1980-1981

DePaul University Bulletin
Undergraduate Colleges and Schools

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

Lincoln Park Campus
2323 North Seminary Avenue
Chicago, Illinois 60614

Lewis Center Campus
25 East Jackson Boulevard
Chicago, Illinois 60604

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#### Departments, Programs, Courses, Faculty

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# Academic Calendar 1980-1981

## Autumn Quarter 1980-1981

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>August</td>
<td>4-22</td>
<td>Mail registration. Consult schedule for detailed instructions.</td>
</tr>
<tr>
<td>September</td>
<td>3</td>
<td>Wednesday. In-person registration for day students.</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Thursday. In-person registration for evening and graduate students.</td>
</tr>
<tr>
<td></td>
<td>8-12</td>
<td>Monday-Friday. Orientation program for all new day students.</td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>Thursday. Late registration for day students.</td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>Friday. Late registration for evening students.</td>
</tr>
<tr>
<td>October</td>
<td>4</td>
<td>Saturday. Last date to apply for Pass/Fail Option and to change to auditor status. Final date for filing for November Credit-by-examination.</td>
</tr>
<tr>
<td></td>
<td>14-20</td>
<td>Tuesday-Monday. Mid-point of quarter, mid-term examination.</td>
</tr>
<tr>
<td></td>
<td>17</td>
<td>Friday. Final date for filing for February Convocation.</td>
</tr>
<tr>
<td>November</td>
<td>8</td>
<td>Saturday. Last day to withdraw from class.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Administration of Credit-by-Examination.</td>
</tr>
<tr>
<td></td>
<td>13-14</td>
<td>Early Mail registration for Winter Quarter. Consult schedule for detailed instructions.</td>
</tr>
<tr>
<td></td>
<td>27-29</td>
<td>Thursday-Saturday. Thanksgiving Holidays.</td>
</tr>
<tr>
<td>December</td>
<td>1-7</td>
<td>Monday-Sunday. Final examinations for Autumn Quarter.</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>Sunday. Autumn Quarter ends.</td>
</tr>
</tbody>
</table>

## Winter Quarter 1980-1981

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>December</td>
<td>8</td>
<td>Monday. In-person registration for day students.</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>Tuesday. In-person registration for evening and graduate students.</td>
</tr>
<tr>
<td></td>
<td>18</td>
<td>Thursday. Late registration.</td>
</tr>
<tr>
<td>January</td>
<td>5</td>
<td>Monday. Winter Quarter begins. Change of courses.</td>
</tr>
<tr>
<td>(1981)</td>
<td>24</td>
<td>Saturday. Last date to apply for Pass/Fail Option and to change to auditor status.</td>
</tr>
<tr>
<td>February</td>
<td>2-8</td>
<td>Monday-Sunday. Mid-point of quarter, mid-term examinations.</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>Sunday. Mid-Year Convocation.</td>
</tr>
<tr>
<td></td>
<td>9-20</td>
<td>Early/Mail registration for Spring Quarter. Consult schedule for detailed instructions.</td>
</tr>
<tr>
<td></td>
<td>14</td>
<td>Saturday. Final date for filing for June Convocation.</td>
</tr>
<tr>
<td></td>
<td>21</td>
<td>Saturday. Last date to withdraw from classes.</td>
</tr>
<tr>
<td>March</td>
<td>12-18</td>
<td>Thursday-Wednesday. Final examinations for Winter Quarter.</td>
</tr>
<tr>
<td></td>
<td>18</td>
<td>Sunday. Winter Quarter ends.</td>
</tr>
</tbody>
</table>
Spring Quarter 1980-1981

March

19 Thursday. In-person registration for day students for Spring Quarter.
20 Friday. In-person registration for evening and graduate students for Spring Quarter.
26 Thursday. Late registration for day students.
27 Friday. Late registration for evening students.
30 Monday. Spring Quarter begins. Change of courses.

April

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

May

9 Saturday. Administration of Credit-by-Examination.
16 Saturday. Last date to withdraw from class.
25 Monday. Memorial Day—no classes.

June

4-10 Tuesday-Monday. Final examinations for Spring Quarter.
10 Thursday. Spring Quarter ends.
14 Sunday. Convocation.
AN INTRODUCTION TO DEPAUL UNIVERSITY

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

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

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

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

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

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

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

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

The AIMS of DePaul

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

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

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

Non-discriminatory Policy

The first charter of DePaul University, over seventy-five years ago, included a statement of non-discrimination. The university, from this root, vigorously enforces this policy of non-discrimination towards students, employees, and the public: “DePaul University does not discriminate on the basis of race, color, national origin, religion, sex, age, or handicap in admissions, employment, or the provision of services. Inquiries regarding this policy should be addressed to the Director of Personnel, 23 East Jackson Boulevard, Chicago, Illinois 60604.”
UNDERGRADUATE
EDUCATION AT DE PAUL

THIS IS DE PAUL

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

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

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

UNDERGRADUATE PROGRAMS—A GENERAL VIEW

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

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

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

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

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

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

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

GENERAL EDUCATION

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

EDUCATION IN THE MAJOR FIELD

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

EDUCATION IN ALLIED FIELDS AND ELECTIVES

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

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

GUIDANCE AND COUNSELING

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

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

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

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

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

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

**COLLEGE AND SCHOOL PROGRAMS**

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

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

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

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

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

ADMISSION AS A DEGREE-SEEKING STUDENT

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

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

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

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

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

ADMISSION AS A FRESHMAN

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

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

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

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

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

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

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

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

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

ADMISSION AS AN INTERNATIONAL STUDENT

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

ADMISSION AS A TRANSFER STUDENT

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

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

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

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

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

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

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

READMISSION OF FORMER DE PAUL STUDENTS

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

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

ADMISSION AS A VETERAN

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

ADMISSION AS A NON-DEGREE-SEEKING STUDENT

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

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

INTER-COLLEGE TRANSFER

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

ACADEMIC ADVISING

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

CAMPUS TOURS

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

A general cost estimate of tuition, fees and books for a full-time undergraduate at DePaul University is approximately $3,500.00 for an academic year. The costs of food, transportation or housing should be added as well as personal costs.

The basic tuition for a full-time day student is $1,040.00 per quarter or $3,120.00 per year. Tuition for evening students is charged at the rate of $62.00 for each quarter hour.

Three residences are available for students who wish to live on the campus; two of these have required boarding plans. The charges for housing vary with the dormitory and the types of facilities. For a complete listing of these, as well as for the total fee structure in the University, see page 211.

STUDENT SERVICES

DEAN OF STUDENTS' OFFICE

The Dean of Students is responsible for the development and coordination of broad extracurricular and educational programs which implement and supplement the formal academic programs of the University. The Dean of Students is assisted by an Associate Dean of Students—one for the Lincoln Park Campus, one for Housing and one for the Stuart Center. Students will find helpful liaison services through this office. This office is most concerned with student problems.

The Dean of Students' Offices are located at Lewis Center room 1617, or at the Schmitt Academic Center room 118.

FINANCIAL AID

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

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

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

FEDERAL AID PROGRAMS

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

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

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

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

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

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

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

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

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

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

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

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

STATE OF ILLINOIS AID PROGRAMS

Illinois State Monetary Award. This program of gift assistance (not to be repaid) is administered by the Illinois State Scholarship Commission (ISSC). Un-
dergraduate students who are residents of Illinois are eligible to apply for awards, which range from $120 to $1650 per year. The awards are based on financial need, and may be used toward tuition and fees only. Both full and half-time students are eligible. The student must list one college choice on the application, but he may change that choice upon receiving notification of the application results from ISSC.

In 1977-78, nearly 3000 students at DePaul received a Monetary Award, and 83 percent of the winners received the maximum. Of the families with income between $20,000 and $22,000, 87 percent received an award at private colleges.

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

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

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

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

DE PAUL UNIVERSITY AID PROGRAMS

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

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

TO APPLY: Contact the Office of Admissions.

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

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

TO APPLY: Follow application procedures for Federal Aid Programs.

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

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

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

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

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

**WHERE TO GET APPLICATIONS**  
The ISSC Monetary Award Application is available from high school counselors, the Office of Financial Aid, and the Illinois State Scholarship Commission (102 Wilmot Road, Deerfield, Illinois 60015).  
The Financial Aid Form (FAF) is available from high school counselors and the Office of Financial Aid.  
The DePaul University Application for Financial Aid is available from the Office of Financial Aid.  
The Application for Admission to DePaul University is available from the Office of Admissions.  
Students and parents are encouraged to contact the Office of Financial Aid with any questions they may have concerning application requirements.

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

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

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

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

Last year 1552 students received individual counsel in the Career Planning and Placement office; over 3100 part-time job requisitions were received from employers; over 150 nationally known organizations interviewed graduating seniors on campus and over 3200 full-time job requisitions were received and made available to applicants seeking career employment. Over 1500 applicants were placed in jobs through direct assistance from the office.

UNDERGRADUATE HOUSING

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

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

Corcoran Hall is a more traditional dormitory with double and single rooms. Study rooms, laundry and kitchenette facilities are also available in this building. McCabe Hall consists of apartments — studio, one-bedroom, and two-bedroom. Though this hall is reserved primarily for graduate students, it is open to married undergraduate students.

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

For additional information write or call:
Director of Housing
DePaul University
2312 N. Clifton
Chicago, Ill. 60614
(312) 321-8020
THE DE PAUL COLLEGE

L. Edward Allemand, Ph.D.,
Dean

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

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

Rev. Thomas M. Croak, C.M.
Counselor

Curriculum

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

William J. Fahrenbach, Ph.D.
Humanities

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

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

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

THE CURRICULUM IN GENERAL STUDIES

DePaul University awards the Bachelor's degree when the student has completed a program which integrates general studies and specialized development for a particular career. The University believes that such an integrated program results when the student acquires knowledge and skills which are fundamental to the intellectual life as a whole. In addition the Bachelor's degree at DePaul provides breadth for the student by exposure to kinds of knowledge which both complement and contrast with the field of specialization.

Currently the University is revising its undergraduate curriculum in general studies. A publication setting forth exact requirements in general studies according to the new curriculum will appear before the 1980-1981 academic year. The student has the responsibility to consult this publication for his general studies requirements in 1980-1981.

COMPETENCE IN EXPRESSION READING AND MATHEMATICS

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

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

COURSES IN WRITING, LOGIC, AND COMPUTATION (WLC)

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

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

WLC 112 English for Non-Native Speakers. Development of writing skills, with attention to grammar, usage, and mechanics of writing sentences, building paragraphs, and organizing full essays.

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

WLC 204 Basic Applied Algebra. An introduction to basic algebra (concept of variable, manipulation of simple algebraic expressions, linear equalities and inequalities, and graphical analysis) with continued emphasis on problem solving.

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

COURSES IN COLLEGE READING

WLC 107 Reading Techniques. This course places emphasis on the skills necessary to develop a variety of reading techniques, including word analysis skills, vocabulary, and inferential and literal comprehension skills. Students assigned to 107 must go on to 108.

WLC 108 Advanced Reading Techniques. A sequel to 107. The course focuses on continued development of vocabulary and comprehension skills with emphasis on the effective reading of a variety of text materials and on the development of appropriate reading rates. Students who demonstrate proficiency, may enroll in 108 rather than 107.

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

Students must demonstrate proficiency at the level of Applied Computation (WLC 104) and Basic Applied Algebra (WLC 204) before being admitted to NSM courses. Students who do not demonstrate this proficiency in tests administered after admission to the University will be required to re-test after appropriate preparation either through courses and/or tutorial work as determined by the University. Students assigned to WLC 101-102 are expected to demonstrate proficiency in writing during their first year.

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

TUTORIAL PROGRAMS

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

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

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

The College Reading Program through the Center for Reading and Learning offers weekly tutoring sessions and self-study laboratory modules for students interested in developing more effective reading strategies.

Tutoring on a limited basis is offered through certain departments under the auspices of the DePaul College. Students should contact the DePaul College office for referral to these programs.
COLLEGE OF COMMERCE

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

Associate Dean

Jeanne M. Maloney
Executive Assistant to the Dean

Marcia R. Curtis, B.A.,
Administrative Assistant to the Dean

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

Deborah G. Lusk, B.A.,
Counselor

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

Departments
Programs
Courses
Faculty

Supporting Areas
Courses
Faculty
THE COLLEGE OF COMMERCE

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

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

CURRICULUM AND FIELDS OF SPECIALIZATION

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

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

The typical degree pattern is composed of the following:

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

The College of Commerce is divided into the following major departments: Accountancy, Economics, Finance, Management, and Marketing. A major may be chosen within any one of these departments or a student may major in Business Administration through an inter-departmental program. Allied course work in Business Law and Mathematics-Statistics support the fields of specialization. For the necessary information on DePaul College courses see pages 24-25.

DOUBLE MAJOR

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

PROGRAM ACCELERATION

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

GUIDANCE AND INFORMATION

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

COMMERCE INTERNATIONAL PROGRAM

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

PRE-LAW STUDY

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

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

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

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

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

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

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

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

FRESHMAN-SOPHOMORE CURRICULAR PATTERN

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

**Freshman Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accountancy 101, 103</td>
<td></td>
</tr>
<tr>
<td>Economics 103</td>
<td></td>
</tr>
<tr>
<td>Mathematics 125, 126</td>
<td></td>
</tr>
<tr>
<td>DePaul College: 7 courses</td>
<td></td>
</tr>
</tbody>
</table>

**Sophomore Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accountancy 130 (104)*</td>
<td></td>
</tr>
<tr>
<td>Business Law 201</td>
<td></td>
</tr>
<tr>
<td>Economics 104</td>
<td></td>
</tr>
<tr>
<td>Statistics 142</td>
<td></td>
</tr>
<tr>
<td>DePaul College: 8 courses</td>
<td></td>
</tr>
</tbody>
</table>

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

JUNIOR STANDING

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

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

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

MASTER OF ACCOUNTANCY (MAcc)

DePaul undergraduate accounting majors who are accepted in the Master of Accountancy take an integrated program that leads to both the BSc and MAcc degree in five years. The Master of Accountancy is a professional graduate degree in accounting and auditing. In addition to advanced level study, students in the program take the CPA or CMA examination before graduation and have the opportunity to gain practical experience in a graduate internship in public accounting, industry, or government. Full-time, day undergraduate accounting majors who will have at least 120 quarter hours (including Accounting 204 and either Accounting 206 or 303) of study toward the Bachelor of Science in Commerce degree by the end of the winter quarter of their junior year may apply for enrollment in the Master of Accountancy program. Interested students should take the Graduate Management Admission Test (GMAT) and apply for the MAcc in January of their junior year. More information may be obtained on this option from the Graduate School of Business or the Department of Accountancy.

INTERNSHIP

An internship in accounting is available for 4 quarter hours credit to seniors during the winter quarter. The student works in diversified actual business situations under the instruction and supervision of qualified personnel at one of a number of carefully selected firms in public accounting, commerce, and industry. Yet, the intern remains under the general guidance of the University.

PROGRAM OF CONCENTRATION
Required Accounting Courses—Suggested Sequence

<table>
<thead>
<tr>
<th>Junior Year</th>
<th>Senior Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Quarter</td>
<td>Fall Quarter</td>
</tr>
<tr>
<td>Accounting 204, 303</td>
<td>Accounting 399</td>
</tr>
<tr>
<td>Winter Quarter</td>
<td>Commerce Electives—2 Courses</td>
</tr>
<tr>
<td>Accounting 206, 380</td>
<td></td>
</tr>
<tr>
<td>Spring Quarter</td>
<td></td>
</tr>
<tr>
<td>Accounting 372, 383</td>
<td></td>
</tr>
</tbody>
</table>
Other Required Courses to be Taken During Junior and Senior Years:

- Business Law 202
- Management 200, 201
- Marketing 200, 202
- Finance 210, 220
- Management 304
- DePaul College: 3 Courses

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

2 Graduating seniors may take the Certified Public Accountant examination and/or the Certified Management Accountant examination in the last term of their senior year. Students planning to take one or both of these examinations at this time should attempt to have all accounting courses completed by the end of the fall quarter of the senior year.

3 It is recommended that students planning to take the CPA examination use their commerce electives to take Accounting 310 and Accounting 374. It is recommended that students planning to take the CMA examination use their commerce electives to take Accounting 320 and Accounting 333.

MAJOR DECLARATION

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

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

101 Principles of Accounting I. An introduction to accounting as the means of recording, storing, and summarizing economic events for the business enterprise. Emphasis is placed on financial statements and other financial reports to management and the public based on the accounting equation, accrual accounting concepts, and data gathering techniques. (Prerequisite: None)

103 Principles of Accounting II. A companion and sequel course to Accounting 101. This course continues exploring basic accounting fundamentals and concepts as well as financial statements and their use in the business world. (An overview of management accounting concepts is also provided.) (Prerequisite: 101)

104 Principles of Cost and Managerial Accounting. Provides the conceptual and practical foundation in cost and managerial accounting; deals with cost accumulation techniques (job, process and standard costing), cost allocation, joint and by-product costing and the uses of cost and managerial accounting in cost-volume-profit analysis and in decision making. (Prerequisite: 103)

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

204 Intermediate Theory I. A thorough investigation of generally accepted accounting principles, and alternatives thereto, underlying corporate financial statements. Emphasis is placed on assets and the income statement ramifications of asset amortization. (Prerequisites: 104 and Junior Standing)

206 Intermediate Theory II. A companion and sequel to Accounting 204. Emphasis is placed on liabilities, owners' equity, the income statement, and the statement of changes in financial position. (Prerequisite: 204)

303 Advanced Topics in Cost and Managerial Accounting. Introduction to advanced and specialized topics such as new dimensions to cost-volume-profit analysis, segment performance evaluation and transfer pricing, capital budgeting and decision making under uncertainty. Exposure to existing mathematical planning, control-and-decision models as well as to computer use. Application of statistical techniques capable of assistance in cost estimation and control. (Prerequisites: 104 and BMS 142—Junior Standing)
310 Advanced Accounting. 1) Accounting concepts and principles underlying multi-corporate financial statements with emphasis on consolidation, cost vs. equity ownership accounting, and purchase vs. pooling business combinations. 2) Accounting concepts and principles underlying governmental and other not-for-profit organizations including municipalities, authorities, colleges, hospitals, charities, and so forth. (Prerequisite: 206)

320 Accounting Systems. This course is designed for the management accountant who must use accounting information systems and for the auditor who must understand the system in his approach to the audit. Topics to be discussed include internal control, systems concepts and techniques, data processing concepts, and accounting procedures and controls. Emphasis will be placed on the study and understanding of typical accounting information systems rather than on the design of new systems. (Prerequisite: 130 or Equivalent and Junior Standing)

333 Managerial Accounting for Decision Making (Quantitative and Behavioral Dimensions). Familiarization with the determination of quantitative accounting data and behavioral considerations useful in managerial decision making. Decision areas to be covered will include price and output, resource allocation, segment allocation and transfer pricing, efficiency determination, and overall performance evaluation. Both traditional and contemporary views will be discussed. (Prerequisite: 303)

372 Auditing Theory I. Organization of the accounting profession, professional ethics, and auditors' legal responsibilities, financial and operational audits by external and internal auditors in the private and public sectors, and the resulting audit reports. Emphasis is placed on generally accepted auditing standards; practical applications are presented as illustrative examples. Overview of U.S. securities laws and their impact on auditing. (Prerequisites: 206 and Junior Standing)

374 Auditing Theory II. A companion and sequel to Accounting 372. Study in greater depth and breadth of generally accepted auditing standards, with emphasis on the utilization of statistical methods in auditing and on auditing EDP systems. (Prerequisites: 130, 372; Business Math 142; and Junior Standing)

380 Taxes I. The basic provisions in the Internal Revenue Code as they relate to the taxation of individuals. Concepts of gross income, exclusions, deductions, exemptions and credits, as well as property transactions. (Prerequisites: 204 and Junior Standing)

383 Taxes II. Continuation of Accounting 380. Tax aspects of corporations and partnerships, including formation and distributions, as well as specially taxed corporations and an introduction to estate and gift taxation. (Prerequisite: 380)

390 Internship Program. An opportunity to apply knowledge acquired in the classroom in an actual business environment through varied assignments under supervision at one of a number of carefully selected firms in the fields of commerce, industry, and public accounting. (Prerequisites: 372 and Senior Standing)

391 CPA Review. Preparation of students for the Certified Public Accountant examination. Numerous problems are worked by the student, both in the classroom and at home. Problems are selected to systematically review the student's knowledge of all pertinent aspects of accounting. Open only to candidates for the next CPA examination and with permission of the Director of the CPA Review. (Tuition: $450.00)

392 CMA Review. Preparation of students for the Certificate in Management Accounting examination. Topics covered are economics and business finance; organization and behavior (including ethical considerations); public reporting standards, auditing, and taxes; periodic reporting for internal and external purposes; and decision analysis (including modeling and information systems). Open only to candidates for the next CMA examination and with the permission of the Director of the CMA Review. Offered in the fall and spring quarters. (Tuition: $390)

399 Current Problems in Accounting Practice. A review of current authoritative pronouncements in the area of generally accepted accounting principles. Recent offerings have emphasized accounting for pensions, leases, troubled debt, current values and price level adjustments of financial statements. Precise subject areas will change as new issues develop. (Prerequisites: 206 and Senior Standing. 310 is recommended but not required.)
FACULTY

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


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


Professors Emeriti: Ernest H. Weinwurm, LL.D.; Walter Young, M.B.A., C.P.A.
Business Administration

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

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

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

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

PROGRAM OF CONCENTRATION*

<table>
<thead>
<tr>
<th>Junior Year</th>
<th>Senior Year</th>
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<tbody>
<tr>
<td>Business Law 202, 203</td>
<td>Commerce Electives: 4 courses</td>
</tr>
<tr>
<td>Commerce Elective: 1 course</td>
<td>Finance Elective: 1 course</td>
</tr>
<tr>
<td>Economics Elective: 1 course</td>
<td>Management 304</td>
</tr>
<tr>
<td>Finance 210, 220</td>
<td>Marketing Elective: 1 course</td>
</tr>
<tr>
<td>Management 200, 201, one elective</td>
<td>DePaul College: 2 courses</td>
</tr>
<tr>
<td>Marketing 200, 202</td>
<td></td>
</tr>
<tr>
<td>DePaul College: 1 course</td>
<td></td>
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</tbody>
</table>

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

FACULTY

Acting Chairman: Alexander Devience, J.D.
Department of Economics

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

The faculty endeavor to apply the knowledge of the other social sciences and the various areas of business to economics. This enables students of the College of Commerce to gain a more complete understanding of economic problems.

