities in the various categories of exceptionality. Characteristics of visually handicapped, auditory impaired, mentally retarded, gifted, multiple handicapped, emotionally disturbed and learning disabled children will be reviewed. Emphasis will include theoretical, practical and legal implications and issues.

443 Psychological Tests and Methods in Diagnosis. The course provides a background into the principles of measurement, including an evaluation of standardized test instruments, and administration of selected assessment tools appropriate for diagnosing reading and learning disabilities and an understanding of strengths and limitations of specific testing instruments.

444 Characteristics and Diagnosis of Reading and Learning Disabilities. Exploring the theory and nature of reading and learning disabilities, this course proceeds to enhance the student's skills at translating test scores to meaningful diagnostic hypotheses. A case study approach will culminate in the students' ability to integrate assessment information from a variety of sources, especially an individually administered instrument(s) that leads to a profile analysis.
445 Remediation of Reading and Learning Disabilities. A study of theoretical and practical approaches to the remediation of reading and learning problems. Basic principles of diagnostic teaching will be introduced; instructional materials will be evaluated and reviewed. (Prerequisite: 444.)

447 Speech and Language Development. A review of the development of verbal language in normal and atypical learners, as presented by psycholinguists and the speech pathologists. Basic teaching procedures and evaluation of language skills will be emphasized.

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

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

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

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

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

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

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

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

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

457 Seminar: Improving Parent-Child Relationships. This course is structured to assist the student to develop a theoretical understanding of the development growth enhancing child-parent relationships. Lectures, discussions and action oriented group encounters focus on the following: understanding child development, the goals of misbehavior, logical and natural consequences, establishing a family council and utilizing effective encouragement methods within the family structure.

458 Facilitating Human Services Through the Group Process. The student makes a study of group process, its theory, procedures and problems as they relate to facilitating human growth and development through group counseling. The class engages in a regular group experience. Opportunity to observe and participate in group work is provided. (Prerequisite: 462. Permission of Instructor.)
Clinical Studies in Human Services and Counseling. This course deals with the study of normal persons with learning and emotional problems. The nature, synthesis and use of case studies for personal development will be stressed. The interrelationship among the various counseling and human service techniques will be demonstrated.

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

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

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

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

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

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

First and Second Language Acquisition. Study of language theories and their applications to first and second language acquisition in bilingual children.

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

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

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

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

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

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

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

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

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

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

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

Supervision and Administration in Religious Education.

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

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

Multi Media Materials Production. The role of multi media materials in meeting local instructional needs. Setting objectives, selecting content, filmstrips, slides, transparencies and cassettes to meet educational needs.

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

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

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

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

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

Administrative Theory and Behavior. This course concerns theoretical concepts and empirical research relating to administrator behavior in organizations with special reference to educational organizations. Concepts are examined within the typical decisional framework of supervisors, chief school business officers, principals, and superintendents, and similar positions in the helping professions. Assignments are individualized.

The Principalship. An intensive study of factors involved in the administration and supervision of a school. Topics considered include the administration and supervision of student personnel, faculty, the instructional program, financial and physical resources, community relations and other basic needs in administering and supervising schools. (Prerequisite: Educ. 491 or permission of advisor.)
School Finance. Major consideration will be given to: problems relating to the preparing of a
school budget, procuring revenue, financial accounting, capital outlays, insurance on property,
taking the inventory. (Prerequisite: Education 491, 492, or permission of advisor.)

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

Community Relations. The course emphasizes the importance of designing programs around
the needs and problems of the organization and its special publics. Students will review findings
from research and ideas of practitioners in the field as sources for the enrichment and
development of sound and defensible programs.

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

Principles and Practices of Supervision. Supervision is viewed from a human resources
perspective, dealing with motivation, responsibility, and success at work as means to intrinsic
satisfaction. The supervisor's role is studied as a linking pin for the organizational, educational,
and instructional subsystems of the institution.

Clinical Supervision. The purpose of the course is to develop competencies in a system of
person-to-person supervision that will give supervisors reasonable hope of accomplishing
significant improvements in the personnel performance.

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

Data Processing for Teachers. This course deals with computer fundamentals, computer
numbering systems, and the arithmetic and logical operations of the computer. Very short
programs will be written which may be utilized for instructional purposes.

Coordination Techniques. Methods for administering and facilitating effective teaching-
learning situations in Cooperative Business Education Programs. Individualization of instruc-
tion for the Business Education "co-op" student will be included as well as job competencies,
training plans, and vocational youth organizations as part of the cooperative program.

Computer Programming for Teachers. This course will consist of business-oriented COBOL
showing various computing techniques that produce business reports. Class will be teacher
oriented.

International Society for Business Education Study Tour. Travel to the Country for the
International Society for Business Education Conference with side trips to points of interest for
Business Educators to tour schools and businesses in the host country for the conference.
Attendance at the ISBE Conference is included in this course. Students may register for 3, 4, or
4.5 quarter hours of credit.

Advanced Machine Shorthand Methods. This course will cover the general philosophy and
psychology used in teaching any business skill subject with specific emphasis upon the
principles used in teaching computer-compatible machine shorthand.

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

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

Curriculum and Methods in Bilingual Education.

Methods of Teaching Spanish Language Arts.

Teaching English as a Second Language.

Clinical Workshop.

Comparative Education Workshop. Studies of school systems outside the United States,
their methods, curriculum and achievements. (Offered during summer sessions only.)
531 Research Seminar in Business Education. Opportunity is provided in this seminar for Master of Education candidates to write their 5,000 word paper. Individual research and study of problems in business education form the basis for this class.

532 Organization/Administration of Cooperative Education. To organize a cooperative program which provides training in certain skills and gives occupational information and the business community would then supply the laboratory in which the pupil can practice these skills.

534 Methods and Materials in Office Practice. Methods, arrangements, techniques and materials for creating, constructing, administering, and facilitating effective teaching-learning situations in Office Practice. Module in Instructional Design in Business Education, or its equivalent, should be successfully completed prior to participation in this module. Time will be devoted to organizational plans for Office Practice. This is for graduate students only.

536 Methods for Mainstreaming in Business Education. This course will examine P.L. 94-142 which outlines requirements for mainstreaming in the Public Schools. In addition, characteristics of handicapped students covered by this legislation as well as specific methods and techniques to be used for each handicap will be included.

537 Machine Shorthand Theory and Methods. This course will introduce the theory of machine shorthand. Also included will be specific methods, techniques, and evaluation systems for teaching machine shorthand.

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

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

541 Seminar on the Psychopathology of Learning. A review of specific research applicable to the atypical learner. Opportunity is provided in this seminar for the Master of Education candidate to write the master's paper. 2 hours credit. The student may enroll as many times as is necessary to complete seminar paper.

542 Testing and Diagnosis of Reading and Learning Disabilities: Practicum I. Students participate in a clinical setting and evaluate children and adults with suspected learning problems. Under close instructor supervision, students will administer and interpret tests, deal with the ethics of testing and interpretation and communicate results to parents and school and other social agencies. (Prerequisite: 443, 444.) Students must enroll for 6 hours including a 2 hour lab.

543 Diagnosis and Remediation of Learning Disabilities, Practicum II. Clinical observation and practical application of the diagnostic-remedial process by working in a supervised clinical setting with children and young adults who have specific learning disabilities. (Prerequisite: 542.)

544 Diagnosis and Remediation of Reading Disabilities: Practicum III. Clinical observation and practical application of the diagnostic-remedial process by working in a supervised clinical setting with children and young adults who have specific reading disabilities. (Prerequisite: 542.)

545 Methods and Techniques for Teaching Comprehension. Techniques and instruction for developing instructional materials to teach and practice comprehension skills are presented within a theoretical model of the reading process. Use of content area subject matter to teach and practice reading comprehension is emphasized.

546 Individual Assessment of Children Using the WISC-R. Focusing on further development of diagnostic skills in the areas of reading and learning disabilities, this course teaches advanced clinicians the skills involved in both administration and interpretation of the WISC-R. Emphasis will be placed on analyzing characteristic test profiles, and on application of this information to educational treatment plans. (Prerequisite: 443 or 444; approval of the instructor.)

547 Creative Methods and Materials for Teaching Reading in the Mainstreamed Classroom. Emphasis is on the creative utilization of a variety of multisensory materials designed to provide specific learning goals. Teaching techniques that precede the use of materials are also discussed.
548 **Independent Study in Reading and Other Learning Disabilities.** (Prerequisite: Permission of program director.) (2-4 quarter hours.)

549 **Thesis Research in Reading and Learning Disabilities.** A Master of Arts candidate conducts original research, writes a thesis and presents an oral defense before a committee of faculty members. (Prerequisite: Admission to candidacy and thesis topic outline approved.) 2 hours credit. The student may enroll as many times as is necessary to complete the thesis.

551 **Research Seminar in Human Services and Counseling.** Opportunity is provided in this seminar for Master of Education candidates to write their 5,000 word paper. Individual research and study of problems in guidance form the basis of this class.

552 **Practicum in Human Services and Counseling—Secondary.** This course consists of selected and directed experiences provided to qualify students to serve in the secondary schools as student personnel and guidance staff members. (Prerequisite: Open to students in degree programs only by advisement.)

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

554 **Counseling the Latin Student.**

555 **Human Services and the Aging Process.**

556 **Family and Marriage Counseling.**

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

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

560 **Physical and Sexual Abuse of Children.**

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

572 **Practicum in Human Services and Counseling-Agencies, Higher Education, and Family Concerns.**

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

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

583 **Workshop in Curriculum/Program Supervision.**

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

Finance Seminar.

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

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

Organizational Development. A development approach is used in combining theory, research, and applications for improving interpersonal effectiveness in organizations. The course is about people in organizations and the achievement of individual and organizational goals.

Research Seminar in Educational Leadership. Master of Education students complete a bibliographical research study of issues and problems in administration and supervision. (Prerequisite: Education 400.)

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

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

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

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

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

Independent Study in Educational Leadership. (Prerequisite: Permission of program advisor.) (2-4 quarter hours.)

Thesis Seminar in Educational Leadership. A student writing a thesis registers for this course for four quarter hours of credit. Where the thesis research and the writing of the thesis itself is prolonged beyond the usual time, the program advisor may require the student to register for additional credit. (Prerequisite: Education 400 and thesis topic and outline approved.)

Workshop in Alternative Approaches to Early Childhood Education: Montessori. (Offered during summer sessions only.)

606 Interdisciplinary Approach to the Analysis of Issues in Multicultural Education.
607 Public Policy and Multicultural Education.
608 Curricular Design and Multicultural Education.
609 Methods and Materials in Multicultural Education.
610 Administrative Issues in Multicultural Education.
611 Schools and Community: Strategies for Cooperation.
612 Integrated Project for Multicultural Education.
613 Multicultural Education Today. An inter-disciplinary seminar studying the anthropological, historical and philosophical aspects of ethnicity as multicultural education in America.
614 Pluralism, Ethnicity and the Schools. An effort to come to terms with the implications for human service professionals of the multiethnic, pluralistic environment of the schools and other public institutions. Ways of studying ethnic diversities and of developing appropriate methodologies for meeting diversity are especially emphasized.
620 Workshop in New Directions in Health Education.
621 Workshop: Health Problems Among Women.
622 Teaching About the Law: K-12. An examination and demonstration of a wide variety of strategies for teaching young people about the role of law in our democratic society with particular emphasis on student participation and use of the community.
624 Workshop: Problem Areas in Elementary and Secondary Sports Programs.
625 Athletic Training and Coaches Workshop.
626 Workshop: Theories, Methods, and Content in Science Education in the Elementary School.
627 Workshop: Theories, Methods, and Content in Mathematics Education in the Elementary School.
628 Workshop: Piaget and Teaching Elementary Science and Mathematics.
637 Workshop in Data Processing. The teaching of data processing at the secondary and post-secondary levels.
643 Metric Education Workshop.
644 Characteristics of Learning Disabilities. Presents educational, psychological, medical problems and characteristics of learning disabilities children. Focuses on the definition of learning disabilities as explored by various theorists and discusses services available to learning disabilities children and their parents.
645 The Administration and Operation of Special Education. Recent state and federal legislation has changed the nature of Special Education services in selected states. This legislation has both modified Special Education services and increased the involvement of general education in the instruction of handicapped students. This course is designed for students of Educational Administration who wish to prepare themselves for their involvement in the education of handicapped students, for practicing public school administrators who now find themselves active participants in the education of exceptional children, and for Special Education staff members who wish to obtain an increased understanding of the intent of the legislative innovations.
646 Teaching Reading to the Disadvantaged. A consideration of the linguistic, demographic and educational factors that are believed to have a relationship to reading development in learners considered to be disadvantaged. An examination of teaching methods and materials that might be appropriate for this group is also pursued.
647 Children's Literature. Sources of literature for children and youth. Criteria for selection and evaluation. Intensive review and analysis of both poetry and prose.
648 Corrective Reading Problems. Techniques appropriate to the diagnosis of reading problems in a classroom setting are presented along with methods and materials for correcting those reading difficulties. Emphasis is upon informal assessment techniques and methods of instruction that allow for the creation of individualized learning environments in a group setting.
Teaching of Reading in the Content Areas. Focusing on the special skills and problems involved in the teaching of reading in the content areas, the course also acquaints the student with both the place of content reading in the development of skilled reading and methods and techniques of improving the teaching of reading in the content areas.