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

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

PROGRAM OF CONCENTRATION*

Junior Year
Business Law 202
Commerce Elective: 1 course
Economics 305, 306, one elective
Finance 210, 220
Management 200, 201
Marketing 200, 202
DePaul College: 1 course

Senior Year
Commerce Electives: 3 courses
Economics Electives: 3 courses
Management 304
DePaul College: 2 courses

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

CAREER ORIENTATIONS—Suggested for Students of Economics Courses

Law (Practice of deductive reasoning for lawyers. Also, knowledge of economic problems.)
International (Economic analysis of problems of international trade and finance)
Urban (Application of economic analysis to problems of the city)

215, 242, 305, 306, 312, 318, 335, 375
242, 305, 306, 359, 360, 361, 375
342, 305, 306, 310, 318, 325, 335, 368, 375
Business Economics (Application of economic theory to decision-making in a firm) 242, 305, 306, 312, 318, 335, 375

Quantitative Economics (Use of quantitative methods to solve economic problems) 242, 305, 306, 375, 380, 381

Labor (Wage and employment policies for firms, unions, and/or government) 242, 305, 306, 310, 317, 318, 325, 375

Environmental or Resource (Evaluation of public and private project, environmental impact studies) 242, 305, 306, 310, 335, 368, 375

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

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

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

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

242 Statistics for Economics. Fundamental knowledge of applied statistics. Descriptive statistics, statistical inference, analysis of variance and regression analysis are applied to economic problems. (Prerequisite: 104 and Junior Standing)
Pricing and Distribution Analysis. Continuation and an indepth analysis of topics treated in Economics 104, especially the theory of the firm. Marginal analysis and indifference curves are major tools used in discussion of demand for products, pricing output, wages, and distribution of output. (Prerequisite: 104 and Junior Standing)

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

Managerial Economics. The application of economic theory to the problems of the firm. Examples of topics are demand analysis, sales forecasting, criteria for investment, production, and cost analysis. (Prerequisite: 104 and Junior Standing)

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

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

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

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

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

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

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

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

Resource, Energy, and Environmental Economies. This course will introduce students to the fundamental problems of resource depletion and environmental deterioration. Alternative methods will be investigated to achieve an optimal ecological system. Methods of economic analysis include cost-benefit techniques, the role of effluent fees, government subsidies, and legislative action. (Prerequisite: 104 and Junior Standing)

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

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

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

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

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

Introduction to Econometrics I. Techniques of estimation and testing of economic relationships. Probability theory, probability distributions, least squares estimation, and correlation. (Prerequisites: 104 & Stat. 142 or Econ. 212 and Junior Standing)
Mathematics for Economics and Business I. Sets, functions, limit derivatives, optimization, and some fundamentals of linear algebra. High school algebra background required. (Prerequisite: 104 and Junior Standing)

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

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

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

FACULTY

Chairman: William R. Waters, Ph.D.

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

Associate Professors: Bala Batavia, Ph.D.; Donald L. Bumpass, Ph.D.; James E. Ciecka, Ph.D.; Adolph E. Mark, Ph.D.; Margaret A. Oppenheimer, Ph.D.; Anthony C. Petto, Ph.D.; Richard M. Thornton, Ph.D.

Assistant Professors: Floyd R. Dill, Ph.D.; Michael L. Klima, Ph.D.; Richard J. Wiltgen, Ph.D.; George E. Wright, Ph.D.


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

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

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

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

<table>
<thead>
<tr>
<th>CAREER ORIENTATIONS</th>
<th>SUGGESTED FINANCE COURSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corporate Management</td>
<td>210, 312, 331, 333</td>
</tr>
<tr>
<td>Securities Management</td>
<td>210, 330, 333, 335</td>
</tr>
<tr>
<td>Banking and Financial Institutions</td>
<td>220, 321, 331</td>
</tr>
<tr>
<td>Government</td>
<td>220, 324</td>
</tr>
<tr>
<td>Real Estate</td>
<td>210, 350, 352, 353, 354, 355</td>
</tr>
<tr>
<td>Insurance</td>
<td>210, 360, 362</td>
</tr>
<tr>
<td>International</td>
<td>220, 340</td>
</tr>
</tbody>
</table>

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

**PROGRAM OF CONCENTRATION***

<table>
<thead>
<tr>
<th>Junior Year</th>
<th>Senior Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Law 202</td>
<td>Commerce Electives: 4 courses</td>
</tr>
<tr>
<td>Finance 210, 220, 330</td>
<td>Finance 340</td>
</tr>
<tr>
<td>Management 200, 201</td>
<td>Finance Electives: 4 courses</td>
</tr>
<tr>
<td>Marketing 200, 202</td>
<td>Management 304</td>
</tr>
<tr>
<td>DePaul College: 2 courses</td>
<td>DePaul College: 1 course</td>
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</tbody>
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**COURSES**—All courses carry four hours of credit, unless otherwise stated.

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

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

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

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

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

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

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


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

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

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

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

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

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

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

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

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

FACULTY

Chairman: Thomas J. Kewley, Ph.D., C.F.A.
Professors: James A. Hart, J.D., Ph.D.; Thomas J. Kewley, Ph.D., C.F.A.
Visiting Professor: Richard J. Rendleman, Ph.D.
Assistant Professors: William M. Poppe1, M.B.A.
Instructor: Michael D. Farrell, M.S.
Adjunct Professor: Raymond E. Daly, Ph.D.
Professors Emeriti: Frederick W. Mueller, Ph.D., LL.B.; Eugene J. Muldoon, M.B.A.
Department of Management

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

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

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

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

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

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

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

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

Human Resources Management: Management 202, 212, 253 and three electives from the following: Management 210, 231, 303, 313, 333, 334, 320 and 335.

Operations Management: Management 202, 211, 351 and three electives from the following: Management 203, 305, 323 and 335.

Systems: Management 202, 305, 306, 310 and two electives from the following: Management 203, 211, 231, 335 and 351.
PROGRAM OF CONCENTRATION*

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

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

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

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

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

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

202 Human Resources Administration I. Concepts, theories, principles, and techniques of personnel administration. Job analysis, recruitment, selection, training and development, employee motivation and appraisal, compensation, employee benefit programs, grievances, and labor relations. (Prerequisite: 200)

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

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

212 Human Resources Administration II. Continuation of 202. Applications of the concepts, theories, and principles of personnel administration. Readings, cases, and exercises are an integral part of this course. (Prerequisite: 202)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

FACULTY

Chairman: Dominic G. Parisi, Ph.D.


Assistant Professors: Linda G. Erickson, Ph.D.; Helen N. LaVan, Ph.D., A.P.S.; Irwin P. Lazarus, Ph.D.; Armando R. Triana, Ph.D.


Professor Emeritus: Loretto Hoyt, Ph.B., A.M.
Department of Marketing

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

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

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

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

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

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

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

**TRACK 5: GENERAL MARKETING.** Any 300 level Marketing courses to satisfy major field requirements.

Typical Occupations:
- international marketer, industrial marketer, government specialist.

**PROGRAM OF CONCENTRATION**

<table>
<thead>
<tr>
<th>Junior Year</th>
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<tbody>
<tr>
<td>Business Law 202</td>
<td>Commerce Electives: 3 courses</td>
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<tr>
<td>Commerce Electives: 1 course</td>
<td>DePaul College: 1 course</td>
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<tr>
<td>DePaul College: 2 courses</td>
<td>Management 304</td>
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<tr>
<td>Finance: 210, 220</td>
<td>Marketing Electives: 4 courses</td>
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<tr>
<td>Management: 200, 201</td>
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<td>Marketing: 200, 202, 300, 310</td>
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*Adjustments in programs may be made on recommendation of advisor and upon agreement with chairmen concerned. Marketing majors may wish to concentrate their four "Commerce Electives" outside the College of Commerce. It requires: (1) The courses follow a specific college program or student developed program, (2) prior approval by the department chairman. A grade of "C" or better as required in all major field courses whether taken as an elective or as a required course.
COURSES—All courses carry four hours of credit, unless otherwise stated.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

FACULTY

Chairman: J. Steven Kelly, D.B.A.

Professors: Hilda C. Wasson, D.B.A.


Assistant Professors: Roger Baran, Ph.D.; Petr G. Chadraba, Ph.D.; Helena M. Czepiec, Ph.D.

SUPPORTING AREAS
Department of Business Law

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

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

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

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

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

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

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

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

FACULTY
Acting Chairman: Alexander Devience, J.D.

Professors: Thomas J. Wynn, J.D.

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

Lecturer: John Hillery, LL.B.
Business Mathematics and Statistics

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

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

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

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

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

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

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

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

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

FACULTY

Program Coordinator: Gerard Gordon, Ph.D.
Chairman: Walter R. Pranger, Ph.D.
Professors: J. Marshall Ash, Ph.D.; Jerry Goldman, Ph.D.; Walter Pranger, Ph.D.; Jacob Towner, Ph.D.; Stephen Vagi, Ph.D.
Associate Professors: Helmut Epp, Ph.D.; Susanna Epp, Ph.D.; Constantine Georgakis, Ph.D.; Lawrence Gluck, Ph.D.; Sigrun Goes, Ph.D.; Effat Moussa-Hamouda, Ph.D.; Roger Jones, Ph.D.; Glenn Lancaster, Ph.D.; Michael Wichman, Ph.D.; Yuen-Fat Wong, Ph.D.
Assistant Professors: Robert Fisher, Ph.D.; David Goldberg, Ph.D.; Gerald Gordon, Ph.D.; Steven Homer, Ph.D.; George Knafli, Ph.D.; Jeanne LaDuke, Ph.D.; Carolyn Narasimhan, Ph.D.
Instructor: James Kenevan, M.S.
Professors Emeriti: Everett McClane, M.S.; Arthur Svoboda, M.S.
COLLEGE OF
LIBERAL ARTS
AND SCIENCES

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

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

Beth L. O'Connor, M.S.
Administrative Assistant to the Dean,
Lincoln Park Campus

Academic Programs
THE COLLEGE OF LIBERAL ARTS AND SCIENCES

Day and Evening Divisions

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

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

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

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

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

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

Biological Sciences

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

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

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

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

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

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

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

1. Standard Concentration

Biological Sciences: Eleven courses.

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

(NOTE: Biology 202 Mammalian Physiology does not generate credit toward the major.)

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

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

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

*In lieu of the above-specified Chemistry and Physics courses, students may take comparable sequences of courses designed for Chemistry and Physics majors, respectively.
Mathematics/Computer Science/Psychology: Mathematics 150 Calculus I; Mathematics 151 Calculus II; Mathematics 152 Calculus III*; one computer course (Mathematics/Computer Science 149, Introduction to Computer Science using BASIC; Computer Science 340 Principles of Computer Science I or Psychology 368 Computer Programming); and one statistics course (Mathematics 242 Elements of Statistics I; Mathematics 348 Applied Statistical Theory and Methods I or Psychology 240 Introductory Statistics for the Behavioral Sciences.)

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

II. Teacher of Biology—Secondary Level

In cooperation with the School of Education, the Department of Biological Sciences offers a concentration of study which combines the requirements for a major in Biology with certification for teaching biology at the junior high, middle, and senior high school levels. A student electing such a program should consult the School of Education Counselor as soon as possible after entering De Paul.

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

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

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

SAMPLE PROGRAM—

STANDARD BIOLOGICAL SCIENCES CONCENTRATION

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

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

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

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

*Chemistry 117, 119, 127 (or the comparable sequence of courses designed for Chemistry majors) must be taken concurrently with Biology 101, 102, 103, unless the Chairman of the Department gives the student permission not to do so.

COURSES

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

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

102 General Biology II. Structural organization of living organisms at the cellular level; cellular metabolism; photosynthesis; plant physiology; heredity and evolution. Lecture-Laboratory. (Prerequisite: 101 or consent of department.)

103 General Biology III. Structure and function of tissues, organs, and organ systems of higher animals; development; ecology. Lecture-Laboratory. (Prerequisite: 102 or consent of department.)

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

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

210 Microbiology. Biology of microorganisms with special emphasis on bacteria. Lecture-Laboratory. 4 quarter hours.
250 **Cell Biology.** Fundamentals of cell form and function studied at the molecular and organelle level, including basic cellular biochemistry, microstructure and physiology. Lecture-Laboratory (Prerequisite: 103 or consent of instructor.)

260 **Genetics.** Nature of genetic material and the manner of its expression; its mutability; and its significance with respect to organismal and species variation. Lecture-Laboratory (Prerequisite: 103 or consent of instructor.)

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

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

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

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

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

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

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

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

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

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

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

366 **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 quarter hours; Lecture-Laboratory/5 quarter hours. (Prerequisite: 250 or 380 or consent of instructor.)

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

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

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

**NOTE:** Certain graduate-level courses, including 401 (Independent Study) are open to qualified advanced undergraduate students with the approval of the Chairman of the Department. See the Graduate School Bulletin for course offerings.

Students planning to complete a graduate program at DePaul University should inquire of their academic advisor how they, as juniors or seniors, may initiate studies in the Graduate School which become applicable toward a master's degree.
FACULTY

Chairman: Robert A. Griesbach, Ph.D.

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


Assistant Professor: Daniel Gibbs, Ph.D.

Instructor: Charlene Denys, M.S.

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

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

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

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

PROGRAM: CHEMISTRY MAJOR
(B.S. DEGREE)

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

Core Courses for All Concentrations:

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

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

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

I. Standard Concentration

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

Additional: Nine courses in advanced chemistry or supporting fields.

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

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

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

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

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

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

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

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

Mathematics: Core courses.

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

III. Environmental Concentration

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

Physics: Core courses.

Mathematics: Core courses.

Geography: 225 Weather, Climate, and Man.

Psychology: 368 Computer Programming.

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

IV. Teacher of Chemistry—Secondary Level

In cooperation with the School of Education, the Department of Chemistry offers a concentration of study which combines the requirements for a major in Chemistry with certification for teaching chemistry at the junior high, middle, and senior high school levels. A student electing such a program should consult the School of Education Counselor as soon as possible after entering DePaul.

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

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

V. Concentration in Science Related Allied Fields

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

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

Chemistry Concentration

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

Junior Level
Chemistry: 260, 261, 278
Electives: 4 courses in Advanced Chemistry and/or others
DePaul College: 5 courses
*Courses in parentheses may be substituted.

Sophomore Level
Chemistry: 171 (121*), 173 (123*), 175 (125*), 192, 196, 211, 215
DePaul College: 5 courses

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

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

GENERAL AND INORGANIC CHEMISTRY

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

ANALYTICAL CHEMISTRY

127 Quantitative Analysis. Use of the quantitative nature of chemistry to solve practical problems of analysis. (Prerequisite: 119 or 133)
147 Analytical Techniques. Lecture and laboratory course involving quantitative chemical analysis. (Prerequisite: 133 or 119.)
167 Techniques in Clinical Chemistry. (2 quarter hours) Lecture and laboratory course on analytical techniques in the clinical laboratory. (Prerequisite: 127 or 147; 121 or 171; or consent.)
260 Analytical Equilibrium Chemistry. Lecture course dealing with equilibrium involved in quantitative analysis. (Prerequisite: 147 or 127 or consent.)
261 Instrumental Analysis. Lecture and laboratory course which involves modern instrumentation in chemical analysis. (Prerequisite: 215)

SPECIAL COURSE

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

ORGANIC CHEMISTRY

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

61
PHYSICAL CHEMISTRY
192 Mathematical Methods of Chemistry. (2 quarter hours) A problem-solving course concentrating on mathematical techniques needed for chemical calculations. (Prerequisite: Math. 152.)
196 Physical Chemistry I. Thermodynamics: Concepts of heat, work and energy; meaning of enthalpy, free energy and entropy; equilibrium constants, dependence of thermodynamic properties on temperature. (Prerequisites: 119 or 133; Mathematics 152; or consent.)
211 Physical Chemistry II. Thermodynamics continued; electrochemistry, transport processes and crystal structure. (Prerequisite: 196; 192 or consent.)
212 The Chemical Bond. Quantum chemistry, electronic structure of atoms and molecules, molecular spectroscopy. (Prerequisite: 211 or consent.)
215 Physical Chemistry III. Surface chemistry, statistical thermodynamics, kinetics. (Prerequisite: 211.)

ENVIRONMENTAL CHEMISTRY
265 Air Chemistry. Chemical interactions of air pollutants and our natural gaseous environment. Laboratory: analysis of ambient air pollutants. (Prerequisite: 127 or 147) Offered in the Spring Quarter of even-numbered years.
267 Aqueous Chemistry. Chemical interactions of water pollutants and our natural aqueous environment. Laboratory: analysis of contiguous waterways. (Prerequisite: 127 or 147) Offered in the Autumn Quarter of even-numbered years.
269 Industrial Chemical Hazards. Sources, effects, analysis and control of hazardous dusts, gases, solvents, metals and biological substances in the industrial environment. Laboratory: Analysis of toxic gases in the air of several laboratories. (Prerequisite: 127 or 147 and 125 or 175.) (147 offered in the Spring Quarter of odd-numbered years)
278 Environmental Chemistry. Discussion of the causes and effects of pollutants in our environment. 2 quarter hours. (Prerequisite: 125 or 175 or consent)
325 Solid Waste Chemistry. Fundamental chemical processes involved in the processing of solid wastes; high temperature chemistry. (Prerequisite: 196) Offered in the Winter Quarter of odd-numbered years.

BIOCHEMISTRY
128 Medical Biochemistry. An introduction to the molecular basis of disease. (Prerequisite: 117)
340 Biochemistry I. The first in a three course sequence covering most aspects of modern biochemistry and molecular biology. (Prerequisite: 125 or 175)
341 Experimental Biochemistry I. Techniques for characterizing proteins, nucleic acids, polysaccharides and lipids. (Corequisite: 340)
342 Biochemistry II. Continuation of Course 340. (Prerequisite: 340)
343 Experimental Biochemistry II. Selected experiments in enzymology, cell membrane structure, and in molecular, viral, bacterial and animal genetics. (Prerequisite: 341)
344 Biochemistry III. Continuation of course 342. (Prerequisite: 342)

ADVANCED STUDY
385 Advanced Chemical Techniques. This is a laboratory course which may be in the fields of analytical, biochemical, inorganic, organic or physical chemistry. This course may be repeated for credit if topic is different. 2 quarter hours. (Prerequisite: consent of chairman) By arrangement
394 Seminar. Formal and/or informal discussions on topical subjects in chemistry. Variable credit. This course may be repeated for credit. (Prerequisite: consent)
397 Research. Acquiring skills in library and laboratory chemical research techniques. Variable credit. (Prerequisite: consent)
399 Independent Study. Expanding one's background in chemistry on an informal basis by individual consultation with department faculty. Variable credit. (Prerequisite: consent)

FACULTY
Chairman: Jurgis A. Anyzas, Ph.D.
Associate Professors: Jurgis A. Anyzas, Ph.D.; Thomas J. Murphy, Ph.D.; Robert L. Novak, Ph.D. (Joint Appointment with Biological Sciences)
Assistant Professor: Sara Steck Melford, Ph.D.
Communications

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

PROGRAM: COMMUNICATIONS MAJOR (B.A. DEGREE)

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

Core Courses for all Communications Majors:

Four skills courses: Comm. 200 Expository Writing; Speech 100 Basic Speech Communications; Phil. 303 Critical Thinking; and one from Eng. 300 Advanced Composition; Comm. 309 Special Topics in Journalism; and Speech 204 Public Speaking. (Note: Students earning a C or better in DePaul College's Skills 102 will substitute Eng. 300 for the Comm. 200 requirement.)
Three theory courses: Eng. 202 American English; Comm. 207 Introduction to Communications Theory; Comm. 210 Media and Culture.

I. LITERARY ARTS CONCENTRATION

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

II. LANGUAGE AND SYSTEMS CONCENTRATION

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

Allied Fields: Students interested in preparing for careers in business-related communications fields will elect a series of six to ten courses in business and business communications; the specific courses as approved by the student's advisor, will aim for a breadth of general knowledge about the world of business. Students preparing for a career in law should elect courses in the pre-law program (page 125 of the Bulletin). And students interested in journalism or media careers will elect six courses in the College of Liberal Arts and Sciences, including course work in History, Art, and Philosophy.
SAMPLE PROGRAM—COMMUNICATIONS MAJOR: LANGUAGE AND SYSTEMS CONCENTRATION
(With Pre-Law Allied Fields Work)

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

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

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

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

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

- **200 Expository Writing.** Exposition as a method of discourse, with practice in analysis, definition, comparison and contrast; the research paper.
- **204 Specialized Writing.** Technical writing, writing for advertising, and business writing as alternating areas of emphasis.
- **207 Introduction to Communications.** The conceptual framework for viewing the communications process, with theories and topics in human information processing, symbolic interactionism, language acquisition, and the structure and functions of interpersonal, corporate, and mass communication systems.
- **210 Culture and Media.** Theory from sociology, psychology, and aesthetics, with analysis of selected media.
- **212 Mass Media: Newspapers and Periodicals.** Study of newspapers and periodicals as media.
- **214 Mass Media: Radio and Television.** Study of radio and television as media.
- **216 Mass Media: Film.** Study of cinema and the arts as mass media.
- **307 Topics in Communication.** Varying topics, including Rhetoric and the Arts, Popular Culture, and Film and Literature.
- **309 Special Topics in Journalism.** Alternating emphasis in Newswriting and Reporting and in Public Relations.
- **392 Communications Internship.** Selective placement of students in work-study situations to prepare for professional careers in communications. Credit variable. (Prerequisites: Junior standing and 3.0 grade point average.)

**FACULTY**

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

Professor: Martin Kalin, Ph.D., Philosophy

Associate Professors: William Conger, MFA, Art; Elmer Pry, Ph.D.; English; Lavon Rasco, Ph.D., English.

Assistant Professors: Kristin Brady, Ph.D., English; Mary Jane Larrabee, Ph.D., Philosophy; Helen Marlborough, Ph.D., English.

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

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

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

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

Computer Science: Ten courses consisting of one of 149 or 303 or 305, as well as 340, 341, 342, 344, 345, 347, and three additional computer science electives numbered at the 330 level or above.

Mathematics: 150, 151, 152, 215, 220 and either 348 or equivalent.

Communications: Communications 204 or English 300 or equivalent.

Physics: Digital Electronics, Physics 112.

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

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

The Math. 351, 352, 353 sequence is recommended over 348 for the student with an interest in probability and statistics.

Some of the Graduate Computer Science courses recommended for advanced undergraduates may be found listed at the end of this section. Students who have an interest in teaching at the Secondary level should consult the Mathematical Sciences section of this bulletin.

SAMPLE PROGRAM: COMPUTER SCIENCE

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

Sophomore Level
Computer Science: 340, 341, 342
Mathematics: 220, 215, 348
Electives: 1 course
DePaul College: 5 courses
Junior Level

Computer Science: 344, 345, 347
Electives: 5 courses
DePaul College: 4 courses

Senior Level

Computer Science: 2 courses, one of
346, 350, or 395
Electives: 3 courses
DePaul College: 4 courses

COURSES

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

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

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

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

304 Advanced Topics in COBOL. File management, tape and direct access storage
device. Access methods. Data base applications. Subprograms, sort/merge
feature, dumps and introduction to JCL. (Prerequisite: 303) Laboratory fee.

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

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

324 Analysis Using SPSS. Advanced features of the Statistical Package for the
Social Sciences (SPSS). Partial corrections, analysis of variance and covariance,
discriminant analysis, factor analysis, canonical correlations, non-parametric
tests, survival analysis and multiple response. (Prerequisite: CSC 323 or
consent)

325 Data Analysis Using BMDP. Advanced features of the Biomedical Computer
Programs, P-series package (BMDP). Non-linear regression, maximum likeli-
hood estimation, analysis of variance and covariance, non-parametric analysis,
cluster analysis, multivariate analysis and survival analysis. (Prerequisite: CSC
323 or consent.)

333 Computer Simulation. Computer simulation of social, biological and physical
systems. Simulation languages GPSS II, GASP, SIMSCRIPT, SIMPAC, SLAM,
and SIMULATE. (Prerequisite: 149 or 303 or 305)

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

341 Principles of Computer Science II. A continuation of Math. 340: Trees and
Tree searches, Polish strings, interpreters and compilers, procedures and func-
tion, strong processing, string representation and manipulation. Text editors
and word processors, arrays, stacks, queues, linked linear lists and trees. (Pre-
requisite: 340) Laboratory fee.

342 Data Structures and File Processing. File processing environment and file ma-
nipulation 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 dis-
cussed. Programming projects will be assigned using PL/I on the IBM-370.
(Prerequisite: CSC 341) Laboratory fee.

343 Introduction to Operating Systems. Topics necessary for a high-level language
programmer to function within an operating system environment. Job control
language, utilities, link editor, memory dumps, private libraries, assembler
and machine language fundamentals I/O devices and channels. Emphasis is
on IBM operating systems. (Prerequisite: CSC 304 or CSC 342.)
Assembly Language Programming I. Data representation, addressing schemes and instruction formats, introduction to IBM 360/370 assembly language. (Prerequisite: 341 or equivalent.) Laboratory fee.

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

Computer Operating Systems. A conceptual introduction to operating systems. Multi-programming, timesharing, concurrent and cooperating processes, scheduling policies, storage management and file management. (Prerequisite: 343 or 344 or consent.)

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

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

Design and Analysis of Algorithms. Methods of finding algorithms, including recursion, divide and conquer, and hill climbing. Mathematical analysis of specific algorithms, including algorithms for sorting and searching. (Prerequisite: CSC 341, Math 215.)

Assembly Language Programming II. A continuation of 344. A completion of the study of the IBM 360/370 instruction set. Interrupt and I/O programming.

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

Principles of 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: Math. 151 and CSC 344 and a course in statistics.)


Metamathematics, Logical Deduction and Computers. Deduction in formal language; the extent to which such deductions may be handled by computers and Turing machines; models and consistency; decidability; Godel's Theorem. (Prerequisite: Math. 215 or consent.) Cross listed with Math. 372.

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

Introduction to Computer Systems Analysis and Design. An introduction to performance evaluations of large and small scale application systems. User need analysis and determination of performance specifications. (Sugg. Prereq: CSC 345, CSC 346, CSC 359, or consent of instructor.)

Computer Random Simulations. Algorithms for random number generators; simulation or discrete and continuous probability distributions; simulation of random processes such as random walks, queues, and inventory systems. (Prerequisite: Math. 351 or 348, and CSC 149.)


Operations Research I. Linear Programming. The Linear Programming problem and its dual; the simplex method; transportation and warehouse problems; computer algorithms and applications to various fields. (Prerequisites: Math. 220 and any introductory programming course.) Laboratory fee. Cross listed with Math. 387.
388 Operations Research II: Optimization Theory. Integer programming; nonlinear programming; dynamic programming; queueing theory; game theory. (Prerequisite: 387) Cross listed with Math. 388.


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

395 Computer Logic Design. Combinational and sequential circuits, Memories, Digital Design languages. Hardware computer organization. (Prerequisite: CSC 345.)

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

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

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

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

GRADUATE COURSES

The following Graduate courses are some of those recommended for advanced Undergraduates. Other courses are listed in the Graduate Bulletin.

448 Compiler Design. Design and structure of high level languages. Lexical Scan, top down and bottom up syntactic analysis. Syntax directed translation and LR(k)-grammars. (Prerequisite: 347 or consent of instructor.)

459 File Management and Organization. Hardware and its parameters. File system organization including indexed and tree structured files. File system evaluation. Data base implementation. ISAM and VSAM. (Prerequisites: Math. 152, CSC 342.)

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: 347 or 447.)

510 Introduction to Systems Programming. Introduction to macro assembly systems and general macro processors. Input and output control systems. Debugging tools. (Prerequisite: 345, 346 or consent of instructor.)

FACULTY

Program Director: Helmut Epp, Ph.D.
Chairman: Walter Pranger, Ph.D.

Professors: J. Marshall Ash, Ph.D.; Jerry Goldman, Ph.D.; Walter Pranger, Ph.D.; Jacob Towner, Ph.D.; Stephen Vagi, Ph.D.

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

Assistant Professors: Robert Fisher, Ph.D.; David Goldberg, Ph.D.; Steven Homer, Ph.D.; George Knafl, Ph.D.; Carolyn C. Narasimhan, Ph.D.; Jeanne LaDuke, Ph.D.

Instructor: James Kenevan, M.S.

Lecturers: Ron Benjamin, M.S.; Tom Callahan, M.S.; Richard Courtheoux, M.S.; Richard Domovic, M.S.; Henry Harr, B.S.; Dean Mouzakiotis, M.S.; Anne Pankey, M.B.A.; Stephen Samuels, M.S.; Tom Sheridan, M.S.
Economics

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

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

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

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

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

PROGRAM: ECONOMICS MAJOR
(B.A. DEGREE)

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

I. Standard Concentration

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

Social and Behavioral Sciences: The student will take a minimum of seven courses in Geography, Political Science, Psychology, and Sociology. The specific courses will be worked out by the student and his/her counselor in the Department of Economics. The counselor must approve the program.

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

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

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

II. Urban Studies Concentration

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

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

**Social and Behavioral Sciences:** The student will take a minimum of seven courses in Geography, Political Science, Psychology, and Sociology. The specific courses will be worked out by the student and his/her counselor in the Department of Economics. The counselor must approve the program. For the Urban Studies Concentration the following courses in the social sciences are highly recommended: Geo. 133, Urban Geography; Geo. 321, Chicago Metropolitan Area; Geo. 333, City Problems and Planning; Soc. 201, Introductory Sociology; Soc. 300, Sociology of Metropolitan Areas; Soc. 303, Minority Relations; Soc. 345, Urban Sociology; Pol. Sc. 120, American National Government; Pol. Sc. 121, State and Local Government.

**CAREER ORIENATIONS—** Suggested for Students of Economics Courses

| Law (Practice of deductive reasoning for lawyers. Also, knowledge of economic problems.) | 215, 242, 305, 306, 312, 318, 335, 375 |
| International (Economic analysis of problems of international trade and finance) | 242, 305, 306, 359, 360, 361, 375 |
| Urban (Application of economic analysis to problems of the city) | 242, 305, 306, 310, 318, 325, 335, 368, 375 |
| Business Economics (Application of economic theory to decision-making in a firm) | 242, 305, 306, 312, 318, 335, 375 |
| Quantitative Economics (Use of quantitative methods to solve economic problems) | 242, 305, 306, 375, 380, 381 |
| Labor (Wage and employment policies for firms, unions, and/or government) | 242, 305, 306, 310, 317, 318, 325, 375 |
| Environmental or Resource | 242, 305, 306, 310, 335, 368, 375 |
| (Evaluation of public and private project, environmental impact studies) |

**SAMPLE PROGRAM—STANDARD ECONOMICS CONCENTRATION**

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

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

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

**Senior Level**
- Economics: 3 economics electives
- Supporting Fields and/or Electives: 5 courses
- DePaul College: 4 courses
COURSES
(All courses carry 4 quarter hours credit.)

PRINCIPLES AND THEORY

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

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

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

305 Pricing and Distribution Analysis. Continuation and an indepth analysis of the topics treated in Economics 104, especially the theory of the firm. Marginal analysis and indifference curves are the major tools that are used in a discussion of demand for products, pricing output, wages, and the distribution of output. (Prerequisites: 103 and 104)

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

359 The Theory of Economic Development. A balanced coverage of the major aspects of the theory of economic development. Introduction to the more important theories of economic growth, as well as explanations of the role of land, capital, labor, and technology in the development process. (Prerequisite: 103, or 104 or permission of Chairperson.)

361 International Trade. International trade theory and policy. Analysis of the balance of payments, international investment flows, and the position of the dollar in foreign exchange transactions. (Prerequisites: 103, 104 or permission of Chairperson)

ECONOMIC HISTORY AND THOUGHT

316 European Economic History. Major factors and institutions which have influenced the economic development of European nations. Impact of these nations on U.S. development also discussed. (Prereq.: 103, or 104 or permission of Chairperson.)

317 American Economic History. Major factors and institutions which have influenced the economic development of the United States. Empirical information and economic theory are employed. (Prerequisite: 103, or 104 or permission of Chairperson.)

340 Development of Economic Thought. Examination of the great ideas in the history of economic science. Emphasis on those currents of thought which lead to modern economic theory and those which have conditioned the economic development of the Western World. (Prerequisite: 103, 104, or permission of Chairperson.)

ECONOMIC INSTITUTIONS AND PROBLEMS

307 Managerial Economics. The application of economic theory to the problems of the firm. Examples of topics are demand analysis, sales forecasting, criteria for investment, production, and costs analysis. (Prerequisite: 103 or 104 or permission of Chairperson)

310 Economics of the Urban Environment. Economic principles employed in an analysis of problems of pollution, health, transportation, housing, and education. (Prerequisite: 103, 104 or permission of Chairperson)

312 Business and Society. Relationships between government, business and society. Both the institutional and theoretical aspects of governmental intervention in economic life examined. (Prerequisite: 103, 104 or permission of Chairperson)

318 Labor Economics and Organization. Examines historically and theoretically the principal problems confronting labor groups; particular reference to the dynamic economy of the United States. (Prereq.: 103, 104 or permission of Chairperson)
320 Economics and the Common Good. Economic theories, systems, and problems studied and analyzed in reference to the economic good as defined in key modern documents, particularly the social encyclicals. Stress both theory and practice. (Prerequisite: 103, 104 or permission of Chairperson)

325 Economics of Poverty. Material and cultural, absolute and relative forms of poverty investigated so far as they derive systematically, directly and indirectly, from the American economy. Taking elimination of poverty as an appropriate objective, existing private, institutional, and governmental activities will be analyzed, including economic activity itself. (Prerequisite: 103, 104 or permission of Chairperson)

330 The Economics of Socialism. Fundamental economic relationships as they exist under socialist forms of organization. The pure theory of socialism is examined, as well as the practical organization of the economies in the various socialistic nations. (Prerequisite: 103, 104, or permission of Chairperson)

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. (Prerequisites: Economics 103 and 104)

360 Economics of Underdeveloped Countries. Application of the analytic skills of the economist to the special problems of underdeveloped countries. The view that development requires authoritarian control by the state is contrasted with the position that it may be accomplished by private economic decision-making. (Prerequisite: 103, 104 or permission of Chairperson)

368 Industrial and Commercial Location. Analysis of the factors involved in selecting locations for the development of commercial and industrial facilities. (Prereq.: 103, 104, or permission of Chairperson) (Cross-listed with Geography 368 and Marketing 368.)

395 Seminar in Selected Economic Topics. The instructor selects topics from contemporary economic problems. This course often serves as the Urban Studies Seminar in the College of Liberal Arts and Sciences. (Prerequisite: Economics 104 or consent of instructor)

QUANTITATIVE TECHNIQUES IN ECONOMICS

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

375 Introduction to Econometrics I. Techniques of estimation and testing of economic relationships. Exposure to probability theory, probability distribution, least squares estimation, hypothesis testing, and correlation. (Prerequisites: 103, 104 and an elementary statistics course)

380 Mathematics for Economics and Business I. Following topics are treated: sets, functions, limit derivatives, optimization, some fundamentals of linear algebra. Students are required to have a high school algebra background. (Prereq. 103 and 104)

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

SPECIALIZED STUDY

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

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

FACULTY

Chairman: William R. Waters, Ph.D.
Professors: James J. Diamond, Ph.D.; Robert W. Faulhaber, Ph.D.; William A. Hayes, Ph.D.; William R. Waters, Ph.D.
Associate Professors: Bala Batavia, Ph.D.; Donald L. Bumpass, Ph.D.; James E. Ciecka, Ph.D.; Adolph E. Mark, Ph.D.; Margaret Oppenheimer, Ph.D.; Anthony C. Petto, Ph.D.; Richard M. Thornton, Ph.D.
Assistant Professors: Floyd R. Dill, Ph.D.; Michael L. Klima, Ph.D.; Richard J. Wiltgen, Ph.D.; George E. Wright, Ph.D.
Professors Emeriti: Frank J. Brown, Ph.D.; Joseph S. Giganti, Ph.D.
English

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

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

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

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

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

PROGRAM: ENGLISH MAJOR

(B.A. DEGREE)

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

I. Standard English Concentration

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

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

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

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

III. Teacher of English—Secondary Level

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

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

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

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

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

SAMPLE PROGRAM—ENGLISH MAJOR: STANDARD CONCENTRATION

<table>
<thead>
<tr>
<th>Freshman Level</th>
<th>Sophomore Level</th>
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<tbody>
<tr>
<td>English: 202, 220, 300</td>
<td>English: 310, 328, 361, 356</td>
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<tr>
<td>DePaul College: 4 courses</td>
<td>DePaul College: 4 courses</td>
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<tr>
<td>Allied Fields: Speech 203, History 110, 111, 112</td>
<td>Allied Fields: Communications 207; Philosophy 303</td>
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<tr>
<td>Electives: one course</td>
<td>Electives: one course</td>
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<tr>
<th>Junior Level</th>
<th>Senior Level</th>
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<tbody>
<tr>
<td>DePaul College: 5 courses</td>
<td>DePaul College: 5 courses</td>
</tr>
<tr>
<td>Language Requirement: French 101, 102, 103</td>
<td>Electives: 3 courses</td>
</tr>
</tbody>
</table>
COURSES IN ENGLISH
(All courses carry 4 quarter hours credit)

LANGUAGE AND COMPOSITION

101 Fundamentals of Writing. Emphasis on usage, grammar, sentence and paragraph structure and development.


208 Rhetoric I. Study of interpretation of texts and of principles and theory of rhetoric, especially topics of argument. (Prerequisite: Skills 102, Communication 200, or equivalent)

300 Advanced Composition. Further development of writing skills, with emphasis on individual style. (Prerequisite: Skills 102 or Communications 200 or equivalent)

302 Grammar and Composition in American English. An introduction to basic linguistic concepts with emphasis upon implications for grammar and composition. (Prerequisite: Eng. 202)

303 English Language Studies for Elementary Teachers. An overview of the history and structure of the language with emphasis upon both the traditional and transformational approaches.

305 Creative Writing. Writing of original manuscripts, with critical guidance by instructor.

306 Rhetoric II. Study of practical problems of reasoned argument emphasizing invention and construction of arguments.

LITERATURE

220 Understanding Literature. Study of particular and important critical approaches to literature as well as the application of these theories to selected literary texts.

222 Introduction to American Culture. Introduction to the primary methods and materials for the study of American culture.

225 Popular Fiction. Analysis for appreciation of selected stories and novels. Alternating areas of emphasis include detective fiction, science fiction, contemporary fiction, and fiction of mythic lands.

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

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

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


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


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

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

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

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


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

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

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

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


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

364 American Genre Studies. Alternating emphasis in the novel, drama, poetry, the short story.

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


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

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

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

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

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

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

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

PROFESSIONAL

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

SPECIALIZED STUDY

398 Literary and Cultural Heritage. Study tours of England or America; topics, fees and credit vary.

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

FACULTY

Chairman: Elmer Pry, Ph.D.

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

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

Assistant Professors: Kristin Brady, Ph.D.; Stanley L. Damberger, M.A.; Zahava Dorinson, Ph.D.; William Fahrenbach, Ph.D.; Helen Marlborough, Ph.D.

Instructors: Jerry Carlson, M.A.; Joanne M. Devine, M.A.; Thomas R. Liszka, M.A.

Geography

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

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

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

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

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

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

**Core Courses for All Concentrations**

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

**I. Standard Concentration**

**Geography:** Core courses, plus *six* additional courses.

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

**II. Metropolitan Land Use Planning Concentration**

**Geography:** Core courses, plus 106 Food and Famine or 107 The Geography of Manufacturing or 110 Cultural Geography; 133 Urban Geography; 321 Chicago Metropolitan Area; 333 City Problems and Planning; 376 Population and Urban Demographics, and *three* additional geography courses.

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

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

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

IV. Teacher of Geography—Secondary Level

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

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

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

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

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

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

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

COURSES
(All courses carry 4 quarter hours credit.)

GEOGRAPHIC CONCEPTS
100 The Nature of Geography. An introduction to the discipline of geography, including its methods and sub-fields of investigation.
106 Food and Famine. Fundamental factors affecting the present and future ability of the earth to satisfy the needs of its rapidly expanding population.
107 The Geography of Manufacturing. Industrial location theory and transportation facilities are used to analyze the development of our major industrial facilities relative to raw materials and markets.
110 Cultural Geography. Characteristics of mankind's distribution and culture examined at the local, regional and world scale.
133 Urban Geography. Basic concepts and principles necessary for an understanding of the spatial factors involved in city structure.
201 Geography of World Affairs. Develops a basic understanding of the international problems of today based upon analyses of their geographic backgrounds.
333 City Problems and Planning. Development of cities as geographic forms and the role of City Planning in preventing or solving urban problems.
335 Political Geography. Geographic influences upon political decisions and resulting spatial organization.
350 World of Wine. An analysis of the factors which influence the production and distribution of wine, both domestic and foreign. (Consent of the instructor. Lab Fee $17.00 payable first day of class)
368 Industrial and Commercial Location. Analysis of the factors involved in selecting locations for commercial and industrial facilities.
370 Geography of Recreation and Leisure. Location and development of the urban and rural recreational landscape as mankind organizes space to meet leisure time and recreational needs.

TOOLS AND TECHNIQUES OF GEOGRAPHY
340 Maps and Man. Preparation and interpretation of maps, charts and globes and their vital importance in the modern world.
341 Cartography and Computer Graphics. Instruction in use of computers and traditional hand techniques in the construction of maps.
342 Cartography Laboratory. Must be taken concurrently with 341. 4 hours credit. (Lab Fee $15.00)
354 Contemporary Methods in the Teaching of Geography. What, when and how to teach geographic concepts, with emphasis on the neighborhood as spatial setting for simulation, role playing and cooperative methods. (May be taken for education credit as Education 354.)
395 Seminar in Selected Topics. Upper-division seminar concerned with the study of selected geographic problems. (Prerequisite: Geography 100 and/or consent of the instructor.)
398 Independent Reading and Research. Intensive study of a topic of special interest. Private conferences with instructor of supervised reading and research. Variable credit. (Prerequisites: Junior or senior standing and consent of the instructor.)
THE NATURAL ENVIRONMENT

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

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

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

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

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

REGIONAL ANALYSES

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

124 The United States and Canada. An introductory survey.

311 Patterns of the Pacific.

312 Arab Africa and the Middle East.

313 Black Africa, A Continent in Transition.

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

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

316 Physical, Economic and Cultural Contrasts in Western Europe.

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

321 Chicago Metropolitan Area. Extensive field trips make possible on-the-spot study of local phenomena of major importance in analyzing Chicago's urban geography. (Transportation fee required.)

322 Eastern United States and Canada.

323 Western United States and Canada.

326 The Environments of Mexico, Central America and the Caribbean.

327 The Environments of South America.

FACULTY

Chairman: Vernon E. Prinzing, Ed.D.

Professors: Richard J. Houk, Ph.D.; Donald R. Dewey, Ph.D.

Associate Professor: Gerald W. Ropka, Ph.D.

Assistant Professor: Vernon E. Prinzing, Ed.D.

Lecturers: Alden Cutshall, Ph.D.; Albert J. Larson, Ph.D.; Theresa Tarlos, M.A.
History

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

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

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

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

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

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

I. **Standard Concentration**

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

**Political Science:** two courses.

**Geography:** two courses

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

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

II. **Pre-Law Concentration**

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

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

III. Teacher of History—Secondary Level

In cooperation with the School of Education, the History Department offers a concentration of study which combines the requirements for a major in History with certification for teaching history at the junior high, middle and senior high school levels. A student electing such a program should consult the School of Education Counselor as soon as possible after entering DePaul.

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

History: Three courses from category A below; 393, Teaching History and the Social Sciences; 397 Coordinating Seminar; and eight additional courses, four from category B and four from category C. Students can choose no more than two courses in each geographical area. At least one course must be in United States History.

SAMPLE PROGRAM—STANDARD HISTORY CONCENTRATION

Freshman Level

History: 101, 102, 103
Supporting Fields: 2 courses
Elective: 1 course
DePaul College: 5 courses

Junior Level

History: 328, 365, 351
Supporting Fields: 2 courses
Electives: 2 courses
DePaul College: 5 courses

Sophomore Level

History: 250, 252, 254
Supporting Fields: 2 courses
Electives: 2 courses
DePaul College: 4 courses

Senior Level

History: 253, 379, 397
Supporting Fields: 2 courses
Electives: 2 courses
DePaul College: 4 courses

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COURSES AND COURSE CATEGORIES
(All courses carry 4 quarter hours credit.)

A. FOUNDATION
101 World Civilization I: The Roots of Mankind.
102 World Civilization II: The Rise of the Great Civilizations.
103 World Civilization III: The One World of the Twentieth Century.
113 United States History to 1824.
114 United States History in the Nineteenth Century.
115 United States History in the Twentieth Century.

B. THEMATIC
250 Revolution, Counterrevolution and Terrorism.
251 Assassination as History.
252 The World Since 1945.
253 Race, Nationality and National Consciousness.
254 The City in History.
255 Foreign Relations and Global Consequences.
256 Psycho-History.
257 Hitler, Mussolini and Their Times.
258 Women in History.
259 History of Science.

C. INTEGRATIVE
1. European
322 History of Medieval Europe.
329 English Constitutional History.
330 The Renaissance and the Reformation.
332 French Revolution and Napoleon.
333 Europe from Metternich to Bismark.
334 Europe in the Age of German Ascendancy.
335 Europe since 1914.
337 The Expansion of Europe.
338 Modern Britain Since 1715 (formerly 346).
339 Russia under Khans and Tsars.
356 Soviet Russia, 1905 to the present.
357 History of Spain and Portugal.

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

3. Latin American
361 Colonialism and Independence in Latin America.
362 Liberalism and Conservative Response in Latin American Republics.
363 Contemporary Latin American Republics.
364 Dictatorships and Militarism in Latin America.
4. United States
370 The Beginnings of American Civilization to 1760.
371 The Age of the American Revolution.
372 Jefferson, Jackson, and the Coming of the Civil War.
373 Civil War and Reconstruction, 1860-1877.
374 The Emergence of Modern America, 1877-1914.
375 America in the Age of World War, 1914-1945.
376 The United States Since 1945.
378 America in the Nineteenth Century: The Development of the Pragmatic Tradition.
379 American Civilization in the Twentieth Century: Ideas and History.
380 United States Constitutional History to 1815. (Pre-law)
381 United States Constitutional History, 1815-1920. (Pre-law)
382 United States Constitutional History since 1920. (Pre-law)
384 Topics in American Studies. Taught in cooperation with the Department of English. May carry credit in English or History. (formerly 315).