Theories and Practices of Crime Prevention in Schools.
Curriculum Development in Crime Prevention in the School/Community.
Practicum in Crime Prevention in School/Community.
Guidance in Basic Adult Education. This course is intended for educators who are actively engaged in work with disadvantaged adults. Emphasis is placed on personnel services in basic education centers for adults. (6 quarter hours.)
Counseling in Basic Adult Education. This course is intended for educators who are actively engaged in work with disadvantaged adults. Emphasis is placed on counseling in basic education centers for adults. (6 quarter hours.)
Individually Guided Education (IGE) Workshop.
Introduction to Drug Education.
Curriculum Development in Drug Education.
Practicum in Drug Education.
Rights and Responsibilities of Students, Parents and Teachers. Includes study of dress codes, conduct codes, compulsory attendance and accountability. (Prerequisite: Consent of program director.) (2-4 quarter hours.)
Human Relations—Rights and Responsibilities. An indepth study of human relations. The course is conducted as a class seminar for teachers, parents and school administrators. (Prerequisite: Consent of the instructor.) (2-4 quarter hours.)
Strategies for Implementing Law-Focused Education in the Elementary and Secondary Schools.
Advanced Seminar in Strategies for Implementing Law-Focused Education Programs
Department of English

Elmer Pry, Ph.D., Associate Professor, Chairman
Kristin Brady, Ph.D., Assistant Professor
Bernard A. Brunner, Ph.D., Professor
Joanne Devine, Ph.D., Assistant Professor
Patricia Ewers, Ph.D., Professor, Vice President for Academic Affairs
William J. Fahrenbach, Ph.D., Assistant Professor
William J. Feeney, Ph.D., Professor
Hugh J. Ingraschi, Ph.D., Associate Professor
Ellin M. Kelly, Ph.D., Professor
Thomas Liszka, Ph.D., Assistant Professor
Zahava McKeon, Ph.D., Assistant Professor
Helen L. Marlborough, Ph.D., Assistant Professor
John E. Price, Ph.D., Associate Professor
Lavon Rasco, Ph.D., Associate Professor
Frank Sherman, Ph.D., Associate Professor

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

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

Prerequisites

For programs leading to the Master’s Degree, the prerequisite is normally an undergraduate degree with a major in English. The student without such a major may be admitted by completing a series of undergraduate courses in English, as recommended by the Department, with a minimum of a B average. Students applying for a graduate assistantship in English should submit to the Department Chairman both GRE scores and two letters of recommendation from academic sources.

Degree of Master of Arts Program I: Traditional

Requirements

1. Completion of ten courses, normally all in English. These courses must include the following:
   a) **400** Bibliography and Literary Research
   **401** History of the English Language
   **470** Studies in Literary Criticism
   b) Seven other courses of which no more than two may be on the 300 level
2. Two additional courses, including one seminar, of which not more than one may be on the 300 level (non-thesis program)
   or
   Thesis Research, 499, and a thesis or, with the approval of the Creative Thesis Committee, a creative writing project in fiction, drama, or poetry (thesis program).
3. A comprehensive written examination.
Degree of Master of Arts Program II: Prospective College Teachers

Requirements

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

2. Comprehensive written examination.

Course Offerings

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

Required Graduate Courses for All Programs

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

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


Writing and Language

300 Advanced Composition.
305 Creative Writing: Prose and Poetry.
401 History of the English Language.
403 The Twentieth Century English Language. Survey of major theories of grammar.
405 The Process of Composition: A Theory and Practice Course for College Teachers.
407 Problems in Editing and Publishing. Theory, skills, and practice in writing and editing for various kinds of publication.
409 Seminar: Topics in Writing and Editing. Alternating areas of emphasis will include Media and Culture, Free-Lance Writing, and Textual Editing. (Check current schedule for topic.)

Medieval Period

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

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

412 Studies in Middle English Verse Romances. Emphasis on non-Arthurian matter.
419 Seminar: Topics in Medieval Literature. (Check current schedule for specific listing.)

Renaissance Period

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

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

\textbf{Studies in English Renaissance Drama.} Plays, 1585-1642, exclusive of Shakespeare's. Including works by Kyd, Marlowe, Jonson, Webster, and Ford.


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

\textbf{Seminar: Topics in Renaissance Literature.} (Check current schedule for specific listing.)

\textbf{Restoration and Eighteenth Century}

\textbf{330 Restoration and Eighteenth Century Literature.} Principal poets and prose writers, 1660-1800.

\textbf{340 Studies in Restoration and Eighteenth Century English Literature.} Alternating areas of emphasis include The Augustan Age, the Age of Dryden, and the Age of Johnson.


\textbf{342 Studies in Restoration and Eighteenth Century Drama.} Reading and discussion of comedy of manners, sentimental comedy, heroic drama, and bourgeois tragedy.

\textbf{347 Comparative Studies in the Eighteenth Century.} English, American, and European thought of the century as manifested in the literature of the time, including Kant, Voltaire, Jefferson, Rousseau, Goethe, Adam Smith, and Swift.

\textbf{349 Seminar: Topics in Restoration and Eighteenth Century Literature.} (Check current schedule for specific listing.)

\textbf{Nineteenth Century Period}

\textbf{340 Nineteenth Century English Literature.} Survey of the major works and authors of the Romantic and Victorian periods.

\textbf{342 The English Romantic Movement.} Survey of the major works and authors of the Romantic period.

\textbf{343 The Victorian Age in English Literature.} Survey of the major works and authors of the Victorian period.

\textbf{344 The English Romantics as Literary Critics.} The critical writings of Wordsworth, Coleridge, De Quincey, Lamb, Hazlitt. Hunt will be studied in some detail as exercises in critical perception and esthetic judgment.

\textbf{342 Studies in the English Romantic Poets.} A consideration of the major poets of the period including Coleridge, Wordsworth, Byron, Keats, and Shelley.


\textbf{344 Studies in Victorian Poetry.} A consideration of the major poets of the period including Tennyson, Browning, Housman, and Arnold.

\textbf{345 Studies in Nineteenth Century British Fiction.} Alternating areas of emphasis include the major writers of the period: Austen, Scott, Dickens, Thackeray, the Brontes, Hardy, Eliot, Meredith, and Trollope.

\textbf{347 Comparative Studies in the Nineteenth Century.} English, American, and European thought of the century as manifested in the literature of the time, including Hegel, Mill, George Eliot, Zola, Emerson, and others.

\textbf{349 Seminar: Nineteenth Century Topics.} (Check current schedule for listing.)
Modern Period


451 Studies in the Modern British Novel. Alternating areas of emphasis will include Woolf, Joyce, Lawrence, and Huxley.

452 Studies in Modern British Poetry. Alternating areas of emphasis will include Yeats, Auden, Lawrence, Dylan Thomas, and Hopkins.

459 Seminar: Modern British Topics. (Check current schedule for listing.)

American Literature

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


362 Realism and Naturalism in American Literature. Twain, James, Crane, Dreiser, Dickinson, Robinson, and Frost; development of the modern style in poetry and prose.

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


461 Studies in American Literature: 1820-1870. The flowering of imagination in the nineteenth century. Alternating areas of emphasis include Hawthorne and Melville, Irving, Cooper, and Poe, the Transcendentalists, and Whitman and Dickinson.

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


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

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

469 Seminar: Topics in American Literature. (Check current schedule for specific listing.)

Literary Criticism

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


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

476 Stylistics. The study of style as conveyed in literary texts, with emphasis on contemporary methods of stylistics.
Comparative Literature

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

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

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

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


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

489 Seminar: Topics in Comparative Literature. (Check current schedule for specific listing.)

Special Studies and Individual Study

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

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

Cornelius Sippel, Ph.D., Associate Professor, Chairman
Donald Abramoske, Ph.D., Associate Professor
Albert Erlebacher, Ph.D., Professor
Robert F. Fries, Ph.D., Professor Emeritus
Robert Garfield, Ph.D., Associate Professor
Joseph J. Lehmann, Ph.D., Professor
Martin J. Lowery, Ph.D., Professor
Ralph J. Mailliard, Ph.D., Professor Emeritus
Bernadine Pietraszek, Ph.D., Professor
Sholom Singer, Ph.D., Associate Professor
Arthur Thurner, Ph.D., Associate Professor
Thomas Croak, C.M., D.A., Assistant Professor

Purpose

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

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

Prerequisites

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

Degree of Master of Arts

Requirements

1. Completion of 48 quarter hours.
   a. Course 401, Historical Method and Bibliography, is required. The remaining courses must include 24 quarter hours in 300-level courses; 16 quarter hours in 400-level courses in addition to 401. The remaining four quarter hours may be earned by writing an acceptable thesis (History 499, Thesis Research), or by taking another 400-level course approved by a departmental advisor. In exceptional cases a 300-level course may be substituted for a 400-level course in the same field with the consent of the student's advisor and the chairman. An exceptionally well-prepared student may substitute up to two 400-level courses for two courses at the 300-level with permission of his advisor and the chairman.
   b. At least one 300-level course must be chosen from each of the following fields: African, American, Latin American, and European.
2. Reading knowledge of one foreign language, preferably French, German, or Spanish. The department will accept as evidence of reading knowledge of a foreign language 18 quarter hours (12 semester hours) of college study successfully completed, or four years of high-school study. Students who have earned less than 18 quarter hours or the equivalent in the study of a single foreign language must have evidence of reading knowledge by passing an examination set by the department. Examinations are available only in languages taught at the university.

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

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

History as a Minor Field

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

Courses for Advanced Undergraduate and Graduate Students

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

328 English Constitutional History. A study of Anglo-Saxon institutions; feudalism after the Norman conquest; growth of the common law; foundations of Parliament and the development of central administrative systems.

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

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

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

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

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

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

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

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

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

343 The Origins of the Afro-Americans: Afro-American History to 1750. Europeans in West Africa, the middle passage, slavery in the West Indies, development of the Slave trade, introduction of slavery into the American colonies.
From Slavery to Freedom: Afro-American History, 1750-1865. Black participation in frontier life, in the War of 1812, in the growth of the cotton industry, in the Civil War and Reconstruction.

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

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

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

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

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

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

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

Russia Under Khans and Tsars. The Kievan period, the Mongol Invasions. Ivan the Terrible, the emergence of modern Russia, 19th century Tsarist autocracy and the formation of the radical tradition.

Soviet Russia, 1905 to the Present. The Bolshevik revolution, Stalin’s rise to power, the Five Year Plans, the Second World War and Russia’s place in the modern world.

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

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

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

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

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


Topics in Contemporary United States-Latin American Relations. The development of the Pan-American concept from the Congress of Panama in 1826 up to the Alliance for Progress and the Organization of American States.

The Caribbean. The history of the Caribbean from colonial times to the present, with special emphasis upon the role of the United States in the development of this region.

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

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

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

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

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

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

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

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


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

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

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


384 Topics in American Studies. Taught in cooperation with the English Department. May carry credit in English or History.

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

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

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

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

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

Courses for Graduate Students

401 Historical Method and Bibliography.

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

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

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

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

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

499 Thesis Research.
Interdisciplinary Study Program

Divisional Coordinators

Humanities and Communications:
Dr. Elmer Pry, Chairman, English Department

Business and Commerce:
Dr. Robert O'Keefe, Associate Dean, Graduate School of Business

Social Sciences:
Dr. Grace DeSantis, Sociology Department

Theatre and Arts:
Dr. John Watts, Dean, Goodman School of Drama

Physical Sciences:
Dr. Avrom Blumberg, Divisional Head, Natural Science and Mathematics

Music:
Dr. Wesley Vos, Associate Dean, School of Music

Education:
Dr. Andrew Kopan, School of Education

Interdisciplinary Studies

The Interdisciplinary Studies Program (ISP) at DePaul University offers a unique and flexible opportunity for the older, more mature working student to build a Masters program around his/her individual interests.

The ISP seeks to transcend traditional departmental boundaries by allowing the student, with the advice and support of an appointed academic committee, to design a series of courses in a variety of substantive fields. For example: it is possible for an urbanologist who is interested in communications management to design a sequence of interrelated courses in the Department of Management, the English Department, and in Political Science or Administrative Studies. Likewise, someone interested in Arts Management may take courses in Arts and Sciences, the Goodman School of Drama, and the College of Commerce. With proper planning virtually any combination of courses is open to the self-guided Masters Degree candidate.

Application for the Program

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

Application should be made directly to the Graduate School, DePaul University, 25 East Jackson Street, Chicago, Illinois 60604.
Degree Requirements

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

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

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

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

Course Offerings

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

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

Walter Pranger, Ph.D., Chairman, Professor
J. Marshall Ash, Ph.D., Professor
Jerry Goldman, Ph.D., Professor
Jacob Towber, Ph.D., Professor
Stephen Vogl, Ph.D., Professor
Helmut Epp, Ph.D., Associate Professor
Susanna Epp, Ph.D., Associate Professor
Constantine Georgakis, Ph.D., Associate Professor
Lawrence Gluck, Ph.D., Associate Professor
Sigurh Goes, Ph.D., Associate Professor
Gerald Gordon, Ph.D., Associate Professor
Efrat Moussa-Hamouda, Ph.D., Associate Professor
Roger Jones, Ph.D., Associate Professor
Glenn Lancaster, Ph.D., Associate Professor
Michael Wichman, Ph.D., Associate Professor
Yuen-Fat Wong, Ph.D., Associate Professor
Gary Andrus, Ph.D., Assistant Professor
Barbara Cortzen, Ph.D., Assistant Professor
John Duddy, Ph.D., Assistant Professor
Robert Fisher, Ph.D., Assistant Professor
David Goldberg, Ph.D., Assistant Professor
Steven Homer, Ph.D., Assistant Professor
George Knafi, Ph.D., Assistant Professor
Jeanne L'Aluce, Ph.D., Assistant Professor
Carolyn Narasimhan, Ph.D., Assistant Professor
Henry Han, M.S., Instructor
James Kennevan, M.A., Instructor

The Department of Mathematical Sciences offers programs of study leading to the Master of Science degree in pure and applied mathematics, the Master of Science degree in mathematics with a concentration in applied statistics, and to the Master of Science degree in Computer Science. (See the separate section on Computer Science.)

Programs in Pure and Applied Mathematics

Purpose

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

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

Prerequisites for Concentrations in Mathematics

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

Requirements for Concentrations in Mathematics

General Requirements

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

Requirements for the Specific Concentrations in Mathematics


(B) Theoretical Probability and Statistics. The student is required to pass a comprehensive exam which covers the content of the following courses: Math. 451, Math. 452, Math. 453, Math. 570, Math. 455, and two courses selected by the student from among Math. 454, Math. 456, Math. 457, Math. 458, Math. 511, and Math. 512.


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

Electives

3. Electives may be selected according to interest from among the 400 and 500 level mathematics courses.

Program in Applied Statistics

Purpose

The Department of Mathematics offers a program of study leading to a masters degree in mathematics with a concentration in applied statistics. The goal of this program is to provide the student with a sound background in statistics in both theory and applications.

Prerequisites

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

Requirements for the Applied Statistics Program

Phase I

The first phase of the curriculum provides students with the background in statistics and mathematics necessary for a successful pursuit of the degree program. Requirements:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>MAT 210</td>
<td>Calculus IV</td>
</tr>
<tr>
<td>MAT 336</td>
<td>Multivariate Calculus</td>
</tr>
<tr>
<td>MAT 220</td>
<td>Linear Algebra with Applications I</td>
</tr>
<tr>
<td>CSC 305</td>
<td>FORTAN Programming or equivalent programming experience</td>
</tr>
<tr>
<td>CSC 340</td>
<td>Principles of Computer Science I</td>
</tr>
</tbody>
</table>
All or part of the Phase I curriculum may be waived by the statistics committee, depending on the student's background.