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

FACULTY
Chairman: Cornelius Sippel, Ph.D.
Professors: Albert Erlebacher, Ph.D.; Joseph H. Lehmann, Ph.D.; Martin J. Lowery, Ph.D.; Bernadine S. Pietraszek, Ph.D.
Associate Professors: Donald J. Abramovskie, Ph.D.; Robert Garfield, Ph.D.; Sholom S. Singer, Ph.D.; Cornelius Sippel, Ph.D.; Arthur W. Thurner, Ph.D.
Assistant Professors: Ben Richardson, B.A., S.T.B. (Joint appointment with Religious Studies Department); Thomas Croak, C.M., S.T.D., Ph.D.
Lecturer: Edwin J. Harrington, M.A.
Professors Emeriti: Robert F. Fries, Ph.D.; Ralph J. Mailliard, Ph.D.
Honors

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

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

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

Honors Concentration: (Minimum Requirements).

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

Note: To graduate from the Honors Program, the student must have attained a 3.4 grade point average by the last quarter of the senior year.

INTEGRATION AND APPLICATION COURSES

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

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

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

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

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

Latin American Studies

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

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

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

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

Standard Concentration:


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

Sociology: 302 Cultural Anthropology.

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

The advanced student will take four courses chosen from Spanish 301 through 315 and 317.

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

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

Junior Level
History: 365
Sociology: 302
Spanish: 304
Supportive Fields and/or Electives:
  4 courses
DePaul College: 4 courses

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

Senior Level
History: 366
Economics: 360
Supportive Fields and/or Electives:
  5 courses
DePaul College: 5 courses

PROGRAM COMMITTEE
Director: Bernadine Pietraszek, Ph.D., (History)
Professors: Richard Houk, Ph.D., Geography; Martin Lowery, Ph.D., (History).
Assistant Professor: Mirza Gonzalez, Ph.D., (Spanish).
Mathematical Sciences

The Department of Mathematical Sciences offers programs in pure and applied mathematics to assist the student in the pursuit of intellectual, academic and career goals. The aim of the Department is to provide the student with the sound mathematical foundation required for many areas of study and to provide advanced programs in pure and applied mathematics for students specializing in the mathematical sciences.

The mathematics major may choose one of four areas of concentration: 1) pure mathematics; 2) quantitative analysis and operations research; 3) statistics; 4) actuarial science, or may select a program of courses according to interest from the various areas.

In choosing among these options the student will find it helpful to consult a departmental advisor.

Students interested in a major in computer science should consult the Computer Science section of this bulletin.

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

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

Foundation Courses Required for All Mathematics Concentrations:
Mathematics: 150 Calculus I; 151 Calculus II; 152 Calculus III; 210 Calculus IV; 215 Introduction to Mathematical Methods, Logic and Reasoning, and 220 Linear Algebra with Applications I.

Bachelor of Science Degree in Mathematics: For a B.S. degree in Mathematics, in any of the four concentrations, students must earn at least 16 quarter hours in biology, chemistry, computer science, or physics.

I. Standard Concentration

This concentration allows a great deal of flexibility. It consists of the six required mathematics foundation courses and seven mathematics electives at the 200 or 300 level chosen from those admissible for mathematics major credit. (Admissible courses are all 200 and 300 level mathematics courses except 242, 305, 309, 323, 324, 325, 326, 327 and 328). In addition, certain computer science courses may be substituted for admissible mathematics courses subject to the approval of the Department Chairman. The student should consult a departmental advisor for program planning. Students planning graduate study in pure mathematics should include 310, 311, 335, 336, 337, and 380.

SAMPLE PROGRAM—STANDARD MATHEMATICS CONCENTRATION

Freshman Level
Mathematics: 150, 151, 152
Electives: 3 courses
 (including Computer Science 149)
DePaul College: 5 courses

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

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

Senior Level
Mathematics: 3 Admissible 200 or 300 level courses
Electives: 4 courses
DePaul College: 5 courses
II. Quantitative Analysis and Operations Research Concentration

The advent of the high speed computer has made it possible and the complexity of modern society has made it necessary to apply sophisticated mathematical techniques for problem solving in areas other than scientific research. Mathematical disciplines such as operations research, mathematical statistics, game theory or optimization theory have become indispensable tools for analysis, decision making, quantitative description and efficient management in diverse professional fields. As a result, the call for individuals who are proficient in the application of mathematical techniques is growing rapidly.

The purpose of this concentration is to prepare the student for a career in business or government-oriented quantitative analysis and operations research. The concentration consists of the six required foundation courses, plus: Mathematics: 351, 352, 353, 354, 355, 387, and 388; Accounting: 101, 103; Computer Science: 303, 340, 341; Economics: 103, 104; Finance: 330, 335; Management: 200, 201, 351.

Electives to be determined in consultation with the program director.

SAMPLE PROGRAM—QUANTITATIVE ANALYSIS-OPERATIONS RESEARCH CONCENTRATION

**Freshman Level**

Mathematics: 150, 151, 152
Allied Fields: Acctg. 101, 103; Econ. 103
DePaul College: 5 courses

**Junior Level**

Mathematics: 351, 352, 353, 354
Electives and Allied Fields: 3 courses, including Mgmt 200, 201
DePaul College: 4 courses

**Sophomore Level**

Mathematics: 210, 215, 220
Allied Fields: Computer Science 303, 340, 341; Econ. 104
DePaul College: 5 courses

**Senior Level**

Mathematics: 355, 387, 388
Allied Fields: Econ. 381, Finance 330, 335; Mgmt. 351
DePaul College: 4 courses

III. Statistics Concentration

The purpose of the statistics concentration is to prepare the student for a career in applied statistics or for graduate study in applied statistics or for graduate study in either applied statistics or mathematical statistics. The concentration consists of the six required mathematics foundation courses plus: Mathematics 336, 351, 352, 353, 354, 355, 370, 385; Computer Science 305, 340, 341. Recommended electives are: Mathematics 323, 324, 326, 328, 335, 337, 356, 357, 386; Computer Science 397. Mathematics 335 and 337 are highly recommended for students preparing for graduate study in mathematical statistics.

SAMPLE PROGRAM—STATISTICS CONCENTRATION

**Freshman Level**

Mathematics: 150, 151, 152
Electives and Allied Fields: 3 courses (including Computer Science 305 or 149)
DePaul College: 5 courses

**Junior Level**

Mathematics: 351, 352, 353, 370
Electives and Allied Fields: 3 courses (including Math 335)
DePaul College: 4 courses

**Sophomore Level**

Mathematics: 210, 215, 220, 336
Electives and Allied Fields: 4 courses (including Computer Science 340, 341)
DePaul College: 5 courses

**Senior Level**

Mathematics: 354, 355
Electives and Allied Fields: 4 courses (including Math 337 and Computer Science 385)
DePaul College: 4 courses
IV. Actuarial Science Concentration

The purpose of this concentration is to prepare the student for a career in actuarial science. The concentration consists of the six required mathematics foundation courses, plus Mathematics 351, 352, 353, 361, 362, 363, 364 and 365. Accounting: 101, 103; Business Law 201; Computer Science 149 or 305, or 340; Economics 103, 104, 215; Finance: 210, 330, 360. Electives to be determined in consultation with the program advisor.

SAMPLE PROGRAM—ACTUARIAL SCIENCE CONCENTRATION

*Freshman Level*

Mathematics: 150, 151, 152
Electives and Allied Fields: 3 courses (Including Computer Science 149 or 305 or 340)
DePaul College: 5 courses

*Sophomore Level*

Mathematics: 210, 215, 220
Electives and Allied Fields: 4 courses
DePaul College: 5 courses

*Junior Level*

Mathematics: 351, 352, 353, 361
Electives and Allied Fields: 3 courses
DePaul College: 4 courses

*Senior Level*

Mathematics: 362, 363, 364, 365
Electives and Allied Fields: 4 courses
DePaul College: 4 courses

V. Teacher of Mathematics—Secondary Level

In cooperation with the School of Education, the Department of Mathematics offers concentrations of study which combine the requirements for a major in mathematics with certification for teaching mathematics at the junior high, middle, and senior high levels. A student electing such a program should consult the School of Education Counselor as soon as possible after entering DePaul.

a) Standard Concentration (B.A. Degree)
Six foundation courses: Math. 150, 151, 152, 210, 215 and 220; two algebra courses: Math. 310 and 311; two geometry courses: Math. 320 and 321; one probability and statistics course: Math. 351; one computer science course: Math. 309; Math. 301 or NSM 107.

b) Computer Science Concentration (B.S. Degree)
Six foundation courses: Math. 150, 151, 152, 215, 220 and 348; six computer science courses: CSC 149 or 303 or 305, 340, 341, 342, 344 and one elective numbered 343 or above; Math. 309; Math. 310.
COURSES

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

Elementary Courses—(For other elementary mathematics courses see the DePaul College section of this Bulletin.)

101 Introduction to College Algebra. Recommended for students who require preparation for Math 130 or for Statistics 242. Number systems, solutions of equations and inequalities, coordinate systems, graphing, polynomial and rational expressions, exponents and radicals.

130 College Algebra. Linear, quadratic, polynomial and rational functions, graphing, equation of a circle, systems of linear equations, planar inequalities.

131 Trigonometry and Elementary Functions. Rational, exponential, logarithmic, and trigonometric functions; introduction to planar analytic geometry. (Prerequisite: 130 or three years of high school mathematics.)

Foundation Courses

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

151 Calculus II. Definite and indefinite integral; volume; arc length; differentiation and integration of trigonometric, logarithmic and exponential functions; applications. (Prerequisite: 150.)

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

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

154 Calculus Computer Laboratory II (2 quarter hours). A continuation of 153 illustrating and developing topics covered in Calculus I, II, and III. (Prerequisite: Computer Science 149 or equivalent. Corequisite: 151) Laboratory fee.

155 Calculus Problem Session I. (1 quarter hour) (Prerequisite: Concomitant registration in specially designated section of 150.)

156 Calculus Problem Session II. (1 quarter hour) (Prerequisite: Concomitant registration in specially designated section of 151.)

157 Calculus Problem Session III. (1 quarter hour) (Prerequisite: Concomitant registration in specially designated section of 152.)

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

215 Introduction to Mathematical Methods, Logic and Reasoning. An introduction to basic concepts and techniques used in higher mathematics courses: set theory, equivalence relations, functions, cardinality, techniques of proof in mathematics. The emphasis will be on problem-solving and proof construction by students. (Prerequisite: 152) It is recommended that students take this course in the sophomore year.

220 Linear Algebra with Applications I. Vectors; equations of lines and planes; matrices; linear independence; linear transformations; determinants. (Prerequisite: 152; 215 is recommended.)

Actuarial Science

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

362 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)

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

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

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

366 Mathematical Demography. Introduction to demography. Mortality table construction and methods of population and demographic analysis. (Prerequisite: Math. 351 or consent)
Algebra
310 Algebra I. Prime numbers; binary operations; congruences; integral domains; permutations. (Prerequisite: 215 or consent of department)
311 Algebra II. Group; isomorphism; theorems of Lagrange and Cayley; homomorphism; kernel. (Prerequisite: 310)
312 Algebra III. Rings; ideals; fields; quotient fields; extension fields. (Prerequisite: 311)
370 Linear Algebra With Applications II. Spectral theorem for self-adjoint operators in finite-dimensional inner product spaces; techniques for computation of eigenvalues and their applications to physics, statistics, and other fields. (Prerequisite: 220)
371 Topics in Algebra. (Prerequisite: 311 or 312 or consent of department)

Applied Mathematics for Business
125 Algebra with Applications to Business. Set theory, algebra, functions and their use in modeling, graphs, linear inequalities. (Prerequisite: none)
126 Calculus with Applications to Business. Elements of differential and integral calculus with business applications. Partial differentiation. (Prerequisite: 125)
142 Statistics I. Basic concepts of statistics and the application thereof. Frequency distributions; measures of location, variation and skewness; probability; theoretical distributions; sampling distributions; problems of estimation; tests of hypotheses; problems of sampling; linear regression and correlation. (Prerequisite: 126)

Education
110 Elementary Mathematics for Teachers I. Number systems (Prerequisite: two years of high school mathematics or Math. 101 or sufficient score on the mathematics placement exam.)
111 Elementary Mathematics for Teachers II. Algebra and geometry. (Prerequisite: 110)
309 Teaching and Learning Secondary School Mathematics. Theories, methods, and materials for teaching and learning mathematics in secondary schools. (Cross listed as Educ. 309)

Geometry
320 Geometry I. Incidence and separation properties of plane; congruence parallel postulate; area theory; ruler and compass construction. (Prerequisite: 220)
321 Geometry II. Riemannian and hyperbolic geometry; metric axioms; triangles and angle sums; consistency of hyperbolic postulates. (Prerequisite: 320)
380 Introduction to Topology. Definition of topological space; sub-spaces; continuity; separation axioms; axioms of countability; metric spaces; products and quotients; connectedness and compactness. (Prerequisite: 215)
381 Differential Geometry. (Prerequisite: 336 or consent of department)

Mathematical Analysis
211 Differential Equations. 1st and 2nd order differential equations; equations with constant coefficients; power series solutions; and applications to physical problems. (Prerequisite: 152)
335 Advanced Calculus. Least upper bounds, continuity, intermediate-value theorem, extreme value theorem, topology of the real line, infinite series, uniform convergence, power series. (Formerly 365.) (Prerequisite: 215)
336 Multivariate Calculus. Calculus of vector valued functions, implicit function theorem, vector integral theorems, Jacobians, change of variables theorem. (Formerly 331.) (Prerequisites: 210 and 215)
337 Complex Analysis. Complex functions; complex differentiation and integration; series and sequences of complex functions. (Formerly 366.) (Prerequisite: 215)
Mathematical Physics

295 Methods of Theoretical Physics I. Cross listed with Physics 295. (Corequisite: 210 or 220 and Physics 276)
296 Methods of Theoretical Physics II. Cross listed with Physics 296. (Corequisite: 211; Prerequisite: 295)
395 Methods of Theoretical Physics III. Cross listed with Physics 395. (Prerequisite: 296)

Operations Research

387 Operations Research I: Linear Programming. The Linear Programming problem and its dual; the simplex method; transportation and warehouse problems; computer algorithms and applications to various fields. (Prerequisite: 220 and any introductory programming course.) Laboratory fee. Cross listed with Computer Science 387.

388 Operations Research II: Optimization Theory. Integer programming; nonlinear programming; dynamic programming; queueing theory; game theory. (Prerequisite: 387) Cross listed with Computer Science 388.

389 Operations Research III. Advanced Topics. (Prerequisite: 388)

Statistics and Probability

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

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

324 Data Analysis Using SPSS. Advanced features of the Statistical Package for the Social Sciences (SPSS) package. Partial correlations, analysis of variance and covariance, discriminant analysis, factor analysis, canonical correlations, nonparametric tests, survival analysis and multiple response. (Prerequisite: Math. 323 or consent)

325 Data Analysis Using BMDP. Advanced feature of the Biomedical Computer Programs, P-series, (BMDP) package. Nonlinear regression, maximum likelihood estimation, analysis of variance and covariance, nonparametric analysis, cluster analysis, multivariate analysis and survival analysis. (Prerequisite: Math. 323 or consent)

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

327 Elements of Statistics II. Advanced statistical methods: multiple regression, correlation, analysis of variance, nonparametric statistics, and sampling. Use of a statistical computing package. Applications to health and social sciences. Course content will vary with the needs and desires of individual students. (Prerequisite: 242 or other elementary statistics course.)

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

348 Applied Statistical Theory and Methods I. Elements of probability theory; discrete and continuous probability models; principals of estimation theory and hypotheses tests with emphasis on large and small samples inference concerning means, variances, and proportions. (Prerequisite: Elementary calculus)

349 Applied Statistical Methods and Theory II. A continuation of Math 348. Emphasis is given to statistical methods of inference. Topics to be covered are sample survey methods, cross-classifications, Chi-square tests, ANOVA and some experimental designs, simple and multiple regression, non-parametric inference, and time series.

351 Probability and Statistics I. Probability spaces; random variables and distributions; Binomial and Poisson distributions; gamma and normal distributions; laws of large numbers, and central limit theorem. (Prerequisite: 132; 215 is recommended.)
352 Probability and Statistics II. Joint probability distributions; correlation; sampling distributions; theory of estimation. (Prerequisites: 351, 210)
353 Probability and Statistics III. Testing of hypotheses; simple linear regression; one way analysis of variance; nonparametric statistics. (Prerequisite: 352)
354 Multivariate Statistics. The general linear model for multivariate regression and analysis of variance; principal components and factor analysis. (Prerequisite: 353 and 220)
355 Stochastic Processes. Markov chains; branching processes; Poisson process; queuing theory; telephone traffic problems; Brownian motion. (Prerequisite: 351)
356 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: Math. 352 or its equivalent.)
357 Nonparametric Statistics. Inference concerning location and scale parameters, goodness of fit tests, association analysis, and tests of randomness using distribution-free tests. (Prerequisite: 351 or consent)
360 Experimental Biometry. Introduction to statistical methods applied to biological and medical sciences with emphasis on analysis of variance and regression. Use of statistical computing packages. (Prerequisite: Math. 151 or consent)
376 Introduction to Econometrics II. Multiple regression, hypothesis testing, and simultaneous equation systems. (Cross listed with Econ. 376) (Prerequisite: Econ. 375 or Math. 220)
379 Computer Random Simulations. Algorithms for random number generators; simulations of discrete and continuous probability distributions; simulation of random processes such as Markov chains, random walks, queues, inventory systems and time series. (Prerequisites: Math. 351 or 348 and CSC 149)

Miscellaneous
149 Introduction to Computer Science Using BASIC. A thorough introduction to De Paul's timesharing system. Flowcharts, algorithms, programming in BASIC. Data manipulation and string processing. Use of canned programs and statistical packages. (Prerequisite: 101 or equivalent) Laboratory fee. Cross listed with Computer Science 149.
301 History of Mathematics. (Prerequisite: 152)
305 FORTRAN Programming. An introduction to programming in the widely used scientific language FORTRAN. Input and output including format, branching, looping, subscripted variables, functions, subroutines, non-numerical procedures, algorithm construction and problem solving. (Prerequisite: 150 or equivalent) Laboratory fee. Cross listed with Computer Science 305.
372 Metamathematics, Logical Deduction and Computers. Deduction in formal language; the extent to which such deductions may be handled by computers and Turing machines; models and consistency; decidability; Godel's Theorem. (Prerequisite: Some familiarity with formal mathematical reasoning) Cross listed with Computer Science 372.
397 Information Theory. An introduction to the basic concepts of information theory and coding theory. Measure of information, the fundamental theorem, systematic and cyclic codes. (Prerequisites: 311 and 351 or consent) Cross listed with Computer Science 397.
399 Independent Study. (Prerequisite: Consent of chairman) Variable credit.

FACULTY
Chairman: Walter Pranger, Ph.D.
Associate Professors: Helmut Epp, Ph.D.; Susanna Epp, Ph.D.; Constantine Georgakis, Ph.D.; Lawrence Gluck, Ph.D.; Sigrun Goes, Ph.D.; Gerald Gordon, Ph.D.; Effat Moussa-Hamouda, Ph.D.; Roger Jones, Ph.D.; Glenn Lancaster, Ph.D.; Michael Wichman, Ph.D.; Yuen-Fat Wong, Ph.D.

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Assistant Professors: Robert Fisher, Ph.D.; David Goldberg, Ph.D.; Steven Homer, Ph.D.; George Knafl, Ph.D.; Jeanne LaDuke, Ph.D.; Carolyn Narasimhan, Ph.D.

Instructor: James Kenevan, M.S.

Medical Technology

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

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

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

Standard Concentration:

Biological Sciences: Eleven courses.
Required: 101 General Biology I; 102 General Biology II; 103 General Biology III; 210 Microbiology; 250 Cell Biology; 260 Genetics; 310 Vertebrate Physiology; 330 Developmental Biology; 370 Immunobiology; and two additional Biology courses, one of which must include a laboratory.

NOTE: Biology 202 Mammalian Physiology does not generate credit toward the major.
Chemistry:* 117 Basic Chemistry I; 119 Basic Chemistry II; 121 Organic Chemistry I; 123 Organic Chemistry II; 125 Organic Chemistry III; 127 Quantitative Analysis.

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

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

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

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

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

**SAMPLE PROGRAM—**

**STANDARD MEDICAL TECHNOLOGY CONCENTRATION**

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

**Sophomore Level**
- Biology: 250, 260, 210
- Chemistry: 121, 123, 125
- Mathematics: 2 courses
- DePaul College: 4 courses

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

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

*Chemistry 117, 119, 127 (or the comparable sequence of courses designed for Chemistry majors) must be taken concurrently with Biology 101, 102, 103, unless the Chairman of the Department gives the student permission not to do so.

**Post-Graduate (fifth year) Level**
- Internship at an associated Hospital School of Medical Technology

**PROGRAM COMMITTEE**
- Chairman (Biological Sciences): Robert A. Griesbach, Ph.D.
- Program Director: Dolores J. McWhinnie, Ph.D.
- Medical Technology Consultant: Betty R. Boisvert, M.S., M.T. (A.S.C.P.)
Military Science

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

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

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

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

Students in both Basic and Advanced may compete for ROTC Scholarships, which pay all tuition, books, and laboratory fees and $100 monthly during the remainder of the winner's undergraduate education.

The 90 hour summer program (MS 116S/6 units)* is available to selected students who have been unable to complete the normal two year progression of Military Science 116. This program, in conjunction with the normal two year advanced program of MS 311-316 is designed to prepare the student for a period of service as a commissioned officer in the United States Army. The program provides an introduction to a variety of military related topics concerning the organization, tradition, and ethics of the army. It also involves instruction in map reading, marksmanship, first aid, tactics, and fundamentals of leadership.

*MS 116S is offered for credit or non-credit.

PROGRAM

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

REQUIREMENTS

In order to be commissioned an officer in the United States Army the student is required to complete the courses listed below.

SAMPLE PROGRAM

<table>
<thead>
<tr>
<th>Freshman Level (MS I)</th>
<th>Sophomore Level (MS II)</th>
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<tr>
<td>Military Science 116</td>
<td>Military Science 116</td>
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<tr>
<td>Junior Level (MS III)</td>
<td>Senior Level (MS IV)</td>
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<td>Military Science 311, 312, 313</td>
<td>Military Science 314, 315, 316</td>
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*MS 116 also meets on three Saturdays each quarter so as to minimize interference with students' other classes or with work schedules.
COURSES

116 Applied Leadership. All basic course ROTC students, as well as any other interested students, take MSC 116 each quarter. This course, normally conducted outside of school hours, stresses learning through doing and enables the student to participate in between 9 and 18 activities per year (1 to 6 per quarter). These include such activities as rafting on the Illinois River, mountain climbing and rappelling down cliffs, marksmanship, unarmed self-defense, skiing, sailing, customs and courtesies of the Army, military tactics, orienteering, drill and ceremonies and triathlon.

311 Theory and Methods of Leadership I. Psychological, physiological, sociological factors which affect human behavior and their application in accomplishing organizational goals. Situational studies which apply those factors to the Military. Management study of problem analysis, decision making, planning, organizing, delegation, control and interpersonal skills through the use of simulation exercises. 4 hours.

312 Theory and Methods of Leadership II. Continuation of 311 in the fields of military leadership and management skills. Study of land navigation techniques with actual field application. Techniques of planning and presenting instruction with practical application. Field communications equipment and operating procedures. 4 hours.

313 Theory and Methods of Leadership III. Continuation of 311 and 312 in the fields of military leadership and management skills. Army tactical combat doctrine to include organization, patrolling, offensive and defensive tactics at the small unit level with practical field application. 4 hours.

314 Military Management I. Study of combat operations and the various military teams with emphasis on organization for combat and staff procedures; Operations and Intelligence functions; training management. 4 hours.

315 Military Management II. Study of management procedures involving unit administration, logistics and military justice. 4 hours.

316 Military Management III. Study of maintenance management procedures; Reserve Components; obligations and responsibilities of an officer on active duty; Senior-Subordinate relationships. 4 hours.

FACULTY

Chairman: Colonel John A. Milani, M.A. (Education)
Professor: Colonel John A. Milani, M.A. (Education)
Assistant Professors: Major Kenneth L. Welsh, M.A. (Public Service); Major Larry F. Tuttle, B.A. (Psychology); Captain James P. Maloney, M.B.A. (Financial Management); Captain Phillip A. Drumheiser, M.A. (Personnel Management Administration); Sergeant Major Lloyd McKinney, Chief Instructor; Sergeant First Class Freddy A. Horne, Principal Drill Instructor; Sergeant First Class Beatriz E. Borja, Supply Sergeant.
Modern Languages
(French, German, Italian, Russian, and Spanish)

The individual student should consider the study of a modern language for its potential contribution to liberal education, as well as for its practical use in business, government and industry.

The purposes of the programs in French, German and Spanish are to develop the student's ability to speak, understand, read, and write the languages and to stimulate an appreciation of their major authors and the civilization of the country. The 100-level courses aim to provide the student with a working knowledge of a foreign language.

The department areas of concentration are two: a standard program in French, German, or Spanish, which provides a student with a strong liberal arts major; and a modern language education program, offered in cooperation with the School of Education, which qualifies the student to teach language at the junior high or secondary level.

The department also offers the first year of Italian and the first year of Russian. (101-103)

PLACEMENT GUIDE

Language majors, students using language as a supporting field, and those students who are intending to study only the more elementary courses should begin their studies in accordance with the following guide:

Two years of high school language. Begin with 104.

Three years of high school language. Begin with 105 or 106 on approval of Language Department Chairman.

Four years of high school language or a more extensive background. Begin with 200 or 300-level courses chosen in consultation with departmental chairman.

Consultation with the chairman or placement tests can have, as a result, a readjustment of this guide (either forward or backward) to the individual competencies of the student.

PROGRAM: MAJOR IN FRENCH or GERMAN or SPANISH
(B.A. DEGREE)

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

I. Standard Concentration in French
French: 104 Progressive French; 105 Progressive French; 106 Progressive French; 201 Advanced Grammar; 202 Advanced Composition; 203 Advanced Conversation; 346 Modern Languages; plus six or more courses at the 300-level, or 220 Major French Writers, and five 300-level courses.

Standard Concentration in German
German: 104 Progressive German; 105 Progressive German; 106 Progressive German; 201 Advanced Grammar; 202 Advanced Composition; 203 Advanced Conversation; 346 Modern Languages; plus six or more courses in German at the 300-level, or German 220 Major German Writers and five 300-level courses.

Standard Concentration in Spanish
Spanish: 104 Progressive Spanish; 105 Progressive Spanish; 106 Progressive Spanish; 201 Advanced Grammar; 202 Advanced Composition; 203 Advanced Conver-
sation; 346 Modern Languages; plus six or more courses in Spanish at the 300-level, or Spanish 220 Major Spanish Writers and five 300-level courses.

II. **Teacher of Modern Languages—Secondary Level**

In cooperation with the School of Education, the Department of Modern Languages offers a concentration of study which combines the requirements for a major in modern languages with certification for teaching Modern Languages at the junior, high, middle, and senior high school levels. A student electing such a program should consult the School of Education Counselor as soon as possible after entering DePaul.

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

**Modern Languages:** 104, 105, 106, provided they are taken before any of the advanced level courses, are included in this requirement of 52 quarter hours. Otherwise, the student must take two additional advanced courses. The student must also take Modern Languages 201, 202, 203, 349 plus six more courses at the 300-level or the 220 course in the language and five 300-level courses. Modern Language 346 is strongly recommended; also, for Spanish majors, Spanish 240 and Spanish 241 are strongly recommended and can be substituted for Spanish 104, 105, 106.

**NOTE:** The first nine courses in all three languages are structured to be taken sequentially. In consultation with departmental advisors, however, after the 106 level (or 105 if warranted by excellent performance) any advanced course can be taken in any order.

**SAMPLE PROGRAM—STANDARD MODERN LANGUAGES CONCENTRATION**

**Freshman Level**

- Language: 104, 105, 106
- Supporting Fields and/or Electives: 2 courses
- DePaul College: 6 courses

**Junior Level**

- Language: 346, and 3 language courses of choice
- Supporting Fields and/or Electives: 3 courses
- DePaul College: 4 courses

**Sophomore Level**

- Language: 201, 202, 203
- Supporting Fields and/or Electives: 3 courses
- DePaul College: 5 courses

**Senior Level**

- Language: 3 courses of choice
- Supporting Fields and/or Electives: 6 courses
- DePaul College: 3 courses

**COURSES**

(All courses carry 4 quarter hours credit.)

For courses marked with an asterisk, check current schedule of classes for specific topics.

**FRENCH**

101 Basic French. Listening, understanding, speaking and writing French for the beginning student.

102 Basic French. Emphasis on oral as well as written French.

103 Basic French. Completion of the elements of the French language, spoken as well as written.

104 Progressive French. Further practice in the use of French through hearing, speaking, reading and writing.

105 Progressive French. Continuing practice in spoken French and development of reading ability.

106 Progressive French. Developing fluency in speaking, understanding and writing French as well as reading practice.

140 Intensive French. Communicating in French in the Business World. (Prerequisite: 2 years of High School French or one year of College French.)
ADVANCED

201 Advanced Grammar.
202 Advanced Composition.
203 Advanced Conversation I.
204 Advanced Conversation II.

CIVILIZATION

304 French Civilization I. Intellectual, political, social backgrounds.
340 French Civilization II. Contemporary France.

PERIODS

301 Introduction to French Literature I. Middle Ages to 1700.
302 Introduction to French Literature II. 1700-1850.
303 Introduction to French Literature III. 1850 into 20th Century.
305 Renaissance. LaPleilade, Rabelais, Montaigne, Marquiere de Navarre.
306 The Age of Louis XIV. Classical period 1660-1700.
308 The Romantic Movement. Lamartine, Hugo, Vigny, Musset.
312 Twentieth Century Writers. Colette, Gide, Malraux, Prouti, Mauriac, Eluard.
313 The Surrealist Revolution. Nerval, Lautreamont, Breton, Aragon; Films of Man Ray and Bunuel.

GENRES

309 The French Novel.* Topics include: 17th and 18th Century Novel; World of Balzac; Flaubert and Stendahl; Realism and Naturalism; Contemporary Novelists.
310 French Drama.* Topics include: Classical Drama; Romantic Drama; Contemporary Drama.
311 French Poetry.* Topics include: Form and Substance; Contemporary Poets; Baudelaire, Rimbaud, Mallarme.

CINEMA

329 History of the French Film. From Lumiere to Godard.
330 French Films of the Thirties. Carne, Clair, Duvivier, Guity, Renoir.
GERMAN

FOUNDATION
101 Basic German. Listening, understanding, speaking and writing German for the beginning student.
102 Basic German. Emphasis on oral as well as written German.
103 Basic German. Completion of the elements of the German language, spoken as well as written.
104 Progressive German. Further practice in the use of German through hearing, speaking, reading and writing.
105 Progressive German. Continuing practice in spoken German and development of reading ability.
106 Progressive German. Developing fluency in speaking, understanding and writing German as well as reading practice. (One section of this course is devoted completely to readings in scientific German.)

ADVANCED
201 Advanced Grammar.
202 Advanced Composition.
203 Advanced Conversation.
220 Major German Writers. Goethe, Schiller, Kleist, Meyer, Rilke, Hesse.

PERIODS
301 Introduction to German Literature I. From origins to 1600.
302 Introduction to German Literature II. From 1600-1850.
303 Introduction to German Literature III. From 1850 to present.

GENRES
304 German Drama.* Topics include: The Classical Period; Drama of the 19th Century; Drama of the 20th Century.
305 German Prose.* Topics include: Prose from 1600 to Goethe; from the Romantic to the Realistic Periods; Prose of the 20th Century.
306 The Novelle. From Goethe to Grass.
307 German Poetry.* Topics include: From the Baroque to Holderlin; from Romanticism to the present.
308 Goethe's Faust. Part I and selected passages from Part II.
309 German Civilization. Social, Intellectual and artistic background of Germany from its origins to the present day.

ITALIAN

FOUNDATION
101 Basic Italian. Listening, understanding, speaking and writing Italian for the beginning student.
102 Basic Italian. Emphasis on oral as well as written Italian.
103 Basic Italian. Completion of the elements of the Italian language, spoken as well as written.

RUSSIAN

FOUNDATION
101 Basic Russian. Listening, understanding, speaking and writing Russian for the beginning student.
102 Basic Russian. Emphasis on oral as well as written Russian.
103 Basic Russian. Completion of the elements of the Russian language, spoken as well as written.

SPANISH

FOUNDATION
101 Basic Spanish. Listening, understanding, speaking and writing Spanish for the beginning student.
102 Basic Spanish. Emphasis on oral as well as written Spanish.
103 Basic Spanish. Completion of the elements of the Spanish language, spoken as well as written.
104 Progressive Spanish. Further practice in the use of Spanish through hearing, speaking, reading and writing.
105 Progressive Spanish. Continuing practice of spoken Spanish and development of reading ability.
106 Progressive Spanish. Developing fluency in speaking, understanding and writing Spanish as well as reading practice.
140 Intensive Spanish. Communicating in Spanish in the Business World. (Prerequisite: 2 years of High School Spanish or one year of College Spanish.)
141 Intensive Spanish. Communicating in Spanish for Medical Personnel. (Prerequisite: 2 years of High School Spanish or one year of College Spanish.)
ADVANCED
201 Advanced Grammar.
202 Advanced Composition.
203 Advanced Conversation.

CIVILIZATION
307 Hispanic Civilization. Social, intellectual and artistic background of Spain and Latin America.

PERIODS
301 Introduction to Spanish Literature I. Middle Ages through Renaissance.
302 Introduction to Spanish Literature II. Renaissance to the present.
303 Latin American Literature and Culture I. From discovery of America to Wars of Independence.
304 Latin American Literature and Culture II. From 1810 to present.
306 Contemporary Latin American Literature.* Topics include: Afro-Hispanic; Caribbean; Revolutionary.
310 The Golden Age.* Topics include: Lyric Poetry; Theater of Lope de Vega, Tirso de Molina, Alarcon, Calderon.
313 The Generation of 1898. Gaitanet, Unamuno, Azorin.
314 Contemporary Spanish Literature. Jorge Guillen, Rafael Alberti, Camilio Jose Cela.
315 Introduction to Mexican Literature. From Sor Juana Ines de la Cruz to present-day writers.

GENRES
305 Latin American Novel. From 18th Century to Present.
309 Spanish Ballad. Origins, kinds, readings and interpretations.
311 Cervantes, Don Quixote, Novelas Ejemplares.
312 The Spanish Novel.* Topics include: Nineteenth Century Novel; La Novela Picarasca.
317 The Hispanic Short Story.* Topics include: Short Story in Spain; Spanish-American Short Story.
318 The Twentieth Century Theater. Valle Inclan, Benavente, Garcia Lorca, Villaurrutia, Usigli.

SEMINAR
319 Integrating Seminar.

SPECIALIZED
240 Bilingual and Bicultural Teaching. Latin America I. (No prerequisite) Cross listed with Education 240.
241 Bilingual and Bicultural Teaching. Latin America II. (No prerequisite) Cross listed with Education 241.

COMPARATIVE LITERATURE (Works are taught in translation.)
308 Modern Languages.* Contemporary World Literature. Topics include: European poetry, drama and fiction. Latin-American Literature.
309 Modern Languages: The Novelist's World.* Topics include: Balzac and Dostoevski; Flaubert and Turgenev; Stendahl and Tolstoi; Portraits of Women; Ambitious Young Men.

LINGUISTICS AND TEACHING
346 Modern Languages. Descriptive Linguistics.
349 Modern Languages. Teaching Modern Languages. Cross listed with Education 349.

FACULTY
Chairman: William V. Hoffman, Ph.D.
Professor: William V. Hoffman, Ph.D.
Associate Professors: Paulis J. Anstrats, Ph.D.; Alexander V. Davis, Doctor en Letras; Mirza Gonzalez, Ph.D.
Assistant Professor: Rose Lasher, M.A.
Lecturers: Judith Armbruster, Ph.D.
Professor Emeritus: Joseph W. Yedlicka, Ph.D.
Music Theory

This interdisciplinary program, offered in conjunction with the School of Music, is designed for the student interested in incorporating theoretical music into a broad course of humanistic study. The program is not directed at preparing the student as a performer in the musical arts, but rather emphasizes the underlying form, style, meaning and significance of music as a reflection of man's artistic nature.

PROGRAM: MUSIC THEORY MAJOR
(B.A. DEGREE)

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

Standard Concentration (Musicianship)

Applied Music: 24 quarter hours. Note: The successful completion of an audition is required for registration in applied music. Contact the School of Music Admissions Coordinator.

Ensemble: Large Ensemble (MEN 101, 121, 131, or 221). 6 quarter hours.

Musicianship Studies: MUS 110-1-3, 120-1-3, 130-1-3, 210-1-3, 220-1-3, 230-1-3. 36 quarter hours.

Conducting: MUS 300, 301. 4 quarter hours.

Musicianship Electives (MUS). 8 quarter hours.

Supporting Fields: The major in music theory prepares a program suited to his needs with his program advisor. Courses in English literature, history, philosophy, and a sequence in a modern language beyond the 106-level are recommended.

SAMPLE PROGRAM

Freshman Level
Musicianship Studies: MUS 110-1-3, 120-1-3, 130-1-3. 18 hours.
Applied Music: 12 quarter hours.
Ensemble: 3 quarter hours.
DePaul College: 3 courses

Junior Level
Musicianship Electives: 8 quarter hours.
Conducting: 4 quarter hours
DePaul College: 6 courses
Supporting Fields and Electives: 3 courses

Sophomore Level
Musicianship Studies MUS 210-1-3, 220-1-3, 230-1-3. 18 hours.
Applied Music: 12 quarter hours
Ensemble: 3 quarter hours
DePaul College: 3 courses

Senior Level
DePaul College: 6 courses
Supporting Fields and Electives: 5 courses

COURSES

Music course descriptions are provided in the School of Music section of the Bulletin.
Nursing

The nursing program prepares beginning practitioners of professional nursing to function effectively in episodic and distributive nursing practice, to be instrumental in initiating needed change and to collaborate with others to meet present and future health needs of man and society. The distributive nursing practitioner applies knowledge of life processes in human systems to specific populations in a culturally acceptable manner. Emphasis is on promotion and maintenance of health, prevention of disease, recognition of other variables influencing function and strategies and tactics of intervention.

Implicit in the program's framework for distributive nursing practice is a view of man as holistic, a dynamic and complex being interacting with his environment and continually changing in his efforts to mature. This view also stresses man's socialization in an open and ever-changing system as essential to his maturation and man's encounters with changing conditions which affect his growth and health as he progresses through the developmental and socialization sequences from conception to death. Whether a man's adaptation to changing conditions results in his adjustment to the environment or in his active intervention to change the environment, the processes utilize his physical, rational, psychological, emotional, intellectual, and spiritual qualities. If these qualities are not adequate to facilitate the degree of adaptation necessary, man must be assisted in the process.

Since health is a goal of each society, Nursing, in collaboration with other health professions, assists man in achieving health by helping to modify man's socialization, developmental and adaptive processes. Thus, the nurse participates in the interaction of man with his environment to promote and maintain health. In those situations where health gives way to illness, the nurse aids man's restoration to health through resolution where this goal is reasonable.

The program enables the student to:
1. analyze own behavior and knowledge in nursing and make changes when appropriate;
2. appreciate and utilize own uniqueness in terms of professional competence;
3. strive towards excellence in the practice of nursing, defining excellence in a variety of ways;
4. use the scientific method to question and investigate the routine, the unclear, and the unknown in nursing practice as well as in daily living;
5. apply the nursing process in maintaining and enhancing the health and strengths of the recipients of services — client, group, and community;
6. utilize nursing interventions as hypotheses to be tested, anticipate a variety of consequences and make predictions, and select and evaluate the effectiveness of alternative approaches;
7. demonstrate integrity, concern, and respect in nursing practice;
8. demonstrate leadership by influencing and guiding colleagues and consumers through defined processes within the health care system;
9. practice effectively within varied social systems;
10. appreciate and utilize own uniqueness and accept the uniqueness of others in relationship to culture, life-styles, values, and life experiences;
11. pursue learning experiences to enhance professional practice and personal life enrichment.

The nursing offered by the Department of Nursing is accredited by the National League for Nursing and approved by the Department of Registration and Education, State of Illinois. Graduates of the program are eligible to take the State Board Licensing Examination.
ADMISSION

Enrollment in the Department of Nursing is limited. Acceptance of all students who wish to enter the program depends upon the availability of places. Other criteria for admissions are as follows: 1) Incoming freshmen are accepted on the basis of academic record and potential; 2) transfer students are accepted on the basis of academic record (at least a GPA of 2.5) and will receive transfer credit for a limited number of quarter hours; 3) Registered Nurses fulfilling degree requirements are accepted on the basis of academic record and are given the opportunity to obtain credit for 28 quarter hours of nursing knowledge by successfully passing credit-by-exam tests. RN's and transfer students will be admitted to clinical courses and companion theory courses based on vacancies and date of acceptance into the nursing program. Once students are admitted to the nursing program, they are encouraged to see an advisor in the Department of Nursing to plan a course of study. Failure to receive such advice may result in untimely delays in the student's program.

FEES

Students are expected to purchase the student uniform in conformance with the student dress code, name badge, patch, and malpractice insurance. In addition, there are fees for selected courses and for the National League for Nursing achievement tests. A physical examination is required before starting Nursing 330 and Nursing 331. Selected laboratory tests are required for some courses and may be obtained from the Chicago Health Department for a small fee. Transportation to cooperating agencies is the responsibility of the student.
PROGRAM: NURSING MAJOR

Since revisions are being made in the program of studies, program requirements and course descriptions may be altered somewhat during the coming months. Requirements outside of the nursing area will not be changed. The program of studies described here is planned for all students seeking a B.S. degree. All prerequisite courses must be completed before the students may enroll in Nursing 330 and 331.

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

Standard Concentration

Nursing: 250, 251, 290; plus 48 quarter hours upper division nursing courses.
Biology: 201 Mammalian Anatomy; 202 Mammalian Physiology; and 210 Microbiology.
Chemistry: 117 Basic Chemistry.
Physics: 160 Human Body as a Physical System.
Psychology: 302 Personal Adjustment and Mental Health; 303 Human Development.
Sociology: 302 Cultural Anthropology; 306 The Family.

SAMPLE PROGRAM—STANDARD NURSING CONCENTRATION

Freshman Level
Chemistry: 117*  
Physics: 160*  
DePaul College: 10 courses

Junior Level
Nursing: 24 hours  
DePaul College: 4 courses  
Elective: 1 course
Mathematics: 242 or Psychology 240

*Denotes prerequisite courses for the nursing major. ALL COURSES THAT ARE PREREQUISITES MUST CARRY A GRADE OF "C" OR HIGHER TO BE CONSIDERED AS SATISFYING THE PREREQUISITES. THESE COURSES MUST BE COMPLETED BEFORE THE STUDENT IS ELIGIBLE TO ENROLL IN UPPER DIVISION NURSING COURSES.

ADDITION TO SAMPLE PROGRAM

Registered nurse students have the option to challenge 28 quarter hours of the nursing major. It is recommended that the following courses be considered for credit-by-exam: Nursing 290; 330/331; 332/333, and 334/335. Failure to pass a credit-by-exam with a "C" or better the first time, will necessitate the registered nurse enrolling in the course.

SCHOLASTIC CONDITIONS

A B.S. degree with a major in nursing requires a minimum of 180 quarter hours. Courses in the nursing major are sequentially arranged and consist of increasingly complex experiences. Students must maintain a 2.0 grade point average in order to progress from one nursing course to another. Learning experiences are arranged on three levels with the nursing major primarily concentrated in the upper division. Because of the ordered sequences of learning in the nursing program, students who do not achieve a "C" grade must repeat the course successfully before proceeding to the next course in the sequence. As nursing is a professional curriculum leading to licensure with its attendant public responsibilities, students who receive a total of three unsatisfactory grades in courses cannot continue in the program.
THE NURSING COURSES AND DESCRIPTIONS

The nursing courses are designed to assist the student in developing skills in the area of distributive nursing practice in selected situations where the number of variables are controlled and matched in relation to the learner, the client, and the setting. Research in nursing, health care delivery, and related fields is introduced in the beginning courses and continued throughout the program of studies. The nursing process is the vehicle utilized to approach selected concepts.

Each course builds on the other and is developed around a number of objectives that are leveled throughout the sophomore, junior and senior years. Based on evaluation criteria, students progress from one quarter to another and demonstrate various levels of mastery before progressing from sophomore to junior to senior levels and graduation. (All courses carry 4 quarter hours credit unless otherwise indicated.) Registration in nursing courses is restricted to nursing majors unless otherwise indicated.

SOPHOMORE NURSING

250 The Health Care System: An Interdisciplinary Approach. The health care system is explored in relation to definition, philosophical orientation, past, current, and emerging trends. Roles, issues, and conflicts within and among the health care team are considered along with factors that influence the effectiveness of the health care team. (Open to non-nursing students.)

251 Interpersonal Relationships in Health Care. Communication skills are emphasized as an important tool in establishing productive health practitioner/client relationships. Factors that enhance and/or inhibit the communication process, interviewing techniques, and the dynamics of group process are explored within the health care system. (Open to non-nursing students.)

290 Dimensions of Professional Nursing and Nursing Practice. The discipline of nursing is approached by exploration of the philosophical and conceptual base for nursing practice; the historical perspective of professional nursing and its relationship to present and emerging roles; and beginning investigation and application of the nursing process. (Prerequisites: Nursing 250, 251, admission to the nursing program.)

JUNIOR NURSING

All Students Must Have Completed At Least 88 Quarter Hours and All Prerequisite Courses Before Beginning The Junior Year.

330 Nursing I. Emphasis is on the developmental/socialization process as it pertains to and affects man, society, health, and nursing. Content is focused on the development of knowledge, skills and attitudes necessary for the practice of distributive nursing. (Prerequisites: all allied fields, Nursing 250, 251 and 290.)