Phase II

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

MAT 451, 452, 453 Probability and Statistics
MAT 570 Linear Algebra with Applications II

Two of the following

MAT 454 Multivariate Statistics
MAT 455 Stochastic Processes
MAT 456 Applied Regression Methods
MAT 457 Nonparametric Statistics
MAT 512 Applied Time Series and Forecasting

The remaining six courses are to be chosen from the following. Students may petition the statistics committee to substitute related graduate courses.

MAT 423-424 Data Analysis and Statistical Software
CSC 433 Computer Simulation
CSC 442 Data Structures
MAT 454 Multivariate Statistics
MAT 455 Applied Stochastic Processes
MAT 456 Applied Regression Methods
MAT 457 Nonparametric Statistics
MAT 458 Statistical Quality Control
CSC 457 File Management and Organization
MAT 461-463 Actuarial Mathematics
MAT 466 Mathematical Demography
CSC 469 Computer Graphics
CSC 475 Computer Systems: Analysis and Design
CSC 485-486 Numerical Analysis
CSC 487-488 Operations Research
CSC 489 Queuing Theory with Computer Applications
CSC 491 Design and Analysis of Algorithms
CSC 497 Information Theory
MAT 512 Applied Time Series and Forecasting
MAT 525 Decision Theory
MAT 526 Sampling Theory and Methods
CSC 573 Data Bases and Data Management
CSC 579 Computer Random Simulations
CSC 585 Linear Models
MAT 586 Computational Methods in Data Analysis

Graduate Mathematics Courses

Actuarial Science

461 Actuarial Science I. Theory and applications of compound interest; annuities; amortization loans; sinking funds; bonds; and consumer loans. (Prerequisite: 152)

462 Actuarial Science II. Theory and application of single-life contingencies; introduction to mortality tables; premiums for life annuities and insurance; analysis of reserves. (Prerequisite: 361)

463 Actuarial Science III. Multi-life contingencies, multiple decrement mortality tables and pension mathematics. (Prerequisite: MAT 362.)

464 Actuarial Mathematics I. Calculus of finite differences and graduation methods. (Prerequisite: Math 152.)

465 Actuarial Mathematics II. Risk theory and mortality table construction methods. (Prerequisite: Math 364 and 351 or consent.)

466 Mathematical Demography. Introduction to demography. Mortality table construction and methods of population and demographic analysis. (Prerequisite: Math 351 or consent.)
Algebra

400 **Advanced Algebra I.** Groups; isomorphism; theorems of Lagrange and Cayley; homomorphism.

401 **Advanced Algebra II.** Rings; ideals; fields; quotient and extension fields. (Prerequisite: 400.)

402 **Advanced Algebra III.** Linear Algebra. (Prerequisite: 401.)

504 **Topics in Algebra.** (Prerequisite: Consent.)

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

Analysis

410 **Real Analysis I.** Real numbers; continuous functions on metric spaces; convergence of infinite series and differentiation. (Prerequisite: 335 or its equivalent.)

411 **Real Analysis II.** Sequences of functions; interchange of limits with differentiation and integration; improper integrals. Functions of several variables. (Prerequisite: 410.)

412 **Measure and Integration.** Lebesgue's theory of measure and integration; convergence theorems and differentiation; product measure and Fubini's theorem. (Prerequisite: 410.)

437 **Advanced Complex Analysis.** Complex integration and calculus of residues, maximum modulus principle; analytic continuation and the monodromy theorem; conformal mapping. (Prerequisite: 411 and 334 or consent.)

467 **Linear Systems Theory.** Linear state equations; linear systems with constant coefficients; positive linear systems. (Prerequisites: 211 and 220.)

468 **Concepts of Control Theory.** Feedback systems; linear time-invariant control systems; non-linear control systems. (Prerequisite: 467.)

481 **Applied Fourier Analysis and Special Functions I.** (Prerequisite: Graduate Standing.)

482 **Applied Fourier Analysis and Special Functions II.** (Prerequisite: 481.)

483 **Applied Fourier Analysis and Special Functions III.** (Prerequisite: 482.)

515 **Topics in Real Analysis.** (Prerequisite: Consent.)

516 **Topics in Complex Analysis.** (Prerequisite: Consent.)

Computer Science

The following courses in computer science may be used to satisfy elective requirements in a program in pure and applied mathematics. See the section on computer science in this catalogue for course descriptions.

420 **Discrete Structures.**

472 **Logical Deduction and Computers.**

485 **Numerical Analysis.**

486 **Advanced Numerical Analysis.**

487 **Operations Research I.**

488 **Operations Research II.**

490 **Theory of Computation.**

491 **Design and Analysis of Algorithms.**

497 **Information theory.**

Education

651 **Calculus and Analysis for Secondary School Teachers I.**

652 **Calculus and Analysis for Secondary School Teachers II.**

653 **Calculus and Analysis for Secondary School Teachers III.**

Foundation Courses

405 **Standards of Mathematical Reasoning.** This course has a single purpose: to enable the student to distinguish correct proofs from incorrect ones.

406 **Methods of Mathematical Reasoning.** The purpose of this course is to enable the student to manipulate mathematical definitions, and construct correct mathematical proofs.
Geometry

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

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

521 Geometry II. Riemannian and hyperbolic geometry; metric axioms; triangles and angle sums; consistency of hyperbolic postulates. (Prerequisite: 520.)

522 Topics in Geometry. (Prerequisite: Consent.)

581 Differential Geometry.

Statistics and Probability

423 Data Analysis and Statistical Software I. Descriptive statistics, contingency tables, t-tests, regression and correlation, residual analysis, modeling, and robustness. These topics will be studied from a data analytic perspective, supported by a thorough investigation of available statistical software. (Prerequisite: 348 or consent.)

424 Data Analysis and Statistical Software II. Continuation of Mat 423. Topics include analysis of variance, multivariate statistical methods, discriminant analysis, principal components analysis, and factor analysis. (Prerequisite: MAT 423 or consent.)

451 Probability and Statistics I. Probability spaces; random variables and distributions; laws of large numbers and central limit theorem.

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

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

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

455 Stochastic Processes. Markov chains; branching processes; Poisson process; queueing theory; telephone traffic problems; Brownian motion applications. (Prerequisite: 348 or 451.)

456 Applied Regression Analysis. Simple linear, multiple, polynomial and nonlinear regression models. Selection of best regression equation and examination of residuals for homoscedasticity and autocorrelation. Data analysis with the aid of computer programs. (Prerequisite: 348 or 452.)

457 Nonparametric Statistics. Inference concerning location and scale parameters, goodness of fit tests, association analysis, and tests of randomness using distribution free tests. (Prerequisite: 348 or 452 or consent.)

458 Statistical Quality Control. Control charts for means, standard deviations and attributes; acceptance sampling inspection using one and multi-stage sampling methods. Emphasis on industrial quality control problems. (Prerequisite: 348 or 451.)

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

512 Applied Time Series and Forecasting. Theory and computer implementation of the Box-Jenkins Techniques with emphasis on forecasting Business and Industrial activity. (Prerequisite: Math. 453 or consent.) (Cross-listed with Econ. 512.)

525 Decision Theory. Structure of statistical decision problems, optimal decision rules, Bayes decision rules, invariance, hypothesis testing and estimation. (Prerequisite: 349 or 353.)

526 Sampling Theory and Methods. Simple random, stratified, systematic, and cluster sampling. Multistage and area sampling. Random response and capture—recapture models. (Prerequisite: 348 or 452.)

527 Applied Statistical Methods. Inference from one, two, and k samples about means, variances, and proportions. Linear regression and analysis of errors. Analysis of covariance. Use of statistical packages. (Prerequisite: 348 or 452.)
528 Statistical Design and Analysis of Experiments. Linear models and quadratic forms. Single, two and several factor experiments. Incomplete designs, confounding and fractional factorial experiments. Response surfaces and partially balanced incomplete block designs. (Prerequisite: 349, 453 or 527.)

548 Applied Statistical Methods and Theory I. The objective of the sequence, of which this is the first course, is to develop competence in the application and understanding of the theoretical foundations of statistical methods. Emphasis is given to both the application of such methods to real life data and the underlying theoretical rationale of the application. Among the topics to be covered are elements of probability theory; discrete and continuous probability models; principles of estimation theory and hypotheses tests with emphasis on large and small samples inference concerning means, variances and proportions. (Prerequisite: Elementary Calculus and one course in Elementary Statistics such as BMS 142.)

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

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

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

585 Linear Models. The theory of linear models with applications to the analysis of variance and regression and to the design of experiments. (Prerequisite: 349 or 453.)

586 Computational Methods for Data Analysis. Data management and manipulation; numerical computations; linear models; non linear models; simulation of random processes; computational graphics. (Prerequisite: Math 220 and Math 348 or 452.)

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

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

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

Miscellaneous

599 Independent Study.
School of Music
Frederick Miller, D.M.A., Dean
Wesley Vos, Ph.D., Associate Dean

The Graduate Division of the School of Music offers a program of courses and research leading to the degree of Master of Music. In concurrence with the general purposes of the Graduate School, advanced programs are offered in applied music (performance), composition, and music education. Administration of these programs is under the supervision of the Graduate Council, the Dean of the Graduate School, and the Dean of the School of Music.

Requirements for Admission
1. Completion of a bachelor of music degree, or equivalent, from an accredited institution.
2. Sufficient academic achievement to demonstrate ability to succeed with graduate study.
3. Demonstration of special competence in the major area, including an audition for applied (performance) majors.

Applications for admission and additional information may be obtained directly from the School of Music, Fine Arts Building, 804 W. Belden, on the Lincoln Park Campus.

Department of Nursing
Sr. Mary Jeremey Buckman, R.S.M., R.N., Ph.D., Associate Professor, Chairman
Donald A. Bille, R.N., Ph.D., Associate Professor
Ann C. Clark, R.N., M.S.N., Assistant Professor
Marilyn Kuzel, Ph.D., M.S., Assistant Professor
Mary deMeneeses, R.N., M.A., M.S., Assistant Professor
Grace G. Peterson, R.N., M.N.A., Associate Professor

Purpose
The purpose of the graduate program in nursing is to prepare qualified nurses for leadership roles in teaching or administration as well as preparation in advanced clinical practice. Provision is made for exploring, testing, and applying nursing theory.

Structure, beliefs, objectives, and conceptual framework of the graduate program are in concord with those of the University and of the undergraduate program in nursing. The graduate student is expected to build on the undergraduate conceptual framework through the process of systematic inquiry, enhanced concept development, and exploration and testing of theories.

All students follow the core curriculum for the first three quarters of the program with emphasis on the science and practice of nursing. During the 4th and 5th quarters, students prepare for role specialization through learning experiences designed to meet desired goals. Cognate courses are taken to support and enhance both advanced nursing practice and/or the functional role. A thesis rounds out the student's course of studies. Students are expected to be self-directive in pursuing graduate study. The program design is flexible enough to permit faculty and student to plan learning experiences which incorporate the student's identified goals along with the program objectives.
Requirements for admission into the graduate program:

1. Eligibility for admission to the Graduate School.
2. Completion of a baccalaureate degree program accredited by the National League for Nursing with upper division nursing major.
3. Completion of a basic statistics course or its equivalent.
4. Acceptable baccalaureate and/or graduate G.P.A. performance.
5. Satisfactory achievement on the Graduate Record Examination.
6. Current licensure as a registered professional nurse in Illinois.
7. Statement of your philosophy of nursing.
8. A one page biographical sketch.
9. Completed application and transcripts.
10. Applicants who completed other curricula will be considered individually.

Degree of Master of Science

Requirements

1. Completion of minimum of 58 quarter hours with an overall G.P.A. of 3.00 on all graduate work attempted.
2. Completion of thesis.
3. Satisfactory performance on a comprehensive oral examination. Qualification for this examination requires completion of:
   a) all courses.
   b) a thesis.
   c) a professional portfolio.

Curriculum

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<th>FIRST YEAR</th>
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<td>N. 401—Research in Nursing I</td>
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<td>N. 405—Research in Nursing II</td>
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<td>N. 436—Advanced Clinical Nursing I</td>
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<td>N. 437—Advanced Clinical Nursing II</td>
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<td>Cognate (Nursing)</td>
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<td>N. 455—Dynamics of Curriculum</td>
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<td>N. 459—Practicum in Teaching</td>
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<td>N. 451—Effective Organization and Administration of Nursing Service</td>
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<td>N. 452—Dimensions of Nursing Services</td>
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<td>N. 457—Practicum in Nursing Services Administration</td>
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96
Cognates in Nursing

*N. 420 Health History and Physical Assessment. (This course, or its equivalent is a prerequisite to N. 436.)

N. 421 Evaluation in Allied Health Education and Service.

N. 425 Budgeting for Education and Service.

N. 426 Organizational Dynamics: Power, Politics, and Paranoia.

Graduate Course Offerings

400 Theoretical Components in Nursing. A course designed to examine the nature, function and development of concepts, models and theories. The structure of a theory will be analyzed in reference to the relationship between its components and the type of theoretical statements utilized. Selected theories in nursing will be critiqued with emphasis on their implications for nursing practice, administration, education and research.

401 Research in Nursing I. A seminar course designed to broaden the student's concepts of the research process through presentation, discussion and analysis of various research approaches, methodological issues, research designs and instrumentation. Problems related to validity and reliability will be explored. Ethical considerations relevant to the use of human subjects in research will be discussed. Critiques of published nursing research will enable the student to utilize concepts presented to evaluate studies in an area of interest and to prepare for the formulation of his research problem.

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

410 Advanced Statistics.

420 Health History and Physical Assessment. An advanced survey course which will provide an enhancement of basic skills in taking and recording a health history and performing physical assessment to differentiate normal from abnormal health status. 4 quarter hours. (Prerequisite: Graduate standing or consent of instructor.)

421 Evaluation in Allied Health Education and Service. This course explores evaluation systems used in the extant settings of multidisciplinary health professional education and service. These evaluation systems include: quality control for patient care, program evaluation, evaluation of curriculum and instruction, employee performance appraisal, evaluation of inservice education, and evaluation of educational or service administration. Focus is placed on the synthesis and critique of evaluation tools. 4 quarter hours. (Prerequisite: Graduate standing or consent of instructor.) (This course is open to non-nurses.)

425 Budgeting for Education and Service.

426 Organizational Dynamics: Power, Politics, and Paranoia.

436 Advanced Clinical Nursing I. A clinical and seminar course designed to provide the student with an opportunity to expand his scope of nursing practice in adult health. The clinical focus is on application of physical assessment and development of the ability to discriminate between current and potential health problems of clients. The student examines theories relevant to the core roles of humanizer, change agent, manager and teacher and the application of these theories to patients and coworkers in a select clinical setting. 6 quarter hours. (Prerequisite: Nursing 420 or its equivalent.)

437 Advanced Clinical Nursing II. A clinical and seminar course that is designed to further expand the scope of nursing practice in adult health. The focus is on developing the ability to relate the nursing process to a select theoretical model of practice. Systematic assessment, analysis, conceptualization, implementation and evaluation of adult client care is integrated into the theoretical framework under study. 6 quarter hours. (Prerequisite: Nursing 400.)

438 Perspectives in Nursing. Emphasis is placed on major current issues confronting professional nursing. 4 quarter hours.

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

a) Individual study at a graduate level.
b) special seminars organized from time to time to accommodate the needs of groups in
specialized subjects of topical interest.
4 quarter hours.

451 Effective Organization and Administration of Nursing Services. Theoretical and philo-
sophical concepts fundamental to administration of nursing services are examined. Administra-
tive functions are used as the framework for exploration of various aspects of the system. The
health needs of man are the basis for viewing the system and its functioning to determine how
well the system has been modeled to meet these needs and whether the system should be
redesigned. 4 quarter hours. (Prerequisite: Nursing 437 or consent of the instructor.)

452 Dimensions of Nursing Service Administration. The various components of the role of the
nurse administrator are explored. Areas specific to nursing services are examined such as the
utilization of a professional standards board, quality assurance program, and staff develop-
ment. In addition, labor relations and management by objectives are considered. These are
viewed within the theoretical framework involving the health needs of the client and their
possible effect on meeting the client's health needs. 4 quarter hours. (Prerequisite: Nursing 437
or consent of the instructor.)

455 Dynamics of Curriculum Development. Theories, principles and methods for shaping and
changing a nursing curriculum are examined. Sources and issues for curriculum decisions are
analyzed, and curriculum evaluation strategies are discussed. A theory of nursing is utilized to
construct a selected nursing curriculum. 4 quarter hours. (Prerequisite: Nursing 436 or consent
of the instructor.)

457 Practicum in Administration of Nursing Services. Observation and guided experience in a
dynamic hospital department of nursing services. Needs and interests of the student are
integrated into the experience. Behavior and actions of various administrative and staff person-
nel are observed and evaluated in relation to applicable theory with emphasis on the activities
of the nurse administrator and the assistant nurse administrator. 6 quarter hours. (Prerequisite:
Nursing 451 and Nursing 452.)

458 Dynamics of Teaching. Theories, principles and methods of teaching and learning (for applica-
tion to nursing education) are examined. Emphasis is placed on how to arrange factors external
to the learner in order to achieve the most efficient and effective learning. A philosophy of
teaching-learning is synthesized and then integrated with a selected philosophy of nursing. 4
quarter hours. (Prerequisite: Nursing 437 or consent of the instructor.)

459 Practicum in Teaching. Observation, investigation and application of theories, principles and
methods of teaching and learning is carried out in selected nursing education settings. The
individual's objectives for the practicum are emphasized in the extant educational setting. 6
quarter hours. (Prerequisite: Nursing 455 and Nursing 458.)
Department of Philosophy

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

Purpose

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

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

Implementation

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

Degree of Master of Arts

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

Prerequisites

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

Requirements

I. Thesis Program

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

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

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

II. Non-Thesis Program.
1. Completion of forty-four quarters of graduate philosophy offerings.
   a) Thirty-two quarter hours will normally be selected from philosophy offerings numbered 400 and over.
   b) Requirements the same as Thesis Program under 1.b above.
2. Requirements the same as in Thesis Program under 2. above.

Degree of Doctor of Philosophy

Prerequisites

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

Requirements

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

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

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

3. Completion of forty-eight quarter hours in offerings numbered 400 and over. These must include courses, seminars and independent study. Each graduate fellow/assistant must register for 682, Teaching Colloquium. Registration may be made in two different quarters for two credits each on a Pass/Fail basis.

4. One foreign language. A thorough reading facility must be evidenced through departmentally administered tests. This requirement must be fulfilled before the student has completed the Comprehensives. (This represents a change from previous requirements. For adjustments, see the Chairman.)

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

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

7. A dissertation. (Committee approval of the topic and outline will not be given prior to completion of requirement 5.) Additional credits must be registered for in Thesis Research to complete a total of 108 quarter hours in post-baccalaureate work.

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


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

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

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

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

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

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

IV. Topics and Controversies
350 Philosophy and the Natural Sciences.
351 Philosophy and Sociology.
352 Philosophy and Psychology.
353 Philosophy and History.
361 Figures in Intellectual History.
362 Themes in Eastern Thought.
370 Existential Thinking.
380 Ethics; Selected Problems (e.g., Medical Ethics, Business Ethics).
381 Philosophy of Love.
382 Insights of Myth.
383 Philosophical Themes in Literature.
390 Selected Topics (e.g., phenomenology of resentment, theory of interpretation, philosophy and technology, etc.).
391 Independent Study.
The courses under the 400-500 series are intended to be specific, dealing with individual philosophers, their background and subsequent influences. They are meant to be detailed both analytically and critically. Normally they are open only to students with graduate academic standing.

Traditional and Anglo-American Philosophers

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

Section B: Anglo-American Philosophers
451 The Philosophy of James. A study of William James’ Pragmatism and Radical Empiricism with special attention to the writings of James that interest the contemporary phenomenologist.
453 The Philosophy of Peirce. An examination of the development of Peirce’s thought from his concern with scientific method, through his development of the theory of thirds, to Peirce’s own particular pragmatism.
457 The Philosophy of Royce. An examination of the thought of Josiah Royce with emphasis on his early psychology and epistemology, the metaphysics of The World and the Individual, the moral teaching of The Philosophy of Loyalty, and the philosophy of the community in The Problem of Christianity.
459 The Philosophy of Santayana. A study of his major works such as Skepticism and Animal Faith, The Life of Reason, and The Sense of Beauty.
465 Philosophy of Russell. An examination of Russell’s philosophical development and influence: a study of selected essays (e.g., Logic and Knowledge) and/or a major work (e.g., An Inquiry into Meaning and Truth).
470 Philosophy of Wittgenstein I. A study of Wittgenstein’s earlier works, particularly the Tractatus Logico-Philosophicus.
471 Philosophy of Wittgenstein II. A study of Wittgenstein’s later works, particularly the Philosophical Investigations.
480 Philosophy of Quine. A study of Quine’s philosophical views as these are presented in From a Logical Point of View, Word and Object, and Ontological Relativity.
490 Philosophy of Chomsky. A study of transformational generative grammar and its relevance to philosophical issues through reference to such works as Cartesian Linguistics, Aspects of the Theory of Syntax, and Language and Mind.

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

Continental Philosophers

Section A: German Philosophers

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

510 Kant I. Critique of Pure Reason.
511 Kant II. Critique of Practical Reason.
512 Kant III. Critique of the Faculty of Judgment.

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

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

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

520 Marx I. Basic writings of Marx and Engels. Revisionist contemporaries of Marx, such as Lasalle, Bernstein and Kautsky will also be studied.
521 Marx II. An investigation into some major writings of Russian and Chinese Marxist leaders such as Lenin, Trotsky, Stalin, Mao Tse-Tung. Also touched upon will be philosophers such as Plekhanov, Bakunin, Bogdanov, etc.
523 Marx III. Contemporary developments in Marxism (1956 to date). East and West representatives will be studied. These include Bloch, Lukacs, Marcuse, Fromm, Hook, etc.
524 Philosophy of Schelling. A study of Schelling's thought by focusing on fundamental themes such as Ego, Spirit, Nature, History, God, Freedom and Being.
525 Nietzsche I. The reversal of values and criticism of morality.
526 Nietzsche II. The conceptions of Eternal Recurrence, Will to Power, Overman, Nihilism and Justice. One of the following themes will also be incorporated: art, space, perspectivism or Christianity.

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

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

The Philosophy of Husserl. Representative Problems.

535 Husserl I. Phenomenology of Consciousness: An investigation of basic constitutional problems of acts and objectivities of consciousness and eidetic and transcendental reductions.
536 Husserl II. Time-Consciousness. A study of the temporalization of consciousness of and world with special attention to the absolute flux, primal sensation, retention and protention, and the structure of the Now.
537 Husserl III. Phenomenology of the Life-World. An investigation of its structure, its function in transcendental phenomenology. Transcendental intersubjective problems such as time, space, alter-ego, constitution of the Divine, All-Humanity and culture will also be treated.
The Philosophy of Scheler. A critical study of his thought by focusing on areas such as:
541 Scheler II. Phenomenology of Sociology.
542 Scheler III. Philosophical Anthropology and Metaphysics.

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

The Philosophy of Heidegger. A critical study of Heidegger’s thought by focusing on:
550 Heidegger I. Thoughts from Being and Time to the Essence of Truth.
551 Heidegger II. Thoughts from Comments on Holderlin to Time and Being.
552 Heidegger III. Presocratic thought.
553 Hermeneutics I. A critical study of Gadamer’s principles of the philosophical hermeneutic by focusing on his Truth and Method.
555 Hermeneutics II. A continuation of Philosophy 553 stressing Gadamer’s Shorter Essays.

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

The Philosophy of Sartre
570 Sartre I. A study of Being and Nothingness with attention given to Sartre’s early phenomenological studies as background and to some of his literary works as illustrations of his ontology, such as Nausea and Saint-Genet.
571 Sartre II. The Social Thought of Jean-Paul Sartre. A study of A Critique of Dialectic Reason along with appropriate literary works and more recent political writings.
575 The French Spiritualist Tradition. A study of the “philosophers of the spirit,” beginning with Maine de Biran and ending with a study of Louis Lavelle’s work, Dialectic of the Eternal Present, as particularly representative of this philosophic tradition.
580 The Philosophy of Henri Bergson. A study of the Two Sources of Morality and Religion as a means of considering the whole life-philosophy of Bergson.
585 The Philosophy of Paul Ricoeur. A study of Ricoeur’s philosophy and phenomenology of the will with stress on its background and its place in contemporary French phenomenology.
590 Trends in Contemporary French Philosophy. A look at the increasing importance of structuralism, philosophy of language, and hermeneutics in Contemporary French Philosophy.

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

Seminars (1979-1981)
608 Seminar on Social Foundations. A study of Scheler’s thought regarding the social foundations of science, philosophy and religion together with man’s contemporary self image.
609 Seminar on the Person. Scheler's view on the moral, religious, and metaphysical dimensions of the human person as individual and as member of society.

610 Seminar on the Philosophy of History. Reflections on history as a phenomenon, and history as a science with reference to thinkers such as Augustine, Hegel, Marx, Sperigler, Heidegger, etc.

612 Seminar on Heidegger's Elucidations of Hölderin's Poetry. A study of the belonging together of thought and poetry, accompanied by an extensive analysis of Heidegger's writings on identity and difference.

615 Seminar on Heidegger and the Fragments of Heraclitus.

616 Seminar on the Fragments of Parmenides.

617 Seminar on Language and Logic in Husserl. A discussion of language as spoken and written, heard and read, and its relation to phenomenology and transcendental logic. Will be based on texts from Logical Investigations, Formal and Transcendental Logic and Experience and Judgment.

619 Seminar on the Metaphysics of the Absolute. An investigation of the model of traditional metaphysics as criticized by contemporary thinkers.

621 Creative Encounters. An existential approach to interpersonal relationships, especially in education, counselling and therapy.

622 Seminar on the Anatomy of Creativity. An existential analysis of the creative process both in the arts and in self-actualizing people.

624 Seminar on the Existential Analysis of Personal Maturity. An in-depth study of the genesis, meaning and structure of the mature and authentic personality.

625 Seminar on Philosophy and Feminism. This seminar will investigate various philosophical issues relevant to feminism and will examine how a feminist approach can alter what it is to do philosophy.

626 Seminar on the Human Personality. A critical study of modern personality theories in the light of existential phenomenology.

627 Seminar on the Phenomenology of Language. A study of the problems of language and interpretation in Heidegger's thought.

628 Seminar on Contemporary Problems. Provides the student with experience in applied phenomenology. Topics such as phenomenology of death, phenomenology of shame, phenomenology of resentment etc., will be treated at various times. (This may be taken twice when different topics are offered.)


640 Problems in Ethics. A reappraisal of American ethical values and problems made in view of the present moral and cultural revolution taking place in the nation.

642 Seminar on Theories of Value.

643 Seminar on Heidegger's Critique of Value Theories. A study of the basis and justification of the criticism which Heidegger levels at theories of value in Neo-Kantianism, Lotze, Nietzsche and Scheler.

648 Seminar on Critical Theories. A study of radical social theory from the "Frankfurt School." Emphasis on Adorno, Horkheimer, Marcuse and Habermas.

660 Seminar on Gabriel Marcel. A study of Marcel's philosophy in relation to his literary works and a consideraton of the journal as a philosophical style.

668 Seminar on Maurice Merleau-Ponty. A consideration of Merleau-Ponty's later work, especially The Visible and the Invisible, as it relates to his earlier writings and the problematics of being.

672 Seminar on Paul Ricoeur. A study of the linguistic and hermeneutical problems in Ricoeur's recent writings, Le conflit des Interpretations.

675 Seminar on Michel Foucault. A study of the themes of insanity, art, language and history in Foucault. Focus will be on the confrontation between philosophy and madness as subjected to a phenomenological criticism.
681 Workshop on Phenomenology. A workshop in the "doing" of phenomenology. Focus will be on the theory and practice of phenomenologizing, with careful attention to the phenomena of sound.

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

685 Seminar on Phenomenology of Art and Beauty. An investigation of the basic questions concerning the nature and structure of aesthetic phenomena both in the beauty of nature and the arts.

699 Thesis Research. Independent investigation of a philosophical problem for the thesis-dissertation. The problem is assigned by the Chairman or his designate after consultation with the student. Overall direction and advisement is given by the thesis director.

700 Independent Study.

701 Resident Candidacy Continuation. Students admitted to candidacy for the doctoral degree who have completed all course and dissertation registration requirements but who are regularly using the facilities of the University for study and research are required to be registered each quarter of the academic year until the dissertation and final examination have been completed. Non-credit, $328.00 per quarter. (Prerequisite: Admission to Candidacy.)