331 Clinical Nursing I. Clinical application of the nursing process in episodic and distributive settings with clients as described in Nursing 330. (Concurrent registration in Nursing 330.)

332 Nursing II. This course deals with the socialization process, as it pertains to man, society, health and nursing. Appropriate concepts and subconcepts are utilized as the organizing structure for the development of knowledge, skills and attitudes necessary to practice distributive nursing. Introductory concepts related to the adaptation process are also addressed. (Prerequisites: Nursing 330, 331.)

333 Clinical Nursing II. Clinical application of the nursing process in episodic and distributive settings with clients as described in Nursing 332. (Concurrent registration in Nursing 332.)

334 Nursing III. The adaptation process is the third process studied relative to assisting individuals and families attain and maintain optimum health. Approach is similar to that used in Nursing 330 and 332. (Prerequisites: Nursing 332 and 333.)

335 Clinical Nursing III. Clinical application of the nursing process in episodic and distributive settings with clients as described in Nursing 334. (Concurrent registration with Nursing 334.)
SENIOR NURSING

Before enrolling in Senior Level Nursing Courses all students must have completed at least 132 quarter hours and all prerequisite courses.

336 Nursing IV. This course deals with all three processes (adaptation, developmental, socialization) with the focus on groups. Variables introduced require greater analytical skills and synthesis of previous learning in applying the selected concepts in the care of groups of people and families. (Prerequisites: Nursing 334 and 335.)

337 Clinical Nursing IV. Clinical application of the nursing process in episodic and distributive settings with clients as described in Nursing 336. (Concurrent registration in Nursing 336.)

338 Nursing V. This course is a continuation of Nursing 336 with a community focus. Concepts previously explored in the three processes are now studied with a significant increase in the numbers and complexity of variables encountered relative to the student, the client(s) and the setting. (Prerequisites: Nursing 336, 337.)

339 Clinical Nursing V. Clinical application of the nursing process in episodic and distributive settings with clients as described in Nursing 338. (Concurrent registration in Nursing 339.)

340 Nursing VI. This course is designed to provide greater depth in a selected area of nursing practice. Students pursue more independent learning activities, engage in learning experiences that investigate certain phenomena that occur within the distributive care setting in an effort to analyze and synthesize knowledge, skills, and attitudes gained throughout their education experience. (Prerequisites: Nursing 338, 339.)

341 Practicum in Clinical Nursing. Clinical application of the nursing process in selected settings with clients as described in Nursing 340. (Concurrent registration in Nursing 340.)

ELECTIVE COURSES

209 Nutrition. Principles of nutrition and their application to individuals of all ages. (Open to non-nursing students.)

346 Seminar: Special Topics in Nursing. Subject matter will vary from quarter to quarter.

OTHER COURSES OFFERED BY THE DEPARTMENT OF NURSING
(Not open to students in Nursing)

245 Foundations of Client Care. Basic concepts of client care in relation to client/radiologic technologist relationships, principles of asepsis and body mechanics, as applied to the functions of the technologist. (Prerequisites: Biology 201, 202, and Physics 110.)

FACULTY

Chairperson: Sister Mary Jeremy Buckman, M.S.N., Ph.D.
Associate Professors: Sally Ballenger, M.S.N., Donald Bille, M.S.N., Ph.D.; Sister Mary Jeremy Buckman, M.S.N., Ph.D.; Elaine Fila, M.A.; Grace Peterson, M.N.A.; Patricia Wagner, M.S.N.
Assistant Professors: Sally Bleeks, M.S.N.; Ann Clark, M.S.N.; Marilyn Kuzel, M.S.N.; Sister Merici Maher, M.S.P.H.; Sonia L. Manalaysay, M.Ed., Mary de Menneses, M.S.N. Sandra Sayles, M.S.N.; Nancy Spector, M.S.N.
Instructors: Connie Clemens, M.S.N.; Bonnie Hagerty, M.S.N.; Maria Marcus, M.S.N., Jeanne Panuncialman, M.S.N.; Sister Irene Paul Pribula, M.S.N.; Patricia Ruttkay, M.S.N.; Madeline Ryan, M.S.N.; Eleanor Yurkovich, M.S.N.
Philosophy

The Department serves 1) the general liberal arts student seeking personal enrichment, 2) those who desire a more fundamental appreciation of philosophy in support of law, medicine, business and various academic disciplines, and 3) the specialist who wishes to continue philosophy at the graduate level.

Through its offerings, the Department acquaints students with various philosophical systems and with basic problems posed by diverse thinkers. Courses have been designed to highlight in breadth and in depth these humanistic and technical features of philosophy.

The Department also recognizes the important need for skills and training. Its courses in logic and analysis have been designed to help students become more perceptive in their experiences and more critical in their thinking.

Further, the Department is aware that in our age of rapid change, society often tends to neglect the meaning, worth and centrality of the person. Courses are offered which investigate, pursue and emphasize this dignity of the person, thereby helping to promote an appreciation and ordering of human values.

Accordingly, the Department offers four basic types of courses: I - Cognitive Skills; II - History, Traditions and Foundations; III - Value Studies; and IV - Topics and Controversies.

**PROGRAM: PHILOSOPHY MAJOR**

*B.A. DEGREE*

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

**Standard Concentration:**

Philosophy: 44 quarter hours in philosophy (or their equivalent) distributed as follows:

- **Cognitive Skills:** 2 courses, one of which must be 301-Basic Logic or 302-Symbolic Logic — *History, Traditions and Foundations*; 3 courses, two of which must be in History and one in Traditions or Foundations; one of the History courses must be either 310-Greek Thought or 312-Modern Thought — *Value Studies*; 2 courses, one of which must be 330-Ethical Theory — *Topics and Controversies*; one course. The remaining twelve quarter hours may be taken from any of the offerings.

With the completion of the program by the major, the Department expects the student to possess 1) skills in thinking analytically and synthetically, 2) a grounding in the classical problems of the discipline, and 3) a general knowledge of the several directions philosophy is moving in the world today.

**NOTE:** The major is expected to consult with his departmental advisor on course selection. With departmental permission, the senior may take one course selected from the graduate offerings in philosophy. He may elect to take this course on a Pass/Fail basis. Certain courses in other departments are acceptable equivalents for philosophy credit.

**Supporting Field:** 20 quarter hours (5 courses) of specialized knowledge in another academic subject. This concentration must be approved by the departmental advisor.

**Electives:** 44 quarter hours (11 courses).

The regular program of courses is supplemented by annual philosophical symposia featuring prominent philosophers, and by departmental colloquia.
SAMPLE PROGRAM—STANDARD

Freshman Level
Supporting Field: 3 courses
Electives: 3 courses
DePaul College: 5 courses

Junior Level
Philosophy: 330, one course from
I - Cognitive Skills; one course
from II-History, Traditions and
Foundations, and one course from
IV - Topics and Controversies
Electives: 4 courses
DePaul College: 3 courses

PHILOSOPHY CONCENTRATION

Sophomore Level
Philosophy: 301 or 302 and 2 courses
from II-History, Traditions and
Foundations
Supporting Field: 2 courses
DePaul College: 5 courses

Senior Level
Philosophy: 1 course from III-Value
Studies
2 courses of choice
Electives: 3 courses
DePaul College: 5 courses

THE PHILOSOPHY MINOR

The mini-major is flexibly designed to complement the majors of other
departments, frequently serving as an allied field or option to that department. (IF
YOU WISH TO USE THIS AS AN ALLIED FIELD, CHECK WITH YOUR
DEPARTMENT FOR PERMISSION AND WITH THE PHILOSOPHY DE-
PARTMENT FOR SAMPLE PROGRAMS.) It is designed also for those who,
while not wishing to specialize in philosophy, nonetheless seek to pursue enduring
questions, appraise contemporary values and critically discuss topics of gen-
eral human concern.

The student may design his own mini-major consisting of 24 hours credit in
philosophy. Twelve (12) hours are semi-elective, and 12 are fully elective. The
12 semi-elective must meet the following pattern: Any one course from each of
the first three areas, e.g., I-Cognitive Skills, II-History, Traditions and Founda-
tions, and III-Values.

The remaining 12 hours may be chosen from any one or any combination of
all four areas — total of 24 hours. Transfer credit may be recognized as sub-
stitutional.

COURSES
(All courses carry four quarter hours of credit.)

I. COGNITIVE SKILLS
301 Basic Logic
302 Symbolic Logic (301 recommended, but not required)
303 Critical Thinking
304 Introduction to Analytic Philosophy
305 Philosophy of Language

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

III. VALUE STUDIES
330 Ethical Theory
332 Values and Experience
333 Philosophy of Person
334 Social Issues and Ideology
340 Philosophy of Religion
341 Philosophy of the Arts
342 Philosophy of Law
343 Philosophy of Work and Play
IV. TOPOICS 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 From Myth
385 Philosophical Themes in Literature
385 Philosophy and Feminism
390 Selected Topics (e.g., Phenomenology of Resentment, Theory of Interpretation, Philosophy and Technology, leisure and celebration, etc.)
391 Independent Study

FACULTY
Associate Professor: Jefner Allen, Ph.D.
Assistant Professor: Mary Jean Larrabee, Ph.D.

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Physics

The Department of Physics accepts the responsibility for providing education in physics across a broad spectrum of student needs. Its principal mission is to prepare students for careers in physics and fields closely related to physics. It fulfills this mission by offering a curriculum ("Concentration I") constructed to provide both the depth and breadth required for graduate study in physics, related and interdisciplinary areas, or for applied science such as electronics, optics, acoustics, engineering sciences and bio-physics. The early parts of Concentration I are designed to provide the scientific basis for careers in engineering.

The department also offers a non-mathematical, non-technical curriculum ("Concentration II") for students who require familiarity with the concepts, methodology and instrumentation of physics as part of their preparation for careers outside physics, such as health and law.

Programs in Radiologic Technology (see special pages in this Bulletin) and Secondary Teacher Education (in cooperation with the School of Education) are also available.

**PROGRAM: PHYSICS MAJOR**
(B.S. DEGREE)

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

**I. Concentration—I: Preparation for careers in physics or engineering.**

**Physics:** General Physics (170, 171, 172, 270), Intermediate Physics (271, 272), Advanced Lecture courses (310, 320, 340, 350, 360, 361) and Experimental Physics (380, 381, 382).

**Chemistry:** General Chemistry (131, 133) or Basic Chemistry (117, 119).

**Mathematics:** Calculus (150, 151, 152, 210), Differential Equations (211) and Methods of Theoretical Physics (295, 296).

**Biology or Chemistry:** One additional course.

**NOTES:**

1) Students interested in a double major, mathematics and physics, may elect a sufficient number of advanced mathematics courses (generally 6-8) to satisfy the requirements of the concentration of their choice.

2) Students intending to pursue a graduate physics program should complete required courses by the end of their junior year and take additional courses (395 and graduate courses in Theoretical physics, 410, 411, 412) during their senior year. All departmental major students are encouraged to participate in research either with faculty in the Department or at Argonne National Laboratory. Seniors may be given early admission to the Graduate School if they wish to pursue an M.S. Program.
Pre-Engineering Curricula: Two Curricula in pre-engineering are offered at DePaul University: 1) a five-year program encompassing three years of study at DePaul and two years at a cooperating School of Engineering leading to the Bachelor of Arts by DePaul University and the Bachelor of Engineering by the engineering school; 2) a two-year program at DePaul and completion of the degree at the engineering school. DePaul University does not award a degree in this option.

Students interested in chemical engineering follow a program similar to the first three years of the program for chemistry majors. Students interested in other areas of engineering follow a program patterned upon the first three years of the program for physics majors.

DePaul has cooperative agreements with a number of engineering schools: the University of Illinois at Urbana (3 years at DePaul), the University of Notre Dame (3), the University of South California (3), the University of Detroit (3 or 2), the University of Illinois at Chicago Circle (3 or 2), Northwestern University (3 or 2), Iowa State University (3 or 2), and Ohio State University (3 or 2). A student transferring to the University of Detroit gains valuable on-the-job training from its three year "cooperative work/study" engineering program. The student is responsible for gaining transfer admission to any school with which DePaul has no cooperative agreement.

Further information can be obtained from the Chairman, Department of physics, or Dr. Edwin J. Schillinger, the Department's engineering advisor.

II. Concentration—II: Preparation for careers outside of physics and engineering.

Physics: 8 courses (32 quarter hours) taken entirely from Concentration II courses or through a combination of these and other departmental courses.

Supporting Fields: 10 courses (40 quarter hours) chosen in consultation with the student's advisor.

Electives: 9 courses (36 quarter hours) chosen in consultation with the student's advisor.

III. Teacher of Physics—Secondary Level

In cooperation with the School of Education, the Department of Physics offers a concentration of study which combines the requirements for a major in Physics with certification for teaching physics at the junior high, middle, and senior high school levels. A student electing such a program should consult the School of Education Counselor as soon as possible after entering DePaul.

Component for Teaching Specialty of Physics: (40-44 quarter hours).

Physics: Calculus-based program: General Physics (170, 171, 172, 270), Intermediate Physics (271, 272) and five additional courses, chosen in consultation with an advisor from Concentration I or II. Non-calculus-based program: General Physics (150, 151, 152) and seven additional courses selected from those in Concentration II.
SAMPLE PROGRAM—PHYSICS CONCENTRATION I.

**Freshman Level**
Physics: 170, 171, 172
Mathematics: 150, 151, 152, 155, 156, 157
Chemistry: 131, 133 (or 117, 119)
DePaul College: 4 courses*

**Sophomore Level**
Physics: 270, 271, 272
Mathematics: 210, 211, 295
Chemistry or Biology: 1 course
DePaul College: 5 courses*

**Junior and Senior Level**
Physics: 310, 320, 340, 350, 360, 361, 380, 381, 382
Mathematics: 296
DePaul College: 9 courses*
Electives: Influenced by student's choice of career, to be chosen in consultation with faculty advisor.

*Chemistry, Physics and pre-engineering majors will not receive credit for NSM 101 or 102 without explicit permission.

SAMPLE PROGRAM—PRE-ENGINEERING

**Freshman Level**
Physics: 170, 171, 172, 280
Mathematics: 150, 151, 152, 155, 156, 157
Chemistry: 131, 133 or (117, 119)
DePaul College: 3 courses*

**Sophomore Level**
Physics: 270, 271, 272
Mathematics: 210, 211, 295, 305
Chemistry: 196
DePaul College: 4 courses*

**Junior Level (if at De Paul)**
DePaul College: 11 courses*
Electives: Influenced by student's choice of engineering fields.

*Students are urged to choose courses in consultation with their faculty advisor (Dr. M. S. Greenwood) since transfer requirements differ among Schools of Engineering.

SAMPLE PROGRAM—PHYSICS CONCENTRATION II.

Students interested in this curriculum are urged to consult the departmental advisor regarding the many possible options open to them.

**COURSES**

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

(For courses offered exclusively for students in the Radiologic Technology Program, see Bulletin, p. 136.)

**GENERAL PHYSICS: INTERMEDIATE PHYSICS**

Courses 150 through 156 are offered primarily for students (such as those in programs in the biological and medical sciences) whose requirements call for a one-year course (with laboratory) in General Physics without calculus.

150 **General Physics.** Mechanics, vibrations and fluids. (Prerequisite: Math 130 or equivalent) Laboratory.

151 **General Physics.** Heat, thermo-dynamics, sound and light. (Prerequisite: 150) Laboratory.

152 **General Physics.** Electricity, magnetism, and modern physics. (Prerequisite: 151) Laboratory.

155 **General Physics.** Equivalent to 150 plus half of 151. Summer only. (Prerequisite: Mathematics 130 or equivalent) 8 hours. Laboratory.

156 **General Physics.** Equivalent to half of 151 plus 152. Summer only. (Prerequisite: 155) 8 hours. Laboratory.
Courses 170, 171, 172, 270, 271 and 272 are calculus-based. They are designed to be taken in sequence, concurrently with Mathematics 150, 151, 152, 155, 156, 157, 210, 211 and 295.

170 General Physics I. Mechanics and fluids and heat. (Corequisites Mathematics 150 and 155) Laboratory.

171 General Physics II. Heat, sound and light. (Prerequisite: 170 and Corequisite: Mathematics 151 and 156) Laboratory.

172 General Physics III. Electricity and magnetism. (Prerequisite: 171 and Corequisite: Mathematics 152 and 157) Laboratory.

173 General Physics IV. Twentieth century physics. (Prerequisite: 172 and Corequisite: Mathematics 210) Laboratory.

271 Intermediate Physics I. Mechanics and Heat. (Prerequisite: 270 and Corequisite: Mathematics 211 or Consent) Laboratory.

272 Intermediate Physics II. Electricity and magnetism. (Prerequisite: 271 and Corequisite: Mathematics 295) Laboratory.

CONCENTRATION I AND PRE-ENGINEERING

280 Statics. Application of statics to engineering problems, stress and strain, stress analysis. (Prerequisite: 171)

295 Methods of Theoretical Physics I. Infinite series, complex functions, matrices, vector algebra, probability. (Prerequisite: 270) Cross listed with Mathematics 295.

296 Methods of Theoretical Physics II. Vector calculus, Fourier series, calculus of variations, partial differential equations. (Prerequisite: 295) Cross listed with Mathematics 296.

395 Methods of Theoretical Physics III. Special functions, complex integration, integral transforms, other advanced topics. (Prerequisite: 296) Cross listed with Mathematics 395.

310 Mechanics. Conservation laws; systems of particles; linear and non-linear oscillations; central forces; dynamics of fluids. (Corequisite: 296)

320 Electricity and Magnetism. Electrostatics and magnetostatics in vacuum and in materials; nature of the electric current; time-varying fields and Maxwell's equations. (Corequisite: 296)

331 Modern Circuit Theory. Network analysis in the complex frequency domain, principal network theorems, transfer functions by an inspection method. (Prerequisites: 380 and 296)

336 Electronic Circuits. Electronic devices, equivalent circuits, feedback, modulation, noise, information theory. (Prerequisite: 272 or consent.)

340 Thermal Physics. Statistical interpretation of the laws of thermodynamics and physical applications. (Corequisite: 296)

350 Optics. Matrix methods for image formation; diffraction; interferometry; coherence; scattering; polarization; holography; Fourier transform spectroscopy. (Prerequisite: 320)

360 Twentieth Century Physics I. Relativity; Historical and Schrodinger Quantum Theory. Atomic physics. (Corequisite: 296)

361 Twentieth Century Physics II. Multielectron Atoms; Quantum Statistics; Molecules; Solid State, Nuclear and Particle Physics. (Prerequisite: 360)

370 Experimental Physics. Electric circuits, electronics, electrical measurements. (Prerequisite: 271) Laboratory.

380 Experimental Physics I. Selected measurements. (Prerequisite: 272) 2 hours Laboratory.

381 Experimental Physics II. (Prerequisite: 380) 2 hours. Laboratory.

382 Experimental Physics III. (Prerequisite: 381) 2 hours. Laboratory.

CONCENTRATION II AND RADIOLOGIC TECHNOLOGY COURSES

110 Basic Electronics. Principles and techniques. Laboratory.

111 Electronic Instrumentation. Functional applications, particularly to biological and psychological measurements. Laboratory.

112 Digital Electronics. An introductory lecture-laboratory course emphasizing construction and testing of circuits. (Recommended: 110 or consent.) Laboratory.
114. Communications. Applications of physics to the transmission and storage of information.

160 The Human Body as a Physical System. Analysis of the application of the laws of physics to the human body and its parts. Laboratory.


203 Stars and Stellar Evolution. Stellar evolution, pulsation, explosion, collapse, cosmic rays, interstellar conditions. 2 hours. Offered at Adler Planetarium.

204 Solar and Space Physics. Equivalent to 202 and 203, offered at DePaul.

213 Laboratory Astronomy. Techniques of measurements of astronomical properties. 2 hours. Laboratory. Offered upon demand at Adler Planetarium.


230 Physics and Decision Making. An exploration of selected topics of physics and its applications to current problems of interest to American social, political, and legal systems. Topic selection will be influenced by student interest.


349 Interaction of Radiation with Matter. The effects of radiation on inanimate and animate materials. (Corequisites: 377 and Biology 202.)

377 Introduction to Radiation Physics. X-rays and nuclear radiation; radiation protection, production and detection. (Prerequisites: 110, 223 and Mathematics 130.) Laboratory.

378 Applied Radiation Physics. Radiographic imaging, filtration, radiation therapy and nuclear medicine. (Prerequisite: 377.) Laboratory.

390 Environmental Quality. Energy and the effects of its use on man and his environment.

397 Teacher's Workshop in Astronomy. Offered at Adler Planetarium and at DePaul. Offered-Cross listed with Education 397. Variable credit.

PERSONALIZED COURSES
(Of offered in all programs and concentrations.)

384 Advanced Laboratory. Laboratory experience in techniques selected in consultation with instructor. (Prerequisite: Consent.) Variable credit. Laboratory.

398 Reading and Research. Undergraduate research participation. (Prerequisite: Consent.) Variable credit.

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

FACULTY

Chairman: Zuhair M. El Saffar, Ph.D.

Professors: Mary L. Boas, Ph.D.; Zuhair M. El Saffar, Ph.D.; Donald O. Van Ostenburg, Ph.D.; Edwin J. Schillinger, Ph.D.; Thomas G. Stinchcomb, Ph.D.

Associate Professors: Anthony F. Behof, Ph.D.; Margaret Stautberg-Greenwood, Ph.D.; Gerard P. Lietz, Ph.D.; Pon-Nyong Yi, Ph.D.

Adjunct Assistant Professors: (Adler Planetarium) Eric D. Carlson, Ph.D.; (St. Joseph Hospital) Nicholas Lemares, M.S.

Radiologic Technology Program Director: Judith A. Hostick, M.Ed., R.T.

Lecturers: Miller Clarkson, Ph.D.; George Corso, Ph.D.; Mary Niesyto, R.T.; Barbara Reynolds, R.T.; Phylis Pidulga, M.S.; James S. Sweitzer, Ph.D.; Kathleen Walsh, R.T.; Roderick S. Webster, M.S.

Professor Emeritus: Julius J. Hupert, Ph.D.
Political Science

Political Science is the study of the organization and behavior of the people, groups, and institutions which make up our government and the larger political system. The program offered by the department is designed to expose the serious student to questions, perspectives, and arguments about the political forces that control his or her life. The student will find both the substance and the analytic methods of the discipline useful in the legal, business, communications, governmental, and academic professions as well as in any endeavor which may draw the student into a role in public life.

PROGRAM: POLITICAL SCIENCE MAJOR
(B.A. DEGREE)

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

Standard Concentration:

Political Science: 52 quarter hours. Political Science 200, Political Analysis and Research, is required and should be taken between the third quarter of the freshman year and the third quarter of the sophomore year, and immediately in the case of transfer students. At least one course at the 100-level is a prerequisite to Political Science 200, and Political Science 200 is a prerequisite to all 300-level political science courses. At least one 4-credit 200-level course is required from each of the following sections: American Politics, Political Thought, International Relations, and Comparative Politics. At least three 300-level courses are required and must be selected from three different sections. Fourteen additional quarter-hours are required in political science. However, no more than two 100-level courses and no more than two 2-credit courses may be included among the 52 quarter hours required for the B.A. in political science.