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

Zuhair M. El Saffar, Ph.D., Chairman, Solid State Physics
Donald O. Van Ostenburg, Ph.D., Professor, Chairman, Graduate Committee, Solid State Physics
Mary L. Boas, Ph.D., Professor, Mathematical Physics
Anthony F. Behof, Ph.D., Associate Professor, Experimental Nuclear, Optics
Gerald P. Lietz, Ph.D., Associate Professor, Experimental Biophysics
Edwin J. Schilling, Ph.D., Professor, Physics Education
Margaret Stautberg Greenwood, Ph.D., Associate Professor, Nuclear Physics, History of Physics
Thomas G. Stinchcomb, Ph.D., Professor, Medical Physics
Pon-Nyong Yi, Ph.D., Associate Professor, Molecular Physics, Biophysics
Professor Emeritus: Julius J. Hupert, Ph.D.

Purpose

The objective of the Graduate Physics Program is to develop professional competence in its students. To fulfill this objective, the University offers the degree of Master of Science in Physics and the degree of Master of Science in the Teaching of Physics. The latter degree develops breadth in the fundamentals of physics for those students interested in high school and junior high school teaching.

As a public service to the educational, scientific and technological communities of the Chicago area, the department offers graduate and advanced undergraduate courses in the evenings for industrial scientists and engineers. The evening program emphasizes the physics and mathematical skills so necessary for the successful mastery of sophisticated and rapidly changing technologies.

Degree of Master of Science

Prerequisites

An applicant for admission as a regular student for the degree of Master of Science in Physics must have satisfactorily completed a suitable program in advanced physics beyond a General Physics course. Candidates with less extensive backgrounds should consult with the chairman of the Graduate Committee about courses prerequisite to graduate study.

It is strongly recommended that the student submit the results of the GRE Physics examination at the time of application.

Requirements

1. Completion of a minimum of 44 quarter hours (11 courses) is required. This is obtained through selection of the following courses, each carrying four quarter hours credit.

   (a) The required courses are:

      i. Methods of Theoretical Physics III, Physics 395.
      ii. The three "primary core" courses: Theoretical Physics 410, 411 and 412.
      iii. Two of the following secondary core courses: Theoretical Mechanics 440, Electrodynamics 420, Quantum Mechanics 460.
      iv. Thesis Research, Physics 480. As a rule, one course effort is applied to the thesis research. An additional course credit (4 quarter hours) for thesis research may be applied with the approval of the student's Faculty Advisor. In no case will more than two thesis research course registrations be applied to the M.S. degree.

   (b) The remaining courses may be selected as follows:

      i. At least two more 400 level physics courses.
      ii. The final one or two courses may be chosen from 300 or 400 level courses in physics,
biology, chemistry, mathematics, or other minor field with the approval of the Graduate Committee.

2. Upon the satisfactory completion of items a) (i) and (ii) and a candidacy examination the student will be eligible to begin Thesis Research, Physics 480.

3. A thesis based on independent research in theoretical or experimental physics is required. A review thesis reflecting study of a broad subject or development of an interdisciplinary, historical or educational theme is acceptable.


Degree of Master of Science in the Teaching of Physics

Applicants working towards the degree of Master of Science in the Teaching of Physics must have satisfactorily completed a complete sequence of courses in General Physics and in mathematics up to and including Integral Calculus. Individual programs will be planned in consultation with a staff member.

Undergraduate Courses Available as Graduate Credit

The following list represents courses scheduled as undergraduate courses. To be used as graduate credit, a grade of B or better must be earned.

310 Mechanics.
312 Computer Interfacing.
320 Electricity and Magnetism.
331 Modern Circuit Theory.
336 Electronic Circuits.
340 Thermal Physics.
350 Optics.
360 Twentieth Century Physics I.
361 Twentieth Century Physics II.
380 Experimental Physics I.
381 Experimental Physics II.
382 Experimental Physics III.
395 Methods of Theoretical Physics III.

Graduate Courses

These courses carry, as a rule, 4 quarter hours of credit. When a deviation from this rule is justified, the applicable number of credit hours is shown in the specific schedule applicable to the academic quarter in question. Scheduling of courses is announced quarterly.

410 Theoretical Physics I. Lagrangian formalism; angular momentum; central forces and celestial mechanics; particle systems and rigid body rotation about fixed axis; accelerated coordinate systems.

411 Theoretical Physics II. Electrostatics and magnetostatics in vacuum and in media; Gauss' Theorem; Poisson's equation; Green's Theorem; Stoke's Theorem; the vector potential; electromagnetic induction; Maxwell's equations; the Poynting vector; electromagnetic wave propagation; scattering; electron theory and dispersion.

412 Theoretical Physics III. Schroedinger equation, operators, eigenvalues; series of eigenfunctions; physical interpretation; one and three-dimensional applications.

420 Electrodynamics I. Review of Maxwell's equations and time dependent electromagnetic fields; bounded structures and guided waves; electromagnetic radiation, including multipole radiations and radiation from systems of radiators. (Prerequisite: Physics 411.)
421 Electrodynamics II. More problems in radiation, use of Green's functions, charged particle radiations, bremsstrahlung and Cerenkov radiation; special theory of relativity and four-vectors as applied to electrodynamic phenomena; field invariants. (Prerequisite: 420.)

424 Electrodynamics of Plasma. Introduction to plasmas; single particle motion in electric and magnetic fields; treatment of plasmas as fluids; electrodynamic properties of plasmas. (Prerequisite: Physics 411.)

440 Theoretical Mechanics I. Variational principles; Lagrangian mechanics; two-body collisions; the two-body central force problem; rigid body dynamics and special relativity theory. (Prerequisite: Physics 410.)

441 Theoretical Mechanics II. Hamilton's equations of motion; canonical transformations; Hamilton-Jacobi Theory; small oscillations, and introduction to the Lagrangian and Hamiltonian formulations for continuous systems and fields. (Prerequisite: Physics 440.)

442 Applied Mechanics. Mechanics of continuous media; strain and stress tensors; fluid dynamics; mechanical waves; applications to acoustics and geophysics. (Prerequisite: Physics 310.)

445 Statistical Mechanics. Principles of statistical mechanics; applications to weakly interacting systems such as the classical plasma and Fermi gas; strongly interacting systems; transport theory; fluctuations and irreversible processes; phase transitions.

454 Modern Optics. An advanced optics course with emphasis on topics in coherence theory, polarization of light, Fourier transform spectroscopy, optical transfer functions and holography.

460 Quantum Mechanics I. Review of basic quantum theory; vector spaces; linear operators; observables; commutators; projection operators; representations. (Prerequisite: Physics 412.)

461 Quantum Mechanics II. Angular momentum theory; rotations, spin, addition of angular momenta, Clebsch-Gordon coefficients, Wigner-Eckart Theorem; systems of identical particles; invariance. (Prerequisite: Physics 460.)

464 Atomic and Molecular Physics. The experimental foundations for theories of atoms and molecules, with emphasis upon spectroscopy.

465 Nuclear Physics. Theoretical and phenomenological approaches to nuclear structure and strong, electromagnetic, and weak interactions of nuclei. Topics of study include the theory of scattering and decay of nuclei, resonances, nuclear models. (Prerequisite: Physics 412 or equivalent.)

466 Radiation Physics. Interactions of X-rays, nuclear radiations, etc. with matter: radiation detectors; dosimetry; shielding; applications to medical physics. (Prerequisite: Physics 361 and 395 or equivalent.)

490 Solid State Physics I. Periodicity and classification of crystal structure; X-ray diffraction; reciprocal lattice; crystal bonding; phonons, Debye theory of heat capacity; inelastic scattering, anharmonic interactions and thermal conductivity.

491 Solid State Physics II. The free-electron gas model; energy band theory; theory of metals and alloys; intrinsic and impure semiconductors; transport phenomena: dia- and para-magnetism, ferromagnetism, and antiferromagnetism.

492 Solid State Device Physics. Physics background for the operation of such devices as the bipolar transistor; the junction field effect transistor (JFET); surface field-effect transistors (MOSFETS); charge coupled devices; Gunn oscillators; the solar cell, etc.

495 Mathematical Physics. Topics in mathematical physics more advanced than 395, such as group theory; tensor analysis; functional analysis (linear vector spaces, operators, generalized functions); Green's functions; differential and integral equations. (Prerequisite: Physics 395.)

Seminars and Independent Study Courses

478 Seminar in Selected Topics of Physics. This course number is reserved for:
(a) Individual study at the graduate level.
(b) Special seminars organized from time to time to accommodate the needs of groups of students in specialized subjects of topical interest.

480 Thesis Research. This course number designates research performed to gather thesis material. Up to two registrations are allowed.
Department of Political Science

Michael L. Mezey, Ph.D., Chairman, Professor
David G. Barnum, Ph.D., Assistant Professor
Larry Bennett, Ph.D., Assistant Professor
Patrick T. Callahan, Ph.D., Assistant Professor
Minkyu Cho, Ph.D., Assistant Professor
Richard P. Farkas, Ph.D., Associate Professor
Robert Leonardi, Ph.D., Associate Professor
Rose Spalding, Ph.D., Assistant Professor
J. Harry Wray, Ph.D., Assistant Professor

Prerequisites as a Minor Field

Political science as a minor field may be taken in connection with economics, education, history, sociology, psychology and philosophy. Five courses in political science form the prerequisite undergraduate preparation.

320 Dynamics of Public Policy. Competing theories of policy formulation and the application of these theories to current policy contexts. Problems of policy implementation will be considered.

321 Public Opinion and Mass Media. The rise, fall, and manipulation of public opinion and voting behavior, with special attention given to the mass media.

322 Urban Policymaking. Major U.S. urban policy initiatives serve to exemplify the varying functional orientations of programs, the mechanics of their evaluation, and the barriers to their effective implementation.

323 Chicago Government and Politics. The particular socioeconomic characteristics of Chicago are linked with its formal government structure, informal political style, and prominent public issues. To enhance this analysis, comparisons with other U.S. cities are employed.

324 Inequality in American Society. This course examines the nature and extent of inequality in American society and explores various psychological, political, social, and economic theories which attempt to explain the existence of this phenomenon.

328 Topics in American Politics.

329 Topics in Public Policy.

330 American Political Thought. Examination of enduring problems of American political thought from colonial time to the present, including puritanism, constitutionalism, Calhoun, populism, social Darwinism, and pragmatism.

331 Contemporary Political Thought. An intensive seminar discussion of selected political thought of contemporary significance drawn from main currents of liberalism, conservatism, socialism, fascism, anarchism, and existentialism.

332 Empirical Theory. An examination of a number of empirical theories useful for the purpose of political analysis: communication theory, systems theory, decision-making theory, structural-functional theory, conflict theory.

333 Marxism. An in-depth analysis of Marxist social and political thought as represented by the writings of Marx, Lenin, Stalin, Trotsky, Gramsci, Lukacs, Carrillo.

339 Topics in Political Thought.

340 Theories of World Politics. Some of the models widely used by international political analysts are presented, evaluated, and used to illuminate current problems. "Realist" and "Marxist" approaches, systems analysis, decision-making, and game theory are examples of the models that may be included.

342 Arms, Security, and War. Focus is on the military dimensions of international politics, such as nuclear and conventional deterrence, arms races, arms control, alliances, and American defense policy, and how these affect war and peace.
343 Soviet-American Relations. This course examines the relationship between the two superpowers in the context of their relations with other nations. The current status of relations is described and related to historical trends and explanatory models. Political, economic, cultural, and military dimensions are covered.

344 World Political Economy. Political conflicts over trade relations, global inequality, development, growth, inflation, and scarcity are analyzed, with special emphasis placed on a description of the institutions and processes that shape international economics.

349 Topics in World Politics.

350 Political Development in Industrialized Nations. A study of the forces and organizations that have affected the development of politics in advanced industrialized societies. Possible topics include Eurocommunism, decentralization, and regional organization.

351 Revolution. Aspects of revolution, emphasizing contemporary cases, and including units on ideology, leaders, followers, organization, techniques, weapons, causes, and theories of revolution.

352 Political Development in the Non-Industrialized World. A comparative analysis of proposed and attempted responses to the major challenges to governments of developing nations, such as ethnic conflict, institutional, instability, military intervention, the need for economic and social planning, and foreign influence.

353 Comparative Leadership. Focus on background characteristics, career patterns, institutional settings, and policy styles of selected leaders from a wide cross section of nations. Theories of leadership, elites, and class will be included, and data will be drawn from biographic as well as aggregate sources.

354 Political Representation in Comparative Perspective. A comparative treatment of those processes and institutions that comprise the representative system, including political parties, elections, and legislatures.

359 Topics in Comparative Politics.

361 International Law. The nature, sources, and applications of international law in the international community, including issues of recognition, territory, jurisdiction, settlement of international disputes, diplomatic agents, intervention, and the use of force.

362 The Criminal Justice System. An examination of the personnel of the American criminal justice system—including defendants, lawyers, judges, and jurors—and the important features of that system—including arrest, bail, plea bargaining, trial, and imprisonment.

369 Topics in Public Law.

392 Internships.

399 Independent Study.
Department of Psychology

Thomas S. Brown, Ph.D., Professor and Chairman
Frank A. Dinello, Ph.D., Professor
John M. Reisman, Ph.D., Professor
Edwin S. Zolik, Ph.D., Professor
Robert E. Brewer, Ph.D., Associate Professor
Marilyn K. Brown, Ph.D., Associate Professor
Sheldon Cotler, Ph.D., Associate Professor
Ernest J. Doelya, Ph.D., Associate Professor
Louise Ferone, M.S.W., Associate Professor of Social Work
Frederick Heilizer, Ph.D., Associate Professor
Leonard Jason, Ph.D., Associate Professor
William Terris, Ph.D., Associate Professor
Robert J. Tracy, Ph.D., Associate Professor
Linda Camras, Ph.D., Assistant Professor
Gilbert Cardwell, Ph.D., Assistant Professor
Allen Milewski, Ph.D., Assistant Professor
Sheila Ribordy, Ph.D., Assistant Professor
LaVonne Robinson, Ph.D., Assistant Professor
Midge Wilson, Ph.D., Assistant Professor

The Department of Psychology offers graduate work leading to the degrees of Master of Arts, Master of Science, and Doctor of Philosophy. Available programs leading to these degrees are as follows:

**Master of Arts**
- General Experimental Psychology
- Clinical Psychology
- *School Psychology*

**Master of Science**
- Clinical Psychology
- *School Psychology*

**Doctor of Philosophy**
- General Experimental Psychology
- Clinical Psychology

The objective of the graduate programs in psychology is to provide qualified students with the opportunity to become thoroughly acquainted with the methodology and content of scientific psychology and trained in the quantitative methods and scientific rigor necessary for the understanding of human behavior and personality. At the Master's level, the preparation of students is directed toward further study for the doctoral degree (in the case of Master of Arts programs), or toward employment in one of the applied fields of psychological services (in the case of Master of Science programs).

**Admission**

The Department accepts as graduate students only those who show definite promise for completing the requirements for advanced degrees. Meeting the minimum admission standards or having extensive undergraduate course work in psychology does not guarantee acceptance, since the number of applicants who can be admitted is limited.

The applicant for graduate study in psychology must present a satisfactory undergraduate scholastic average with a minimum of twenty-one semester hours or thirty-two quarter hours in Psychology. Three of the hours must represent a course in Elementary Statistics.

Preference is given to those applicants who have a well-balanced background of psychology courses, and some background in another science and mathematics. However, students who do not have an undergraduate major in psychology but who are able to demonstrate a high level of undergraduate achievement are encouraged to apply.

*Applications are no longer accepted for this program.*
The Departmental Graduate Admissions Committee will determine, on the basis of a consideration of each student’s proposed program of graduate study, whether the minimum of 32 quarter hours in Psychology is sufficient for advanced study. The student judged to be deficient in prerequisites or other respects will be required to take, without graduate credit, such courses as necessary to remedy any deficiencies upon entering Graduate School.

In addition to the admission requirements of the Graduate School, the Department of Psychology requires all applicants to submit the following before their application for admission will be considered complete: (a) Departmental Information Schedule, (b) the results of the Verbal and Quantitative tests and the Advanced Test in the field of undergraduate major of the Graduate Record Examination, and (c) three letters of recommendation. Forms and detailed information may be obtained from the chairman of the department. It is desirable, but not mandatory, that the results of the Miller Analogies Test, if taken, also be submitted at the same time.

Master’s Programs and Degree Requirements

All Master’s programs have in common a central series of academic courses, known as the core sequence, which are intended to develop the student’s fundamental understanding of psychology. These courses are relevant to all areas. The following courses constitute the core sequence and are required of all doctoral students in psychology. Psychology 402 (Perceptual Processes), Psychology 404 (Learning Processes), Psychology 406 (Physiological Processes), Psychology 430 (Advanced Social Psychology), Psychology 437 (Advanced Personality), and Psychology 439 (Advanced Developmental Psychology). Students in Master of Arts programs may with the consent of their advisor, waive one or two courses in the core sequence, and replace them with graduate courses in experimental psychology. In certain Master of Science programs, students may waive two courses in the core sequence, and replace them with appropriate electives. Master of Science programs also require one advanced course in statistics; either Psychology 409 or Psychology 410. Master of Arts programs require three courses in statistics; either Psychology 410 or Psychology 411, and Psychology 412.

Degree requirements for the various Master’s programs are as follows:

1. Master of Arts in General Experimental Psychology: a minimum of 44 quarter-hours, including 4 hours thesis credit. A general program in which students can begin to specialize in areas of particular interest to them.
2. Master of Arts in Clinical Psychology: a minimum of 72 quarter-hours including 4 hours thesis credit, but not including credit for pre-practicum or practicum courses.
3. Master of Science in Clinical Psychology: a minimum of 72 quarter-hours including 4 hours credit for Master’s paper, but not including credit for pre-practicum or practicum courses.
4. All Students are expected to carry a minimum of 12 hours per quarter.
5. All students must maintain at least a B average with no grade below a C.

Failure to fulfill the requirements stated under 5 will result in dismissal from the program. The student may petition the department for a review of the dismissal decision.

In addition to the quarter-hour requirements noted above, all Master of Arts programs require that the student complete a research thesis on a topic approved by the Department. Students enrolled in the Master of Science programs are required to complete a Master’s paper of approximately 5,000 words on an approved topic.

Upon completing at least half of the graduate course requirements, each student is evaluated for acceptance as a candidate for a Master’s degree. Only those who have given evidence of satisfactory academic performance as graduate students will be advanced to candidacy. The Department reserves the right to require the student to take special written or oral examinations in fulfilling this requirement. Students whose application for advancement to candidacy is denied will be advised to strengthen areas of scholastic weakness or to withdraw from the Graduate School.
All students enrolled in Master's programs are also required to undertake a comprehensive examination, either written or oral, in the field of graduate study. This examination may be but is not necessarily limited to a defense of the student's thesis or master's paper.

**Ph.D. Programs and Degree Requirements**

The Department offers programs in Clinical and General Experimental Psychology. The Clinical Program has special emphasis in Community and Clinical Child Psychology. Within the General Experimental Program the student may specialize in learning, physiological, developmental, social psychology, or behavioral research methodology. The concentration in Behavioral Research Methodology focuses on methodology and design for applied areas of psychology. It includes an internship or practicum in an applied setting. All doctoral programs include a strong emphasis on research.

Students holding bachelor's degrees are not admitted directly into doctoral programs; they are required first to obtain a Master of Arts degree at DePaul University. Students who have already obtained a Master's degree in psychology from another institution and who present evidence of the level of scholarship necessary to successful completion of the doctoral program may be admitted into the program.

All Doctoral students are required to complete the core sequence of Courses (see section under masters programs). Moreover doctoral students are required to demonstrate a knowledge of the history of psychology. This may be accomplished either by successfully completing Psychology 361—History and Systems of Psychology or by passing a special exam in this area.

In order to be admitted to candidacy for the Ph.D. the student must successfully pass the Doctoral Candidacy Examination. This written examination is designed to assess the student’s competence in psychology as a whole and in his area of specialization. The examination is given in three sections. The first two sections cover the two minor areas selected by the student from the areas of learning, perception, physiological psychology, personality, developmental psychology and social psychology. The third section consists of an examination in the student’s area of specialization. As a requirement for the Ph.D., students enrolled in the Clinical Psychology Program are also required to complete a one-year internship in a facility approved by the Department.

Each student must demonstrate his ability to conduct independent research by the presentation of an acceptable dissertation. Research for the dissertation should normally be completed during the fourth year at the University by students in the General-Experimental Program. However, as the fourth year is usually the year of internship for students in Clinical Psychology, the dissertation normally will be completed during the fifth year by students in this program. At the final oral examination a student is required to defend his dissertation and to show his competence in the general field of psychology and in his area of specialization.

General requirements for the Doctor of Philosophy degree are:

1. A minimum of 124 quarter hours beyond the bachelor's degree including 4 hours of thesis and 12 hours of dissertation credit and excluding credit for practicum and practicum courses.
2. Admission to doctoral candidacy, as noted above.
3. A dissertation on a topic approved and accepted by the Department.

The above requirements must be completed in accordance with the time limits stated on page 27 of this bulletin.

**Additional Information**

Additional information concerning graduate programs and admission to graduate programs may be obtained by writing to the Chairman of the Graduate Admissions Committee of the Department of Psychology.
Psychology as a Minor

Graduate students majoring in other fields of study within the University may minor in psychology.

Courses for Advanced Undergraduate and Graduate Students

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

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

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

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

347 Social Psychology. Survey of social psychological principles emphasizing individual behavior in a social context. (Prerequisite: Psychology 106.)

351 Theories of Personality. Emphasis on distinction between clinical and scientific theories of personality. (Prerequisite: Psychology 106.)

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

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

354 Ecosystems and Behavior. (Prerequisite: 347.)

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

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

360 History of Learning. A survey of the classical and modern theories of learning. (Prerequisite: 275 or consent.)

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

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

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

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

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

370 Research Methods in Developmental Psychology. (Prerequisite: 334.)

372 Research Methods in Social Psychology. (Prerequisite: 275.) (Laboratory fee: $5.00.)

375 Perception. Environmental and stimulus control of behavior: chemical control of perception. (Prerequisite: 277.)

377 Physiological Psychology. The nervous system and endocrine functions as related to behavior. (Prerequisite: 275.)

378 Comparative Psychology. Patterns of behavior shown by various animal species. (Prerequisite: 106.)

380 Industrial and Organizational Psychology. Application of theories and methods of psychology to the study of human behavior in business, industrial, and other organizations. (Prerequisite: 106 and a course in statistics.)

381 Personnel Selection and Placement. Application of concepts from differential psychology and measurement to employee selection, counseling, and placement in business and other organizations. (Prerequisite: 380.)
382 Personnel Training and Organizational Development. Application of learning theories and teaching methods to employee training and development. Design and evaluation of training programs. Methods of organizational development. (Prerequisite: 380.)

383 Engineering Psychology. Application of experimental psychology and individual differences to the design of man-machine systems, work environments, and living environments. (Prerequisites: 275 and 380.)

384 Consumer Behavior and Advertising. Application of psychological principles and methods to advertising, marketing, product development, sales, and propaganda. (Prerequisite: 380.)

390 Statistics for the Behavioral Sciences. Applied inferential statistics. (Prerequisite: 240.)

392 Psychology of Alienation. Causes of individual and group alienation, and the resultant behavior. (Prerequisites: 347 and 351.)

393 Psychology of Language. Development of language in children, and effects of language on thinking. (Prerequisite: 360.)

394 Advanced Topics in Psychology. (Prerequisite: Senior standing and consent of Chairman.)

395 Field Work and Study. Supervised experience in selected off-campus settings and associated readings. (Prerequisite: Junior standing and consent of Chairman.)

398 Reading and Research. (Prerequisite: Senior standing and consent of Chairman.)

Courses for Graduate Students Only

When prerequisites are stated in numbers below 400, an equivalent course taken elsewhere is acceptable. Where no prerequisite is listed, students not majoring in psychology must obtain the consent of the instructor. Psychology majors who do not meet the prerequisites for a given course must obtain the consent of the instructor. Unless otherwise stated all courses are 4 credit hours.

402 Perceptual Processes. Analysis of the variables involved in the determination of perception with particular attention to the problems of space, motion, distance, size, form, the after effects and the constancies. (Prerequisite: Twelve hours in psychology.)

404 Learning Processes. Basic concepts and research in acquisition, extinction, generalization, discrimination, transfer, retention in both animals and humans. (Prerequisite: Twelve hours in psychology.)

406 Physiological Processes. The functional role of neural systems important for the processes of motivation, emotion, sleep, memory, and cognition. (Prerequisite: Psychology 377 or equivalent.)

409 Statistics for the Behavioral Sciences. Applied inferential statistics. (Prerequisite: 240.)

410 Advanced Statistics I. An introduction to sample spaces, random variables, distributions and parametric statistics. Sampling, the concept of sampling distributions of statistics. (Prerequisite: Psychology 240 or equivalent.)

411 Advanced Statistics II. Point estimation procedures are compared for a variety of parameters. Analyses of variance; planned and post-hoc contrasts; orthogonal polynomials. (Prerequisite: Psychology 410.)

412 Advanced Statistics III. Linear and non-linear regression and correlation. (Prerequisite: Psychology 411.)

416 Methods in Behavioral Research. Principles and techniques of research design in behavioral, social and clinical research; questionnaires, interview schedules, rating scales involving multivariable analysis. Application of parametric and non-parametric tests. Application of research findings to professional practice. (Prerequisite: Psychology 411.)

418 Multivariate Analysis. Theory and statistical techniques underlying the analysis of multiple measurements. (Prerequisite: Psychology 411.)

419 Factor Analysis. Theoretical foundations, methods of analysis, and comparison of various factor analytic models. (Prerequisite: Psychology 418.) (4 credits.)

420 Advanced Experimental Psychology. Design, analysis, and execution of psychological research. Includes philosophy of science and the role of theory in psychology. (Prerequisite: Psychology 411.)
421 Advanced Experimental Design. (Prerequisite: Psychology 412.)
(1 to 4 credits.)
425 Cognitive Processes. Theories and methods in the study of concept formation, problem solving, thinking, verbal learning, psycholinguistics. (Prerequisite: Psychology 404.)
427 Sensory Processes. Receptor system processes and their relations to psychological phenomena, with attention to similarities and differences among sensory systems and to general principles of sensory integration and orientation. (Prerequisites: Psychology 402 and 406.)
430 Advanced Social Psychology. Contemporary theory and research in social behavior, emphasizing the behavior of the individual in a social context.
432 Attitude Analysis. Theory and research in attitude formation and organization, communication and persuasion, resistance to persuasion, and measurement techniques. (Prerequisite: Psychology 430.)
433 Social Judgment. Theory and research in judgment of social stimuli, perceiving and evaluating persons, and social comparison processes. (Prerequisite: Psychology 430.)
434 Small Group Behavior. Theory and research in goal formation, conformity, power and communication structures, cohesion, and task performance. The emphasis is on the behavior of persons within groups. (Prerequisite: Psychology 430.)
437 Advanced Personality. Critical analysis of research in personality with emphasis on the development and testability of major constructs in contemporary research.
439 Advanced Developmental Psychology. Current research and theories in child development relating to the preschool child, elementary school child, and adolescent. Emphasis on the dynamics of motivation, personality, learning and socialization. Case studies and analysis of various developmental problems. (Prerequisites: Psychology or Education 333 or 334.)
450 Psychological Measurement. Logical and mathematical principles underlying test construction with emphasis on evaluating the reliability and validity of scores. (Prerequisite: Psychology 412.) (4 credits.)
451 Applied Statistical Prediction. Applications of statistics and psychological measurement to the problems of predicting human performance. Several computer programs will be used to analyze data. (Prerequisite: Psychology 412.)
454 Behavior Modification. Analysis of principles, practices, and research related to the modification of human behavior. (Prerequisite: Psychology 404.)
476 Research Issues in Assessment. Analysis of research and current issues concerning intellectual and personality assessment. (2 credits.)
481 Individual Intelligence Testing I. Theories of intelligence and cognitive development. Introduction to the administration of verbal and various non-verbal tests including the Stanford Binet, Wechsler Intelligence Scale for Children and Wechsler Adult Intelligence Scale and the clinical use of these instruments. (Prerequisite: Psychology 356.) (Materials fee: $10.00.)
482 Personality Assessment. Administration and scoring of the Rorschach and Thematic Aperception Test and other tests. Evaluation of tests and needed areas of research and development. (Prerequisites: Psychology 481.)
483 Advanced Psychodiagnosics. Advanced study of projective techniques and other assessment methods, with emphasis on analysis, interpretation and integration of all pertinent clinical data, and report writing. (Prerequisite: Psychology 482.)
484 Behavioral Assessment. Behavioral observation and recording. Self-report measures. Physiological measurement. Evaluation of behavioral measures and areas of research. (Prerequisite: Psychology 356 or equivalent.)
488 **Principles of Psychotherapy.** Analysis of theoretical approaches to psychotherapy. (Prerequisite: Psychology 476 and 486.)