(NOTE: Most 300-level courses are offered in alternate academic years. Most 200-level courses and all 100-level courses are offered at least once each academic year.)

Supporting Fields: To be chosen in consultation with the Student's departmental advisor. The courses generally are in the fields of economics, history, and sociology, but courses from other areas also can be included.

SAMPLE PROGRAM—

STANDARD POLITICAL SCIENCE CONCENTRATION

Freshman Level
Pol. Sci: 2 courses (100-level)
and Pol. Sc. 200
Supportive Fields and Electives:
  4 courses
DePaul College: 5 courses

Junior Level
Pol. Sci.: 3 courses (200 or 300 level)
Supportive Fields and Electives:
  3 courses
DePaul College: 4 courses

Sophomore Level
Pol. Sci.: 4 courses (200-level)
Supportive Fields and Electives:
  4 courses
DePaul College: 5 courses

Senior Level
Pol. Sci.: 3 courses (200 and 300-levels)
Supportive Fields and Electives:
  4 courses
DePaul College: 4 courses

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COURSES

(All courses except 200 and 259 carry 4 quarter hours credit.)

REQUIRED

200 Political Analysis and Research. This required course will focus on how a student can go about understanding politics. It introduces concepts, frameworks, and techniques by which one can conceptualize, organize, collect, and analyze data for political research. It will include lectures, discussions, labwork, and projects. The course carries 6 quarter hours of credit. Prerequisite: at least one 100-level political science course.

AMERICAN POLITICS

120 The American Political System. A survey of the national political system, including discussions of the political beliefs and behavior of citizens, the constitutional structure, and national political processes.

125 Community Politics in Urban America. Communities running the gamut from small towns through urban neighborhoods to big cities are examined with reference to their structures of government, systems of political influence, and public policy issues.

220 The American Presidency. An examination of the structure of the presidency, its relationship to other political and social institutions, and the way in which that office is shaped by individual presidents.

221 Legislative Process. An analysis of the structure of the legislature, the behavior of its members, and its relationship with nonlegislative institutions and actors.

222 American Political Parties. The nature and function of political parties in the United States, and the electoral process of which they are a part.

224 Public Administration. Primary attention is devoted to the organizational behavior, structural characteristics, and public policy significance of American public bureaucracy.

225 State Politics. The formal structures of government and political behavior found among the fifty states and their local subdivisions are surveyed.

226 Political Culture and Socialization. An examination of the development of fundamental political orientations in individuals. Emphasis upon the political role of major social institutions such as the family, schools, and workplace, as well as upon the political impact of diffuse cultural influences.

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.

325 Topics in American Politics.

329 Topics in Public Policy.

POLITICAL THOUGHT

130 Political Issues and Ideas. Discussion of the enduring issues of political life, social justice, political and economic equality, the rights and duties of citizens, individual freedoms, legitimacy, elites, and other problems pondered by political philosophers in the past and which still are critical problems of contemporary political systems.

230 Classical Political Thought. Political thought of the ancient, medieval, and early modern period including Plato, Aristotle, Cicero, St. Thomas, and Machiavelli.

121
231 Modern Political Thought. Political thought of the modern period including Hobbes, Locke, Rousseau, Hume, Burke, Mill, and Marx.

232 Legal Theory. A survey of juridical theory from ancient to recent times, including natural law, legal positivism, legal realism, and sociological jurisprudence.

330 American Political Thought. Examination of enduring problems of American political thought from colonial time to the present, including puritanism, constitutionality, Calhoun, populism, socialism, social Darwinism, and pragmatism.

331 Contemporary Political Thought. An intensive seminar discussion of selected political and social 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.

INTERNATIONAL RELATIONS

140 Conflict and Cooperation Among Nations. Three main themes are dealt with: the nature of power in the international political system, conflict and conflict-resolution in the system, and the basis of national foreign policy decisions. Issues of current importance such as the likelihood of global war, conflict between rich and poor nations, and East-West relations provide the substantive material to illuminate these main themes.

242 American Foreign Policy. An examination of the forces that shape the broad outlines of United States foreign policy, including historical background, and the effects of social forces and governmental structures. The challenges, opportunities, and constraints presented by the international environment are also considered.

243 Soviet Foreign Policy. This course will probe the institutions, objectives, and techniques which, are reflected in contemporary Soviet external policy. Economic, military, and cultural dimensions will augment the primarily political focus of the course.

244 Foreign Policy of Third World Nations. Case studies of the foreign policy of specific developing nations are used to demonstrate the unique perspective of nations tied to neither the United States nor the Soviet Union, how that perspective is a response to their position in the world, and how it is reflected in their stands on current issues.

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 those 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.

COMPARATIVE POLITICS

150 Political Systems of the World. Focus on the way in which political systems other than the American operate. The common feature of governments is identified and examined with special attention to such topics as political elites, political institutions, mass political behavior, and political change and revolution. Examples may be drawn from western Europe, Marxist political systems, and third world nations.
250 West European Politics. Focus on major European governments, including England, France, West Germany, and Italy, highlighting the policies, party systems, and social and economic institutions.

251 Communist Political Systems. An overview of the fundamental premises, structures, and developments in the ruling Communist Party states. The Soviet Union will serve as the primary example.

252 Politics of Developing Areas. The problems of political development as experienced by the countries of a major region of the third world, and their efforts to solve these problems. Specific regions will vary among Africa, Asia, Latin America, and the Middle East.


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.

PUBLIC LAW

160 Law and the Political System. Focus on the American judicial system, with special attention to the role of the Supreme Court in American politics, the personnel of the American legal system, the problem of crime and the nature of the criminal justice system, and selected issues in constitutional law, including discrimination, privacy, family life, and freedom of speech, press, assembly, and religion.

261 First Amendment Rights. A discussion and analysis of Supreme Court decisions interpreting the meaning of the First Amendment guarantees of freedom of speech, press, assembly, and religion.

262 Rights of Defendants. A discussion and analysis of Supreme Court decisions interpreting the meaning of the phrase "due process of law" and the various specific provisions protecting the rights of criminal defendants.

263 Equal Protection of the Laws. A discussion and analysis of Supreme Court decisions interpreting the meaning of the Equal Protection Clause of the Fourteenth Amendment and resolving issues of race and sex discrimination, school segregation, and the status of indigents in American law.

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.

ADVANCED STUDY

392 Internships.

393 Independent Study.

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FACULTY

Chairman: Michael L. Mezey, Ph.D.
Professor: Michael L. Mezey, Ph.D.
Associate Professors: Richard P. Farkas, Ph.D.; Robert Leonardi, Ph.D.
Assistant Professors: David Barnum, Ph.D.; Larry Bennett, Ph.D.; Patrick Callahan, Ph.D.; Minkyu Cho, Ph.D.; Harry Wray, Ph.D.
Lecturers: James Block, J.D.; William Cheshier, Ph.D.; Larry Garner, Ph.D.; Barbara Gribben, M.A.; Susan Gluck Mezey, Ph.D.; David Protess, Ph.D.; Donna Toulin, J.D.
Pre-Engineering:
See Department of Physics

Prelaw Study:
Preparation For Law School

The Association of American Law Schools considers unwise the prescription of certain majors for students planning later to study law. It has, however, enumerated those skills and insights it believes basic for the later attainment of legal competence by students preparing for a career in law.

Prelaw study in the College of Liberal Arts and Sciences is designed for those students who, in addition to satisfying the requirements of an academic field of specialization, also want to develop those capacities essential for satisfactory performance in law school. Specifically, the purposes of prelaw study are the achievement of the following objectives:

1) perception and skill in the English language through practice in oral and written advocacy situations;
2) power to think clearly, critically, and independently through practice in situations involving problem-solving and sound judgment;
3) understanding of and skill in mathematical statistics used in the social sciences; and
4) insights into institutions, processes and values with which man is concerned through intensive study in the areas: social structures, economic systems, political organizations, historical processes, and the cultural and ethical heritage of man and the sciences.

Admission to the College of Law, DePaul University, is based on collegiate performance, scores achieved on the Law School Admission Test (LSAT), extracurricular activities, work experience, and letters of recommendation. The legal program offered through the College of Law leads to the degree Juris Doctor (J.D.).

Graduates of DePaul University undergraduate schools are given special consideration by the College of Law, within the constraints of the above mentioned admissions criteria.

Students wanting to undertake prelaw study, in addition to earning a departmental major, should contact the Associate Dean, College of Liberal Arts and Sciences, Lincoln Park Campus, for further details.

PRELAW STUDY COURSES
(All courses are acceptable for satisfying a departmental requirement. Individual course descriptions are to be found under that section of the Bulletin where the respective department's complete list of course offerings is given.)

BASIC COMPETENCIES

English: 208 Rhetoric I. (Prerequisite: Communications 200 or consent of department); 306 Rhetoric II. (Prerequisite: 208)
Mathematics: 242 Elements of Statistics. Cross listed with Sociology 240. (Prerequisite: two years of high school mathematics.)
Philosophy: 303 Critical Thinking. As a second course, 301 Basic Logic is recommended.
Speech and Drama: 224 Advocacy Communication. (Prerequisite: 100, 204 or Hum. 156 or consent of instructor.)
In addition to the basic competencies courses, the student intending to enter law school is strongly recommended to take Law 200, An Introduction to Law, Law 300, Law, Free Enterprise, and the Political System, and all courses listed in any three of the following areas:

**HUMAN INSTITUTIONS, PROCESSES, AND VALUES**
**Law:** 200 An Introduction to Law, Law 300 Law, Free Enterprise, and the Political System.

I. **Cultural and Ethical Heritage**
   **English:** 202 American English.
   **Philosophy:** 330 Ethical Theory; 334 Social Issues and Ideology; 342 Philosophy of Law.
   **Religion Studies:** 223 Christian Faith and Moral Problems; 224 The Problem of Evil; 320 Problems in Christian Ethics.

II. **Economic Structures**
    Economics: 103 Principles I; 104 Principles II; 212 Business and Society.

III. **Historical Processes**
    History: 380, 381, 382 United States Constitutional History; 394 The Law, the State, and Freedom in America; 395 Historical Sources and Evidence: From Nuremberg to Mylai; 396 History of American Legislation.

IV. **Political Organizations**
    Political Science: 100 Basic Political Analysis; 120 American National Government; 225 Introduction to Constitutional Law; 226 The Judicial System; 227 Law and the Political System, and 324-6 Topics in Public Law.

V. **Social Structures**
    Sociology: 201 Introductory Sociology; 220 Theories of Crime and Delinquency; 301 The Juvenile Court System; 305 Institutional Response to Deviance; 310 Criminal Justice; 315 Sociology of Law.
Psychology

The goal of the Department of Psychology is to bring students to a thorough understanding of the methods and content of scientific and applied psychology with emphasis on the quantitative methods and scientific rigor needed to understand behavior.

The primary means of attaining this goal is classroom instruction. Some of the courses include laboratory—both experimental and statistical work; others afford the opportunity for the development of original research studies involving only library work or involving both library work and data collection. Further learning opportunities are made available through Field Work and Study courses, and through off-campus study at the Merrill-Palmer Institute in Detroit (the Institute programs focus on human development, providing course work and participation/observation experience; interested students should see their advisor for further information).

The department offers two programs: Program I for the students who want to major in psychology for its liberal, humanizing values as well as for a general background for graduate study in psychology, or for exposure to some areas of applied psychology; Program II, for students planning the pursuit of graduate studies in the science of psychology. An internship is required for the Human Services Concentration in Program I and is an option for psychology students in concentrations or programs. Students interested in the internship program usually apply in the fall quarter of their junior year.

Completing either of the programs, a student should be able to read and understand statistical interpretations of behavioral science data, should be able to design and conduct rudimentary psychological research studies, and should be able to apply some techniques of inferential and descriptive statistics to the results of such studies. Further, the student should have a broad grasp of the discipline of psychology in both its research and its applied aspects.

**PROGRAM I: PSYCHOLOGY MAJOR**

(B.A. DEGREE)

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

**Core Courses for All Concentrations**
- Psychology: 105 General Psychology I; 106 General Psychology II; 240 Introductory Statistics for the Behavioral Sciences; and 275 Experimental Psychology I.

**I. Standard Concentration**
- Psychology: 276 Experimental Psychology II or 277 Experimental Psychology III; 347 Social Psychology; 351 Theories of Personality; 361 History and Systems of Psychology; and four additional psychology courses.

**Supporting Fields:** To be chosen by the student in consultation with departmental advisor.

**II. Human Development Concentration**
- Psychology: 333 Developmental Psychology I; 334 Developmental Psychology II; 347 Social Psychology; and five additional psychology courses.

**Supporting Fields:** To be chosen by the student in consultation with departmental advisor.

**III. Human Services Concentration**
- Psychology: 333 Developmental Psychology I; 347 Social Psychology; 353 Abnormal Psychology; 357 Applied Psychology I, 358 Applied Psychology II and 395 Field Work / internship which is taken three times in the student's senior year.

**Supporting Fields:** To be chosen by the student in consultation with departmental advisor.
IV. Industrial and Organizational Psychology Concentration

Psychology: 380 Industrial and Organizational Psychology; two courses from 381 Personnel Selection and Placement, 382 Personnel Training and Organizational Development, 383 Engineering Psychology, and 384 Consumer Behavior and Advertising; 356 Introduction to Psychological Measurement; 390 Statistics for the Behavioral Sciences; and three additional psychology courses.

Supporting Fields: To be chosen by the student in consultation with departmental advisor.

PROGRAM II: PSYCHOLOGY MAJOR
(B.S. DEGREE)

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

Psychology: 105 General Psychology I; 106 General Psychology II; 240 Introductory Statistics for the Behavioral Sciences; 275 Experimental Psychology I; 276 Experimental Psychology II; 277 Experimental Psychology III; 356 Introduction to Psychological Measurement; 360 Theories of Learning; 361 History and Systems of Psychology; 377 Physiological Psychology; and two additional psychology courses.

Supporting Fields: Twenty quarter hours in biology or mathematics, or divided between biology and mathematics, are required. This requirement is to be developed in consultation with the departmental advisor.

Electives:
The student is urged to devote most, if not all, of his elective hours to courses in disciplines other than his major.

NOTE: An exceptional student who has completed the required courses in experimental psychology may, upon consent of his advisor and the chairman, be admitted in his senior year to certain 400-level courses described in the Graduate School Bulletin.
SAMPLE PROGRAM 1—STANDARD

Freshman Level
Psychology: 105, 106, 240
Mathematics: 130
Supportive Field and/or Elective: 1 course
DePaul College: 6 courses

Junior Level
Psychology: 351, 361 and one course of choice
Supportive Field and/or Electives: 3 courses
DePaul College: 5 courses

PSYCHOLOGY CONCENTRATION

Sophomore Level
Psychology: 275, 276 or 277, 347
Supportive Field and/or Electives: 3 courses
DePaul College: 5 courses

Senior Level
Psychology: 3 courses of choice
Supportive Field and/or Electives: 7 courses
DePaul College: 2 courses

COURSES

(All courses, except 395 and 398, carry four hours credit.)

INTRODUCTORY
105 General Psychology I.
106 General Psychology II. (Prerequisite: 105)
105 and 106 will include a research participation requirement. (No more than six hours.)

GROWTH AND DEVELOPMENT

Human Development
303 Human Development. Principles of development from conception through maturity. May not be taken for credit by psychology majors. May not be taken for credit if Psychology 333 has been completed with a grade of C or better.
333 Developmental Psychology I. Infancy and Childhood. Description and evaluation of principles and theories of development from conception through childhood. (Prerequisite: 106 or consent)
334 Developmental Psychology II. Adolescence through Maturity. Continuation of 333 covering development, personality organization, and adjustment. (Prerequisite: 333)
370 Research Methods in Developmental Psychology. (Prerequisite: 334)

Development and Adjustment
366 Behavior Problems of Children. (Prerequisite: 333)
367 Psychology of Exceptional Children. (Prerequisite: 333)

SOCIAL AND PERSONALITY

Social
347 Social Psychology. Survey of social psychological principles emphasizing individual behavior in a social context. (Prerequisite: 106)
352 Psychology of Prejudice. (Prerequisite: 106)
355 Small Groups and Leadership. (Prerequisite: 347)
372 Research Methods in Social Psychology. (Prerequisite: 275) Laboratory fee: $5.00.

Personality and Adjustment
302 Personal Adjustment and Mental Health. Psychological principles involved in personality and interpersonal adjustments. (Prerequisite: 105)
351 Theories of Personality. Emphasis on distinction between clinical and scientific theories of personality. (Prerequisite: 106)
353 Abnormal Psychology. Description of the nature, symptoms, and etiology of psychological disorders. (Prerequisite: 106)
357 Applied Psychology I. Overview of behavioral principles, strategies, and system approaches to individual, organizational, and community change. (Prerequisites: 275, 333, 347, 353, or permission.)
358 Applied Psychology II. Approaches to counseling, psychotherapy, and helping relationships. (Prerequisite: 357)
392 Psychology of Alienation. Causes of individual and group alienation, and the resultant behavior. (Prerequisites: 347 and 351)
BIOLOGICAL AND EXPERIMENTAL FOUNDATIONS

360  Theories of Learning. Classical and modern theories of learning. (Prerequisite: 276 or consent)

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

362  Cognitive Processes. Processes by which stimulus input is transformed, stored, recovered, and used; abstraction processes. (Prerequisite: 276)

375  Perception. Environmental and stimulus control of behavior; chemical control of perception. (Prerequisite: 106)

377  Physiological Psychology. Nervous system and endocrine functions as related to behavior. (Prerequisite: 275)

378  Comparative Psychology. Patterns of behavior shown by various animal species. (Prerequisite: 106)

393  Psychology of Language. Development of language in children; effects of language in thinking. (Prerequisite: 276)

INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY

380  Industrial and Organizational Psychology. Application of theories and methods of psychology to the study of human behavior in business, industrial, and other organizations. (Prerequisite: 106 and a course in statistics.)

381  Personnel Selection and Placement. Application of concepts from differential psychology and measurement to employee selection, counseling, and placement in business and other organizations. (Prerequisite: 380)

382  Personnel Training and Organizational Development. Application of learning theories and teaching methods to employee training and development. Design and evaluation of training programs. Methods of organizational development. (Prerequisite: 380)

383  Engineering Psychology. Application of experimental psychology and individual differences to the design of man-machine systems, work environments, and living environments. (Prerequisites: 275 and 380)

384  Consumer Behavior and Advertising. Application of psychological principles and methods to advertising, marketing, product development, sales, and propaganda. (Prerequisite: 380)
STATISTICS AND RESEARCH METHODOLOGY

Analysis
240 Introductory Statistics for the Behavioral Sciences. Descriptive and inferential statistics in the behavioral sciences. (Prerequisite: Mathematics 130 or three years of high school mathematics.) (Cross listed with Sociology 240)
368 Computer Programming. Development of BASIC programs for statistical analysis, computer-assisted instruction, collection of data, and computer modeling. Introduction to computer packages. (Prerequisite: 240 or consent) Laboratory fee: $15.00. (Cross listed with Sociology 368)
390 Statistics for the Behavioral Sciences. Applied inferential statistics. (Prerequisite: 240)

Measurement
356 Introduction to Psychological Measurement. Measurement in psychology; emphasis on standardization, reliability, validity; test and scale development. (Prerequisites: 106 and 240) Materials fee: $3.00.

Methods and Design
275 Experimental Psychology I. Design, execution, analysis, and interpretation of psychology research. (Prerequisites: 106 and 240) Laboratory fee: $10.00.
276 Experimental Psychology II. Introduction to experimental psychology of learning and cognition. (Prerequisite: 275) Laboratory fee: $10.00.
277 Experimental Psychology III. Research methods in sensation and perception; psychophysical techniques. (Prerequisite: 275 or 276 or consent) Laboratory fee: $7.00.
370 Research Methods in Developmental Psychology. (Prerequisite: 334)
372 Research Methods in Social Psychology. (Prerequisite: 275) Laboratory fee: $3.00.

SPECIAL TOPICS
280 Contemporary Issues. Psychological aspects of topics of current interest and relevance. (Prerequisite: 106 or consent)
354 Ecosystems and Behavior. Environmental psychology dealing with environmental pollution, systems theory, crowding, deprivation, institutionalization and architecture, and their effect upon man. (Prerequisite: 347)
394 Advanced Topics in Psychology. (Prerequisites: Senior standing and consent of chairman)
395 Field Work/Internship. Supervised experience in selected off-campus settings and associated readings. (Prerequisites: Junior standing and consent of chairman)
398 Reading and Research. (Prerequisites: Senior standing and consent of chairman)

FACULTY
Chairman: Thomas S. Brown, Ph.D.
Professors: Thomas S. Brown, Ph.D.; Frank A. Dinello, Ph.D.; John M. Reisman, Ph.D.; Edwin S. Zolik, Ph.D.
Associate Professors: Robert E. Brewer, Ph.D.; Mari J. K. Brown, Ph.D.; Sheldon Cotler, Ph.D.; Ernest J. Dooley, Ph.D.; Frederick H. Heilizer, Ph.D.; Leonard A. Jason, Ph.D.; William Treris, Ph.D.; Robert J. Tracy, Ph.D.
Associate Professor of Social Work: Louise Ferone, M.S.W.
Assistant Professors: Linda A. Camras, Ph.D.; Gilbert Cardwell, Ph.D.; Allen E. Milewski, Ph.D.; Sheila C. Ribordy, Ph.D.
Radiologic Technology

This program is designed for students desiring a career in the allied health care field of Radiologic Technology. In addition to three years of collegiate study, an internship of direct clinical experience in a hospital is part of the curriculum. The internship consists of two summers and a full academic year (nine months). The already qualified and registered Radiologic Technologist who wishes to obtain a baccalaureate degree will receive thirty (30) quarter hours of credit in lieu of the clinical year.

Program Objectives—Graduates of the Program should demonstrate:

1. a skilled theoretical and clinical knowledge in all aspects of the radiologic health care profession, consistent with specifications and guidelines of the American Medical Association and the American Registry of Radiologic Technologists;
2. a self-awareness of their potential for commitment to the advancement of the profession of Radiologic Technology and total health care service for the community;
3. an in-depth scientific knowledge and the ability to apply this knowledge to the clinical setting in all aspects of Radiologic Technology;
4. the ability to utilize the methods and skills of an integrated general education to develop a perceptive and analytical consciousness with relation to community and profession;
5. an awareness of their potential to fulfill the role of educator, administrator or specialist by seeking out in-depth educational materials available beyond the scope of that presently in the Radiologic Technology Program.

Fees and Responsibilities

The student is required to purchase uniforms, name badge, school insignia, malpractice insurance and member's dues for the American Society of Radiologic Technology and Illinois State Society of Radiologic Technology. In addition, there are fees for selected courses and for the certification examination of the American Registry of Radiologic Technology.

A physical examination, chest x-ray, and immunizations are required before beginning each clinical year of the program.

Transportation to and from the affiliating institutions is the responsibility of the student.

Affiliate Institutions

Grant Hospital*                      McGaw-Loyola Medical Center*
Illinois State Psychiatric Institute**Michael Reese Medical Center**
                                      Columbus Hospital**

*Major affiliating institution.
**Short term affiliating institution (affiliation of four weeks or less).