489 **Group Psychotherapy.** Principles, theories and techniques of in-group psychotherapy. Problems of selection of group members and evaluation of progress. (Prerequisite: Psychology 486.) (2 credits.)

491 **Treatment Methods with Children.** Consideration of a variety of treatment approaches used to help alleviate the psychological problems of children with emphasis on psychotherapy. Evaluation of treatment methods and indications of areas for research. (Prerequisite: Psychology 487.)

492 **Principles of Consultation.** The principles and dynamics involved in the various types of consultative relationships. Techniques of consultation with parents, teachers, agencies, physicians and others in regard to problems and deviancy, methods of management and treatment. (Prerequisite: Psychology 493.) (2 credits.)

493 **Community Mental Health.** The historical antecedents, philosophy and dimensions of community mental health; theory, practice, and research. Analysis of current problems and future directions.

495 **Evaluation and Research in Community Mental Health.**

500 **Professional and Ethical Issues in Contemporary Psychology.** (2 credits.)

510 **Contemporary Issues in Psychology.** Evaluation of contemporary trends relating to psychology both as a science and as a profession; manpower; some future directions. (2 credits.)

520 **Minority Issue.** Consideration of minorities as related to clinical psychology.

Seminars numbered 550 through 570 may be taken for credit more than once with the consent of the instructor.

550 **Seminar in Teaching Psychology.** (1 to 4 credits.)

551 **Seminar in Experimental Psychology.** (1 to 4 credits.)

552 **Seminar in Neuropsychology.** (1 to 4 credits.)

553 **Seminar in Personality Research.** (1 to 4 credits.)

554 **Seminar in Behavior Genetics.** (1 to 4 credits.)

555 **Seminar in Developmental Psychology.** (1 to 4 credits.)

556 **Seminar in Social Psychology.** (1 to 4 credits.)

557 **Seminar in Learning and Cognitive Processes.** (Prerequisite: Psychology 404.) (1 to 4 credits.)

558 **Seminar in Advanced Statistics.** (Prerequisite: Psychology 412.)

562 **Seminar in Family Therapy.** (Prerequisite: Psychology 574.) (2 credits.)

563 **Seminar in Psychotherapy.** (1 to 4 credits.)

564 **Seminar in Clinical Research.** (Prerequisites: Psychology 476 and 488.) (1 to 4 credits.)

565 **Seminar in Clinical Assessment.** Analysis of special problems and methods in diagnosis and evaluation. (1 to 4 credits.)

566 **Seminar in Psychopathology.** (1 to 4 credits.)

567 **Seminar in Deviant Behavior of Children.** (1 to 4 credits.)

568 **Seminar in Community Psychology.** Analysis of theories of community and human behaviors from the standpoint of general systems principles. (4 credits.)

569 **Seminar in Program Evaluation.** Analysis of major research programs dealing with social and mental health problems with emphasis on epidemiological and socio-clinical research methods. (Prerequisite: Psychology 493.) (4 credits.)

570 **Seminar in Psychotherapy Research.** (1 to 4 credits.)

(All practicum courses numbered 574 through 583 require the consent of the Director of Clinical Training and may be repeated for 12 credits.)

574 **Pre-Practicum in Clinical Psychology.** (1 credit.) May be repeated for 3 credits.
577 Practicum in Clinical Assessment. Supervised experience in intake interviewing, psychological evaluation and case conference presentation in a clinic, hospital or community agency setting.

578 Practicum in Clinical Psychology. Supervised experience in diagnostic assessment, intervention planning, psychotherapy and report writing through varied assignments to campus or community agencies. (Minimum of two days per week.) (By arrangement with Chairman.)

579 Practicum in Child Clinical Procedures. Supervised practice in the diagnosis and treatment process of the problems of children and adolescents. May be repeated for a maximum credit of 8 hours. (By arrangement with Chairman.)

582 Advanced Practicum in Clinical Psychology.

583 Practicum in Community Mental Health.

584 Practicum in Special Areas in Psychology.

590 Thesis Seminar. (1 credit.)


594 Psychological Research. A course involving intensive readings in contemporary psychological literature. (Arranged by prior consultation with the Chairman.)

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

596 Internship in Clinical Psychology. (Arranged with consent of Director of Clinical Training.)

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

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

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

701 Resident Candidacy Continuation. Students admitted to candidacy for the doctoral degree who have completed all course and dissertation registration requirements but who are regularly using the facilities of the University for study and research are required to be registered each quarter of the academic year until the dissertation and final examination have been completed. Non-credit, $328.00 per quarter. (Prerequisite: Admission to Candidacy.)

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

Rev. Francis Bruce Vawter, C.M., S.S.D., Professor, Chairman
Rev. Hugo N. Amico, S.T.D., Associate Professor
Rev. Walter T. Brennan, O.S.M., Ph.D., Assistant Professor
Paul F. Cemenisch, Ph.D., Associate Professor
John J. Collins, Ph.D., Associate Professor
John Dominic Crossan, S.T.D., S.S.L., Professor
Rev. Edmund J. Fitzpatrick, S.T.D., Associate Professor
John T. Leahy, S.T.D., M.Ed., Associate Professor
Vasudha Narayanan, Ph.D., Assistant Professor
Rev. Patrick O’Brien, C.M., S.T.D., Associate Professor
Charles R. Strain, Ph.D., Associate Professor
William VanderMarch, Ph.D., Professor

Purpose

The Department of Religious Studies endeavors to continue the academic work of persons of scholarly competence toward the Master’s degree in preparation for a teaching or research career. Students planning careers in Religious Education as supervisors, administrators, department chairpersons, coordinators, etc., please consult the School of Education programs in “School Administration and Supervision” and “Curriculum Development” in this Bulletin.

Objectives

The objectives of the program are: (1) knowledge of the varieties of religious experience as found in world religion; (2) knowledge of the pluralism of the Western religious heritage; (3) knowledge of one’s own religious heritage; (4) knowledge of the relationship between religion and other disciplines which shape our cultural identity; (5) knowledge of the relationship between religion and the American cultural context; (6) knowledge of the prevailing issues in religious thought; (7) skills for communicating a sense of religious and cultural identity to one’s students.

Structure

To provide a coherent and integrated sequence of studies the structure of the graduate program involves a grid composed of four major areas and four major concentrations.

The four major areas are: (A) Religion and Western Culture; (B) Religion and American Experience; (C) Contemporary Questions in Religion; (D) Religion and Education. The four major concentrations are: (1) World Religions; (2) Biblical Literature; (3) Christianity: Worship, Theology, History; (4) Values, Ethics, Morality.

The 300-number courses are open to both undergraduate and graduate students and are numbered according to departmental undergraduate coding. The 400, 500, 600, 700-number courses are open only to graduate students. These numbers do not represent levels. They are coded by areas (hundreds) and concentrations (tens).

Prerequisites

Applicants for the Master of Arts program must have completed satisfactorily a major sequence in religious studies or its equivalent. This sequence comprises a minimum of forty-eight quarter hours in religious studies. The chairman of the department will determine if a student has fulfilled the equivalent.
Degree of Master of Arts

Requirements

Completion of 48-quarter hours of graduate study which must include:

(1) Eight quarter hours of 400-number courses from different decimal classes (e.g., 410 & 430);
(2) Four quarter hours of 500-number courses from a new decimal class (e.g., 540);
(3) Four quarter hours of 600-number courses from the fourth decimal class (e.g., 620);
(4) Either (a) one 700-number lab. course; or (b) evidence of the knowledge of a relevant foreign language which is to be established either by a successful completion of Religious Studies 231 or passing the foreign language examination administered by the Graduate School. (Application for the examination must be made before the completion of twenty quarter hours in course work, or by the end of the second quarter of full-time residency, whichever is later.)
(5) An oral or written Integrating Critique or Examination as chosen by the student with the agreement of the chairman. (Procedures for the examination will be set in advance in each specific case through consultation between the student and department.)
(6) In consultation with a departmental advisor the student will decide whether to write a master’s thesis or not. Thesis students must:
   a) Register for RelSt 499 Thesis Research. This will constitute eight of their required forty-eight quarter hours.
   b) Conclude with a one hour oral examination as a “Defense of the thesis.”

A. RELIGION AND WESTERN CULTURE

1. World Religions
   310 Theology of History. Representative Christian and non-Christian concepts of history and the interrelation of Christianity and history.
   410 World Religions and Western Culture. History and thought of the world’s major living religions and their influences on Western culture.
   411 Mystical Tradition in Western Religions. Classics of religious mysticism, past and present, in Judaism, Islam, and Christianity and their influence on Western culture.

2. Biblical Literature
   420 Genesis and the Theology of History. Genesis is used as the principal outline for a study of the theology of history of major Pentateuch sources (excluding the Deuteronomic history).
   421 Deuteronomistic Theology. The origins and emphasis of the Deuteronomistic theology as reflected in the Deuteronomistic history and editing of other Old Testament material.
   422 Israelite Prophecy. *
   423 Israelite History. *
   424 Historical Jesus. Authentic teachings of Jesus in historical and literary perspective.
   425 Resurrection of Jesus in the Gospels. By concentrating on the terminal chapters of the gospels the genesis of Easter faith is investigated and its meaning clarified.
   426 Gospel of John. Recent research in the meaning of the fourth gospel.

3. Christianity: Worship, Theology, History
   313 Theological Issues in Eastern Christianity. Crucial theological themes in non-Latin Christianity following the separation of East and West.
   314 Studies in the Thought of Great Theologians.*
   430 Theology in the Patriotic Period. Sources, bibliography, principal representatives and main issues.
431 Theology in the Medieval Period. Sources, bibliography, principal representatives and main issues.


433 Revelation and the "Modernist" Crisis. A study of traditional doctrines of revelation, the "Modernist" revision, and its impact on current understanding.

434 World Views and Religion. Classical, modern, and post-modern understanding of religion.

435 Rituals and Symbols in the Sacraments. A study of the natural symbols and collective ritual expressions of meaning in the Christian sacraments.

4. Values, Ethics, Morality

440 Major Representatives and Traditions in Western Religious Ethics.

B. RELIGION AND THE AMERICAN EXPERIENCE

1. World Religions


510 Spiritual Movements in Contemporary America. Sociological study of some emerging sects and cults in contemporary America.

2. Biblical Literature

520 American Contributions to Historical Biblical Criticism. (2 hrs.)

521 American Contributions to Literary Biblical Criticism. (2 hrs.)

3. Christianity: Worship, Theology, History

530 History of the American Religious Experience. Various religious movements which have shaped American life and the historical roots of religious pluralism.

531 Figures and Ideas in American Theology. Central issues raised for theological reflection by American religious experience.

532 The Arts and Religion. Analysis of select representatives of the arts and religion in contemporary American culture.

4. Values Ethics, Morality


540 Key Figures and Currents in American Religious Ethics. An examination of selected figures, currents, or schools of thought ranging from Jonathan Edwards to the Niebuhrs which have shaped American Religious Ethics.

541 Moral Issues in American Culture. An investigation of selected moral issues which have arisen in the American experience, of the ways American religious communities responded to them, and of the moral/ethical resources they brought to bear on them.

C. CONTEMPORARY QUESTIONS IN RELIGION

1. World Religions

302 Existential Thinking. Attempt to rethink the nature of philosophy as related to the human condition. Cross listed with Philosophy 370.

610 Anthropological Study in Religion and Culture. A systematic study of the significant messianic and millenarian cults in traditional societies.

611 Hindu Religious Thought. A study of the history and development of religious thought in the dominant culture of India.
512 Christian Theology and Other Religions. Self understanding of Christian theology in response to the study of world religions.
513 Contemporary Chinese Religion, Culture, and Philosophy.

2. Biblical Literature
330 Old Testament Problems.*
331 New Testament Problems.*
620 Problems in Biblical Literature.*
621 Dimensions of Biblical Wisdom. Selected writings from the Wisdom literature of the Old Testament and a study of the resulting contrasts and issues.
622 Mark's Gospel in Recent Research. Meaning and intention of Mark's gospel in the light of redaction criticism.
623 Christology: Paul and His Predecessors. A study of the earliest Christological formulations recoverable from the tradition together with the use and adaptation of them made by Paul and other canonical writers.

3. Christianity: Worship, Theology, History
630 Faith. Changing concepts of faith since Vatican I.
631 God in Contemporary Thought: Secularism. Possibility of meaningful language about God in a secular age. (2 hrs.)
632 God in Contemporary Thought: Evil and Absurdity. Possibility of meaningful language about God after Auschwitz. (2 hrs.)
634 Selected Questions in Roman Catholic Theology.*

4. Values, Ethics, Morality
320 Problems in Christian Ethics.*
640 Psychologists and Religion. Contemporary literature on the relation between psychology and religion.
642 Religious Ethics and Contemporary Moral Problems. An examination of the ways in which theological ethics have been and might be applied to selected moral problems currently facing Christians.*

D. RELIGION AND EDUCATION

1. World Religions
388 Teaching Religion II: High School. Study and practice in course design, media, and methods for teaching religion. Cross listed with Education 388.
391 Student Teaching: Religion. Seminar and practice teaching. Cross listed with Education 391. (12 hrs.)
710 LAB: Teaching World Religions. (2 hrs.)

2. Biblical Literature
720 LAB: Teaching the Bible. (2 hrs.)

3. Christianity: Worship, Theology, History
730  LAB: Teaching Church History. (2 hrs.)
731  LAB: Teaching the Sacraments and Liturgy. (2 hrs.)

4. Values, Ethics, Morality

321  Moral Education and Ethics. Relation of moral reasoning and values clarification to ethics and their use in the class room. Cross listed with Education 321.

740  LAB: Teaching Ethics. (2 hrs.)

INDEPENDENT STUDY AND THESIS RESEARCH

399  Independent Study.
499  Thesis Research. (8 hrs.)

*Specific topics vary from year to year and are noted in the current Bulletin or Schedule.
Department of Sociology

Roberta Gamer, Ph.D., Professor, Chair
Therese Baker, Ph.D., Associate Professor
Rosemary Bannan, Ph.D., Professor
Judith Bootcheck, Ph.D., Associate Professor
Grace DeSantis, Ph.D., Assistant Professor
Kenneth Fidel, Ph.D., Associate Professor
John Koval, Ph.D., Associate Professor
Robert Rotenberg, Ph.D., Assistant Professor
Charles Suchar, Ph.D., Associate Professor
Charles Stevens, Ph.D., Assistant Professor
Joyce Sween, Ph.D., Professor
Deena Weinstein, Ph.D., Professor

Purpose

The objective of the graduate program in Sociology is to enable students to apply the findings of sociology to concrete social issues and problems. The program emphasizes the learning of sociological principles, the strategies and methods of research and the implications of sociological findings for policy planning. These intellectual and practical skills are oriented toward the needs of individuals involved in social research, evaluative work settings and policy decision making and implementation.

A Core Program provides a basic knowledge of sociological principles, findings, research strategies and modes of analysis. Three specialized areas offer more detailed training in applied sociology: Urban Studies; Law and Society; and Health, Education and Welfare. As an alternative to specialized training, the student may develop a program in general sociology.

Training at the Master's level in Sociology is applicable to employment in such areas as law enforcement, correction services, urban planning, public and private administration, health and welfare services, community organizations, and education.

Graduate courses in the Department of Sociology are given primarily in the evenings and on Saturday mornings.

There are a limited number of assistantships and traineeships available to graduate students as well as internships for minority students. Additional information will be given upon written request to the Chairman of the Department of Sociology.

Admission

The Department accepts as graduate students only those who show definite promise for completing the requirements for the advanced degree. Preference is given to applicants who have had undergraduate study in social science, who are currently employed in jobs related to the Department areas of specialization or who have an expressed interest in the three specialized areas.

In addition to the general admission requirements of the Graduate School, the Department of Sociology requires that the following evidence be submitted with the application: (a) two letters of recommendation and (b) a one page written statement describing the applicant's reason for wishing to undertake graduate study in sociology.
Degree of Master of Arts

Requirements

For graduation, a student must successfully complete a minimum of 48 quarter hours of graduate credit, a qualifying examination, and two project-papers or a thesis.

1. Core courses. Students must complete a series of courses which introduce the student to sociological concepts and methodology. The following three courses (12 quarter hours) constitute the core sequence:
   Sociology 401—Sociological Theory; Concepts and Perspectives
   Sociology 411—Logic and Design of Research
   Sociology 412—Data Evaluation

2. Qualifying Examination. Upon completion of the core courses, the student takes a qualifying examination for continuance in the graduate program.

3. Specialized or general electives. Students must complete 36 hours in electives, selected from specialized areas or from a set of general electives. Students may upon consultation with their advisor supplement their training by taking additional courses in other departments.

4. Two project papers. Students who elect not to write a thesis complete two project papers in conjunction with two of the 400-level elective courses in order to develop skills of conceptualization and analysis:
   (1) A review of the literature in a subfield of sociology: preparing a bibliography, critical selective reading, and writing an overview of the field. The review of the literature examines the major issues, theories and findings of the subfield.
   (2) A study based on data: this analysis of data could be a secondary analysis, a replication, pretest or pilot study, or an original study; a research paper is written.

The procedure for completing these two project-papers is as follows:
   (1) They can be written in conjunction with any two scheduled substantive courses with permission of the course instructors (in writing at the time of enrollment).
   (2) Instructors can limit the number of project-papers written in conjunction with their courses; in the case that student requests exceed the number of papers the instructor can supervise, priority is given to students that are closer to completion of the M.A.
   (3) The instructor offering the course and advising on the project paper must indicate (in writing) approval of the completed work; this approval is included in the student's file and is required for graduation.
   (4) Students can arrange to write the project papers concurrent with or after taking Soc 412 (Data Evaluation).

5. Thesis. Approval of a thesis proposal by the Student's Thesis Committee is necessary for advancement to candidacy. The candidate for a Master's degree registers for a minimum of 8 quarter hours credit in Thesis Research. The student works on a thesis in conjunction with a thesis committee, consisting of an advisor and two readers. The first 4 quarter hours of thesis research, Soc 500, should culminate in the acceptance of a thesis proposal. In the subsequent quarter of thesis research, Soc 501, the student works independently towards the completion of the thesis.

The prerequisite for the thesis research courses is successful completion of the core courses and the qualifying exam.

Graduate Courses

Core Courses

401  Sociological Theory: Concepts and Perspectives. Introduction to the major theoretical and conceptual perspectives of sociology and the ways in which they are applied to research and analysis—with an emphasis upon implications for social application.

411  Logic and Design of Research. Examination of analytic logics of contemporary sociology, the relationship between theory and hypotheses, experimental and quasi-experimental research designs; interpretation of research findings and an evaluation of their validity and reliability. Each student develops a research proposal.
412 Data Evaluation. Evaluation and proper utilization of research instrumentation and statistical techniques; includes an introduction to library computer programs as an aid to research. Each student carries out a secondary analysis.

Sociological Background

400 Essential Sociology for Graduate Study. This course is required for graduate students who have not had extensive undergraduate work in sociology. It reviews sociological perspectives on social interaction and the organization of societies. The goal of the course is to provide students with a basic understanding of the language, conceptual frameworks and sub-fields of the discipline of sociology. The course counts toward the 36 hours of graduate electives.

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.) This course is required for students who have not had a previous statistics course. It does not carry graduate credit.

Courses in Specialized Areas

(i) Urban Studies

420 Urban Sociology. Comprehensive introduction to advanced level studies in applied and evaluative aspects of urban sociology. This course introduces the student to contemporary urban theory and research and presents an evaluation of selected urban issues.

422 Urban Analysis. Quantitative analysis of urban issues including social area analysis, patterns of segregation, neighborhood change and other selected topics.

423 Urban Cultural Areas. Ethnological approach to urban life stressing the qualitative analysis and evaluation of different types of urban communities, community organizations and urban life styles.

424 The Sociology of Housing. An in-depth approach to a major area of urban problems and policy stressing the use of techniques of analysis and the formulation of social policy and policy analysis.

Other courses recommended for students in this area include Population Trends, Intergroup Relations, Social Deviation and Collective Behavior.

(ii) Health, Education, and Welfare

402 People Work: Interactional and Structural Approaches. Analysis of the nature of work with people in various agencies, institutions and organizations that provide services to specific social groups in the urban community.

431 Medical Sociology. Analysis of the social system of health care: practitioners, organizations, patients, and their multiple inter-relationships. An evaluation of problems in health care delivery systems.

432 The Sociology of Welfare and Welfare Services. Analysis of the concept of welfare, evaluation of the social organization of welfare and the problems of welfare service systems. The interrelationships between welfare and the family, employment, health and crime are explored.

433 The Sociology of Education. Analysis of educational organizations and their effects—including characteristics of institutional structures, teaching as an occupation, and the relationship between educational attainment and social mobility.

438 Research Strategies in HEW. Examination of special and general research techniques; an assessment of procedures, strategies, data sources related to evaluative research.

Other courses recommended for students in this area include Sociology of Youth, Socialization, Social Deviation, Formal Organizations, Social Psychology and Social Stratification.

(iii) Law and Society

440 Law and Social Science. Analysis of the American legal system as an instrument of social control, social change and social reform. The impact of social science research on public policy decisions.
442 Crime, Delinquency and Systems of Correction. Study of major criminological theories and their application to systems of corrections. Present trends at federal, state, city, and private correctional institutions.

443 Law and Administration of Justice. Analysis of legal systems and their implementation; jurisprudence and its role in the development and change of legal systems; role of the courts and the police as related to community social problems.

447 Institutional Reaction to Deviants. This course examines the social organization of the societal response to individuals labeled as deviant. The goal of the course is to acquaint students with the sociological examination of deviant processing institutions and to familiarize students with the major conceptual frameworks which explain the functioning of such institutions and which assess the consequences of such processing.

448 Research Strategies in Law and Society. Techniques used for evaluating agencies, policies and problems of law enforcement, corrections, and legal systems. Other courses recommended for students in this area include Intergroup Relations, Social Deviation and Collective Behavior.

General Electives

400 Essential Sociology for Graduate Study.

450 Advanced Statistics I. An introduction to sample spaces, random variables, distributions, and parametric statistics and sampling. (Cross-listed with Psychology 410.)

451 Advanced Statistics II. Point estimation procedures are developed for a variety of parameters. Interval estimation and hypothesis testing are compared. Linear regression, correlation, and analysis of variance are studied. (Cross-listed with Psychology 411.)

461 Sociology of Youth. Review and critical analysis of selected theories and findings relating to high school and college-age populations, emphasizing the concepts of a generation, subculture, and counterculture.

462 Socialization. A synthesis of relevant psychological and sociological perspectives relating to the individual's acquisition of patterns of behavior and culture in social groups.

463 Individual in Society. The influence of group life on personality development, social interaction and social behavior.

464 Social Inequality. An analysis of inequalities in power, wealth and prestige with an emphasis on the concept of social class, trends in social mobility and relationships to current social topics such as housing, welfare, and political participation.

465 Intergroup Relations. Theoretical perspectives on minority groups emphasizing processes of group formation, patterns of prejudice and discrimination, and an evaluation of methods to reduce prejudice and/or discrimination.

466 Collective Behavior. Study of social trends, social movements, communications, and crowd behavior. Emphasis on processes of social change, includes examination of historical and cross cultural case material.

467 Formal Organization. A consideration of important current problems faced in organizations and of selected theoretical and empirical studies related to them.

468 Social Deviation. An analysis of the various theoretical positions and findings in the sociology of deviant behavior, emphasis upon such topics as the labeling of deviants, the analysis of deviant careers and patterns of deviant socialization and the roles of agents or agencies of social control.

469 Population Trends. An examination of demographic variables—birth, death, and migration, their measurement; current trends and their implications; projections and forecasts.

470 Sex Roles: Analysis of the Concept of Sex Roles. Attention to the growing literature and empirical research on changing patterns in economic, psychological and social outcomes for women and men. Development of bibliographies and analyses of current data on sex differences in social indicators.

471 Sociology of Knowledge. An analysis of the social forms of knowledge and the social processes by which individuals acquire thesis knowledge. The institutional organization and social distribution of knowledge.
Sociology of Religion. An historical and contemporary analysis of the interrelationship between religion and society. Emphasis upon the sacred-secular and church-sect typologies, new religious movements and religion's contributions to societal values, beliefs and meaning systems.

Evaluation Research. Policy impact analysis; experimental and quasi-experimental approaches for assessing the consequences of education, social services, criminal corrections, law, welfare reform, urban and business/administrative programs; practical and political problems of evaluation research; formative and summative distinctions.

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

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

Internship. Students may be placed with agencies where they will have the opportunity to participate in typical sociological research. Credit may vary but is subject to the limit of eight quarter hours.

Independent Study.

Thesis Research

500 Thesis Research Seminar

501 Thesis Research

Advanced Undergraduate Courses

Graduate students may take 300 level undergraduate courses for graduate credit with permission of the chairperson. A graduate student in an advanced undergraduate course must receive an A or a B to obtain graduate credit.

The Sociology Department offers advanced undergraduate courses in the areas of law and society, urban studies, social services, juvenile justice, and foundations of sociology. Please refer to the undergraduate bulletin for the complete listing.
Administration and Faculty

The Graduate Council

Ex Officio Members
Very Reverend John R. Cortelyou, C.M., Ph.D. .................................................. President of the University
Rev. John T. Richardson, C.M., S.T.D. ................................................................. Executive Vice President
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Wilma Longstreet, Ph.D. ......................................................................................... Dean, School of Education
Frederick Miller, D.M.A. ......................................................................................... Dean, School of Music
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Belverd Needles, Ph.D. ......................................................................................... Administration Studies Center
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Cornelius Sippel, Ph.D. ......................................................................................... Department of History
Francis Staszak, Ph.D. .......................................................................................... Department of Management
Rev. F. Bruce Wawer, C.M., S.T.L., S.S.D. ................................................................. Department of Religious Studies
William R. Waters, Ph.D. ....................................................................................... Department of Economics

Faculty

Donald J. Abramo, Ph.D. ......................................................................................... Associate Professor of History
John T. Ahern, D.B.A. Associate Dean, College of Commerce; Associate Professor of Accountancy
L. Edward Allemand, Ph.D. ..................................................................................... Dean, DePaul College; Professor of Philosophy
Jefferl Almar, Ph.D. ................................................................................................. Associate Professor of Philosophy
Adnan J. Almanee, Ph.D. ......................................................................................... Professor of Management
Abdul J. Alwan, Ph.D. ............................................................................................. Professor of Management
Rev. Hugo N. Amico, S.T.D. .................................................................................. Associate Professor of Religious Studies
Robert A. Andersen, M.S. ..................................................................................... Instructor, Biological Sciences
Julian Andor, Ph.D. ................................................................................................. Associate Professor of Marketing
Gary Andrus, Ph.D. ............................................................................................... Assistant Professor of Mathematical Sciences
Jurgis A. Anyzas, Ph.D. ......................................................................................... Assistant Professor of Chemistry
J. Marshall Ash, Ph.D. .......................................................................................... Professor of Mathematical Sciences
Rolf K. Auster, Ph.D. .............................................................................................. Associate Professor of Accountancy
Theresa L. Baker, Ph.D. ........................................................................................ Associate Professor of Sociology
Rosemary S. Bannan, Ph.D. .................................................................................. Professor of Sociology
David G. Barnum, Ph.D. ...................................................................................... Assistant Professor of Political Science
Bala N. Batavia, Ph.D. ........................................... Associate Professor of Economics
Rev. John C. Battle, C.M., Ph.D. ................................. Professor Emeritus (Philosophy)
Francis J. Beck, A.M. ............................................. Assistant Professor of Reading and Learning Disabilities
Anthony F. Behof, Ph.D. ........................................... Associate Professor of Physics
Charles L. Bennett, Ph.D. ......................................... Assistant Professor of Political Science
Donald A. Billie, R.N., Ph.D. ..................................... Associate Professor of Nursing
Avrom A. Blumberg, Ph.D. ....................................... Professor of Chemistry
Mary L. Boas, Ph.D. ................................................ Professor of Physics
Bernard J. Boelen, Ph.D. .......................................... Professor of Philosophy
Robert J. Boewadt, Ph.D. .......................................... Associate Professor of Marketing
John C. Bohan, M.Ed. ................................................ Assistant Professor of Education
Judith A. Bootcheck, Ph.D. ....................................... Associate Professor of Sociology
Kristin Brady, Ph.D. ................................................... Assistant Professor of English
Fred W. Breitbeil, III, Ph.D. ...................................... Professor of Chemistry
Rev. Walter T. Brennan, OSM, Ph.D. ............................ Assistant Professor of Religious Studies
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