PROGRAM: STANDARD RADIOLOGIC TECHNOLOGY MAJOR
(B.S. DEGREE—RADIOLOGIC TECHNOLOGY)

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

Radiologic Technology: 356 Introduction to Health Care in Radiologic Technology; 315 through 318 and 385 through 388 Clinical Studies in Radiologic Technology. Upon completion of clinical studies the student must receive a passing grade (75%) on the American Registry Certification Examination in order to satisfy requirements for the Bachelor of Science in Radiologic Technology (B.S.R.T.).
**Biology:** 201 Mammalian Anatomy; 202 Mammalian Physiology.

**Mathematics:** 130 College Algebra; 242 Elements of Statistics.

**Nursing:** 245 Foundations of Client Care (in Radiology); 251 Interpersonal Relationships in Health Care.

**Physics:** 110 Basic Electronics; 160 The Human Body as a Physical System; 223 Light, Color and Photography; 349 The Interaction of Radiation and Matter; 377 Introduction to Radiation Physics; 378 Applied Radiation Physics.

**Psychology:** 302 Personal Adjustment and Mental Health.

**PROGRAM: FOR REGISTERED RADIOLOGIC TECHNOLOGISTS**

**(B.S. DEGREE—RADIOLOGIC TECHNOLOGY)**

The already qualified and registered Radiologic Technologist who wishes to earn the B.S.R.T. degree should follow the Standard Program, except for Clinical Studies — courses 315 through 318, 385 through 388, Physics 356 and Nursing 245. Thirty quarter hours of credit will be awarded for professional experiences in lieu of these courses. The student completes degree requirements including professional electives which should be selected with the advice of the Program Director. Choices should be made from the following list of recommended courses open to the non-registered student technologist only by special permission.

**Education:** Instructional Methodology in Allied Health Education; Fundamentals of Curriculum Design and Development; Testing and Evaluation; Theories of Learning (Psychology 360); Seminar in Communication Theories and Human Service Roles (Nursing 395).

**Psychology:** 106 General Psychology II; 333 and 334 Developmental Psychology; 347 Social Psychology; 355 Small Groups and Leadership.

**Administration:** Management 200 Organization Principles and Practices; Management 202 and 212 Personnel Administration; Physics 358 Radiology Administration; 359 Advanced Administration in Allied Health Care; Management 313 Human Relations in Administration; Accountancy 130 Introduction to Computer Technology and Methodology.

**SAMPLE PROGRAM—**

**STANDARD RADIOLOGIC TECHNOLOGY CONCENTRATION**

Special Note on Tuition Policy for Senior-Level Clinical Studies: Tuition for courses 386, 387 and 388 will be assessed at 50% of the usual rate since these courses are chiefly off-campus, but directly supervised by members of the University faculty.

**Freshman Level**
- Mathematics: 130
- Physics: 223*
- DePaul College: 10 courses

**Sophomore Level**
- Biology: 201* and 202
- Mathematics: 242*
- Nursing: 245* and 251
- Radiologic Technology: 356*
- Physics: 110* and 160
- DePaul College: 4 courses

**Junior Level**
- Radiologic Technology: 315 (summer), 316, 317 and 318
- Physics: 349, 377 and 378
- Psychology: 302
- DePaul College: 4 courses

**Senior Level**
- Radiologic Technology: 385 (Summer), 386, 387 and 388

*Denotes prerequisite courses for the nursing major. All courses that are prerequisites must carry a grade of “C” or higher to be considered as satisfying the prerequisites. These courses must be completed before the student is eligible to enroll in upper division nursing courses.
SCHOLASTIC CONDITIONS

Junior-senior courses in Radiologic Technology (315, 316, 317, 318, 385, 386, 387, and 388) consist of increasingly complex clinical experiences and, therefore, are sequentially arranged. Enrollment in any one of these courses requires satisfactory achievement (grade of “C” or better) in all prior courses. If this level of achievement is not reached, the course must be repeated before going on to the next one in the sequence! A student who fails to earn a “C” or better in any two of these courses cannot continue in the program.

COURSES

RADIOLOGIC TECHNOLOGY

Sophomore Level:
356 Introduction to Health Care in Radiologic Technology. Orientation to the professional study of medical ethics, patient care, radiation protection and x-radiation. (4 hours)

Junior Level (Clinical Courses):
315 Clinical Radiologic Technology. Radiographic positioning and procedures, patient care and departmental organization. (Non-credit: summers only.)
316 Clinical Radiologic Technology. Continuation of 315, with extensions, x-ray examinations of various parts of the body. (3 hours)
317 Clinical Radiologic Technology. Continuation of 316, with emphasis upon more advanced x-ray examinations and special departmental operations. (3 hours)
318 Clinical Radiologic Technology. Culmination of junior level experience emphasizing skills in x-ray procedures. (3 hours)

Senior Level (Clinical Courses):
385 Clinical Radiologic Technology. Pediatrics, special procedures and radiation oncology. (Non-credit: summers only.)
386 Clinical Radiologic Technology. Nuclear medicine, computer assisted tomography, ultrasonic techniques, and advanced radiographic procedures. (15 hours)
387 Clinical Radiologic Technology. Theory and application of radiology management. (15 hours)
388 Clinical Radiologic Technology. Sophisticated and unusual procedures, radiologic operational designs and departmental operations. (15 hours)

ELECTIVE COURSES (open to Registered Radiologic Technologists):
358 Management in Radiology. Innovative approach to the design and management of Radiology Departments. (4 hours)
359 Advanced Administration in Allied Health Care. Budgeting, quality assurance and organizational design. (4 hours)

Special Note on tuition policy for senior-level clinical studies: Tuition for courses 386, 387 and 388 will be assessed at 50% of the usual rate since these courses are chiefly off-campus, but directly supervised by members of the University faculty.

FACULTY

Chairman: Zuhair M. El Saffar, Ph.D.
Program Director: Judith A. Hostick, M.Ed., R.T.
Clinical Faculty: Mary Niesyto, R.T.; Barbara Reynolds, R.T.; Kathleen Walsh, R.T.

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Religious Studies

The Department of Religious Studies offers courses in the formal and disciplined study of religion. Religion encompasses all of the dimensions and ways in which man has found himself bound up with God or the sacred—in myth, metaphysics, prophecy, and history; in prayer, mysticism, ethical life, and liturgy; in personal experiences and ecclesiastical structures.

Departmental courses are designed to broaden the student’s critical awareness of these religious dimensions by raising the questions properly called religious, and by showing how religion has been a major cultural phenomenon and how religious traditions significantly affect the other aspects of culture.

The Department of Religious Studies offers two special concentrations, and each makes use of the interdisciplinary resources of the University. Standard Concentration I (Academic) is offered students who wish to do Religious Study with emphasis on research or who desire greater personal or academic enrichment, including the possibility of graduate study at DePaul or elsewhere. Concentration II (Professional), offered in cooperation with the School of Education, is intended for those contemplating a career in teaching Religion. Further, students in either concentration can make use of the courses offered by the Spertus College of Judaica toward the completion and enrichment of their programs. (cf. Jewish Studies program, p. 94)

PROGRAM: RELIGIOUS STUDIES MAJOR
(B.A. DEGREE)

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

I. Standard Concentration (Academic)

Religious Studies: 232 Old Testament Studies; 233 New Testament Studies; one course from each of the three Foundations of Religion courses; three 200-level courses from different decimal divisions (e.g., one 250's, one 270's, and one 240's course); and four 300-level courses.

Supporting Fields and Electives: Courses in areas of interest to be determined through individual consultation with the student’s departmental advisor.

II. Professional Concentration (Religion and Education)

(Teacher of Religious Studies at Secondary Level; non-certifiable State program)

Religious Studies: All courses from the Foundations of Religion; six additional courses chosen in consultation with the advisor; (two of which, for those intending to teach in Catholic schools, should be 232 Old Testament Studies and 233 New Testament Studies); and 391 Student Teaching: Religion.

English/Speech and Drama: 12 quarter hours.

History: 4 quarter hours U.S. history.

Physical Education: 5 quarter hours.

Electives: 5 quarter hours.

Education: (Core Unit Undergraduate; CUU) 095 Clinical Experiences with Children and Youth; 207 Social and Historical Foundations of American Education; 209 The Psychology of Becoming an Educator; 337 Human Growth and Development; 338 The Process and Evaluation of Learning; 380 Philosophical Foundations of Education.

(Secondary Education; SEU) 357 Methods: Curriculum and Instruction in the Secondary School.
Supporting Sequences

1. Associate Major (Academic). A student in pursuit of a degree in another academic field may, with the advisor's approval, earn an Associate Major in Religious Studies. Requirements: one course from each of the three Foundations of Religion courses and five other Religious Studies courses at the student's choice.

2. Religion and Education (Professional), Supporting Area. Requirements: In addition to those courses for the degree program, one from each of the three Foundations of Religion courses and five courses from the Focal Areas chosen in consultation with the advisor. (For those intending to teach in Catholic schools, two of these five courses should be 232 Old Testament Studies and 233 New Testament Studies.)

3. Continuing Education (Professional). Concentrations are specially designed to meet the academic and professional needs in religious studies, both of graduates of accredited universities and colleges and of teachers of religion. Persons or professional groups interested in such concentrations are to contact the Department of Religious Studies for further details.

**SAMPLE PROGRAM—**

**STANDARD RELIGIOUS STUDIES CONCENTRATION (ACADEMIC)**

**Freshman Level**
- Religious Studies: 2 foundation courses and 232
- Supporting Fields and Electives: 4 courses
- DePaul College: 4 courses

**Sophomore Level**
- Religious Studies: 1 foundation course, 233 and a 200-level course
- Supporting Fields and Electives: 4 courses
- DePaul College: 5 courses

**Junior Level**
- Religious Studies: Two 200-level courses; One 300-level course
- Supporting Fields and Electives: 4 courses
- DePaul College: 4 courses

**Senior Level**
- Religious Studies: Three 300-level courses
- Supporting Fields and Electives: 4 courses
- DePaul College: 5 courses
COURSES

(All courses carry four quarter hours credit, unless otherwise noted.)

FOUNDATION AREAS

Philosophical Foundations

200 God in Traditional and in Contemporary Thought. Comparative study of the traditional and the contemporary ways of approaching the question of divinity in the philosophy of religion and theology.

201 Religion and Ethics. Comparative study of traditional and contemporary ways of approaching a study of ethics in theology and philosophy.

Historical Foundations

210 Religious Experience of Mankind. The beliefs, ultimate concerns, and commitments of religion in their mythologies, sacred texts, hymns, creeds, rituals, and theologies.

211 History of the American Religious Experience. Analysis of the historical approach to the study of religion; major religious developments in America with emphasis upon the development of religious pluralism.

Social Foundations

220 Psychology and Religion. Psychic factors operative in acquisition, formation, and development of religious expression and commitment.

221 Sociology of Religion. Sociological study of religious groups, institutions, behavior, and belief systems in human life and society.

FOCAL AREAS

Biblical Literature

231 Introduction to Biblical Language. An examination of the principles of the biblical languages in order to show why the Bible says things the way it does and how the varieties of biblical text have been produced.


330 Old Testament Problems*. (Prerequisite: 232)

331 New Testament Problems*. (Prerequisite: 233)

Values, Ethics, and Morality

223 Christian Faith and Moral Problems. Content and rationale of Christian teachings on sex, politics, war, etc.

224 The Problem of Evil. Theories of good and evil and the problem of living with evil.

226 Morality and Humanistic Psychology. Findings of humanistic psychologists, determining their contribution to a morality of health and growth for the individual and society.

320 Problems in Christian Ethics.*

321 Moral Education and Ethics. Relation of moral reasoning and values clarification to ethics and their use in the class room. Cross listed with Education 321.

Church, Liturgy and Sacraments


273 The Mystery of Christ. Development of New Testament Christology through the classic period and into modern times.

278 Liturgy: The Shape of Public Worship. Overview of the liturgical and sacramental life of Christianity.

Religion and the Arts

240 Theological Themes and Early Christian Art. Theology as molder of art and architecture through Byzantium to A.D. 800. Cross listed with Visual Arts 241.

241 Theological Themes and Medieval Art. Theology in art through the Ottonian, Romanesque, Gothic, and late Gothic eras. Cross listed with Visual Arts 242.

History and Christianity

213 Study in Medieval Christian Thought. Major theological themes of the chief thinkers of the Middle Ages.
214 Studies in Modern Christian Thought. Major theological trends from the Enlightenment to World War I.
215 History of Protestant Christianity. Major ideas of the Reformers in their historical context; development of Protestantism in interaction with Western culture.
216 The Church and the Modern World. Constitution Gaudium et Spes against the background of Catholic history since Pius IX.
310 Theology of History. Representative Christian and non-Christian concepts of history and the interrelation of Christianity and history.
313 Theological Issues in Eastern Christianity. Crucial theological themes in non-Latin Christianity following the separation of East and West.
314 Studies in the Thought of Great Theologians.*

Contemporary Questions in Theology

254 Human Sexuality and Religious Values. Modern sexual problems discussed against a historical, theological background.
255 Women in Christian Theory and Practice. Investigates present and past attitudes of Christianity toward women and engages the students to formulate the attitudes they would want Christianity to promote.
256 Theology of Liberation. Theological tradition and social revolution in the Third World.
257 Dying, Death, Afterlife. The phenomenon of terminal illness, the meaning of death, and beliefs in an afterlife.
258 Biology of Ultimate Concern. Relation of biology and theology considered through the medium of philosophical reflections on biological conclusions.
302 Existential Thinking. Attempt to rethink the nature of philosophy as related to the human condition. Cross listed with Philosophy 370.
World Religions
260 Eastern Religious Literature. Classic sacred texts as expression of various religions of the East.
261 Primitive Religions. An analysis of the religions and cultures of the so-called primitive peoples of the world.

Teaching of Religion
281 Introduction to Special Religious Education.** The developmentally disabled and their integration with communities of faith. Cross listed with Education 281.
282 Special Religious Education: Role Orientation and Field Placement.** Description and selection of specific skills as a team member. Cross listed with Education 282.
283 Center Design: Pilot and Model in Special Religious Education.** Practicum to design and establish a center. Cross listed with Education 283.
387 Teaching Religion II: Junior High.** Theory and practice of structuring learning in religion. Cross listed with Education 387.
391 Student Teaching: Religion. Seminar and practice teaching. Cross listed with Education 391. (12 quarter hours)

ADVANCED STUDY
399 Independent Study. (Prerequisites: senior standing and permission of the chairman.)
*Specific topics vary from year to year and are noted in the current Bulletin or Schedule.
**NOTE: Courses 281, 282, and 283 are offered at the SPRED Center

FACULTY
Chairman: F. Bruce Vawter, C.M., S.S.D.
Director of Programs in Religion and Education: John T. Leahy, S.T.D., M.Ed.
Assistant Professors: Walter T. Brennen, O.S.M., Ph.D.; Vasudha Narayanan, Ph.D.; Ben A Richardson, S.T.B.
Sociology

Sociology is the study of social groups and institutions. To study these, the department provides a program that includes information—what we know; methodology—how we know it; and theory—how we explain. The curriculum aims to provide students with a basis of understanding and participation in their own communities and/or to pursue careers in professions related to sociological knowledge and training.

For students interested in careers in counseling, social work, public opinion research, education and the medical field, the department offers a concentration of study focusing on the impact of social structure, institutions, and groups on the individual: social service and pre-social work.

For students wanting to pursue a career in legal studies, the department offers a concentration in the specific area of the function of law and legal practices in society: law and society.

For students wanting to pursue a career in legal studies, law enforcement, and service to youth, there are two types of concentration: The Law and Society concentration offers a broad orientation within the discipline of law and social control, and the Juvenile Justice Concentration has a special emphasis on youth within the framework of the law and other social agencies.

The Juvenile Justice concentration may also serve students in other major disciplines such as Political Science, Psychology, Geography, History, Social Science, etc. and may serve as the equivalent of a traditional minor.

For students planning careers in such areas as urban planning and development, real estate, architecture, social and community relations and government, the department has a concentration of courses providing knowledge and understanding of contemporary trends and processes in urban areas: urban and community studies.

For students who are majoring in another department, any one of the above concentrations may be organized as a sociology minor in consultation with the advisor.

Students wishing to learn more about the sociology program are invited to talk with the chairman and members of the department.

PROGRAM: SOCIOLOGY MAJOR
(B.A. DEGREE)

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

Supporting Fields and Electives: 56 quarter hours (14 additional courses) to be chosen in consultation with the students' advisor.

Sociology Courses: 52 quarter hours (13 courses.)

Core Courses for All Sociology Concentrations

Sociology: 201 Introductory Sociology; 240 Introductory Statistics for the Social Sciences; 331 Sociological Theory; 380 Research Methods in Sociology I; 381 Research Methods in Sociology II.

Supporting Fields and Electives: Fourteen additional courses (56 quarter hours) to be chosen in consultation with the student's advisor.

1. Standard Concentration

Sociology: Core courses plus eight other departmental courses, five of which must be 300-level courses.
II. Social Services and Pre-Social Work
Core courses plus eight other departmental courses in the area of concentration or the general program, five of which must be 300-level courses.

III. Urban and Community Studies
Core courses plus eight other departmental courses in the area of concentration or the general program, five of which must be 300-level courses.

IV. Law and Society
Core courses plus eight other departmental courses in the area of concentration or the general program, five of which must be 300-level courses.

V. Juvenile Justice
Core courses plus eight other departmental courses, seven of which must be the courses in Phases I, II and III of the Juvenile Justice Concentration.

SAMPLE PROGRAM—STANDARD SOCIOLOGY CONCENTRATION

Freshman Level
Sociology: 201 and one other 200-level course
Supportive Fields and/or Electives: 4 courses
DePaul College: 4 courses

Junior Level
Sociology: 380, 381 and two other 300-level courses in area of concentration or Standard Sociology Concentration
Supportive Fields and/or Electives: 4 courses
DePaul College: 4 courses

Sophomore Level
Sociology: 240 and two other 200-level courses in area of concentration or Standard Sociology Concentration
Supportive Fields and/or Electives: 3 courses
DePaul College: 5 courses

Senior Level
Sociology: 331, four 300-level courses in area of concentration or Standard Sociology Concentration
Supportive Fields and/or Electives: 4 courses
DePaul College: 5 courses

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

CORE REQUIREMENTS
201 Introductory Sociology. Student learns the language, tools, findings, and theories of the sociologist at work.
240 Introductory Statistics for the Social Sciences. Presentation and description of data, contingency table construction and interpretation, introduction to multivariate analysis, correlation and hypothesis testing. (Prerequisite: Math. 101 or two years of high school math or consent of instructor.)
331 Sociological Theory. Exploration of the nature of theory and an analysis of contemporary social theorists. (Prerequisite: Sociology 201)
380 Research Methods in Sociology I. First of a two course sequence in which the student is introduced to the logic of procedures of social science methodology, initiates his own research project and pursues its investigation, analysis and interpretation. (Prerequisites: 201 and 240) Sociology majors are recommended to take this course in their junior year.
381 Research Methods in Sociology II. Continuation of the work begun in Research Methods I and synthesis of the research experience. (Prerequisite: 380) Sociology majors are recommended to take this course in their junior year.
SOCIAL SERVICES AND PRE-SOCIAL WORK

200 Introduction to Social Service. Introduction to the delivery of a variety of human services like health care, welfare and education; examination of how policies and decisions are made in these areas; examination of government agencies and voluntary associations, especially in Chicago; cross-national comparisons; evaluation of social services.

205 Social Psychology: Sociological Perspectives. Influence of group life on behavior and personality. Selected approaches to communication, child rearing and the development of the self, conformity and resistance to conformity.

207 Youth and Society. Using a historical and cross-cultural perspective, this course examines the social position of youth in today's society; the various types of youth responses and the subcultures generated; and key institutions within which youth are socialized and controlled.

225 Socialization. The effects of social institutions on the development of attitudes and behavior will be analyzed. Biographical, literary and theoretical materials will be used concentrating both on institutions that resocialize adults (e.g., concentration camps, mental hospitals), and socialize children (e.g., schools, kibbutz, mass media).

250 Introduction to Social Welfare Policy. This course is designed to introduce the policies and procedures used in the formulation of social services and social welfare programs. Some attention will be given to the historical conception of social welfare and its conflict with contemporary society. The course will focus on policies related to the following social welfare services: income maintenance programs, health and mental health programs, social service delivery systems, housing, and poverty.

260 Techniques and Problems in Social Work Practice. This course is designed to provide students with knowledge about the techniques used in social work practice. The strategies used by caseworkers and group workers to develop a professional relationship with clients will be examined along with techniques used in community organizations. The problems social workers encounter in their work will be discussed and a portion of the course will focus on the role of the client in social work practice.

306 Families. This course covers ideas, theories, and research on families. Two main themes are variety and change and topics include fertility and child rearing. (Prerequisites: Soc. 201 or Soc. 202 or permission of instructor.)

326 Life Cycle: Middle Age and the Aging. This course looks at the changing age composition of the population, the shifting personal meaning and societal definition of the second half of the life cycle, the different types of responses to growing older and the various social programs designed for the aged.

352 Sociology of Health and Illness. Examines how illness is related to sociological phenomena such as the social class of the patient or the organization of the health care system. (Prerequisite: Soc. 201 or 202)

360 Social Services in Contemporary Societies. The course will deal with social services and social welfare programs as developed in contemporary industrial societies. The major objective of the course is to provide students with knowledge of the impact that social welfare has in the modern world. While the United States will be used as the focal point, an emphasis will be given to a number of social services as they are formulated in some European countries. Comparison between European social services and the American social services will be made to provide a basis for a discussion of broader implications for social policy.

392 Internship in Social Service. Selective placement of students in work-study situations to prepare them for careers related to the social services.

LAW AND SOCIETY

204 Social Deviation. Comparison of theories and conceptual frameworks of deviance. Analysis of deviant life styles and careers. Examination of societal efforts to control deviance.

220 Theories of Crime and Delinquency. Analysis of theories of causes and control of crime and juvenile delinquency; an examination of delinquent subcultures, careers and behavior systems; the study of the distribution and demographic characteristics of crime and juvenile delinquency.

226 Dynamics of Law and Social Control. This course examines social control in everyday life. Three major contexts for social control are studied: Mores and Folkways, Institutionalized Law and the control of Regulatory Institutions.
292 Protest: Violence and Nonviolence. The socio-legal implications of violent and nonviolent protest in bringing about social change. Emphasizes: Social and historical indicators that precipitate violence; court response to civil disobedience.

301 The Juvenile Court System: Its Operations. An introduction to the juvenile court system. The interaction of police, judges, and court officers. The role of discretion in disposition. (Prerequisite: Soc. 220)

305 Institutional Response to Deviance. The analysis of the social organization of the societal response to youth labeled as deviant. This course examines the institutional response to the mentally ill, hyperactive children, unwed mothers, juvenile delinquents, and criminals. (Prerequisite: Soc. 201)

310 Criminal Justice: The Courts and Corrections. The response of the judiciary to crime and criminals. The study of corrections policies and practice. The consequences of these institutional responses. (Prerequisite: Soc. 201)

315 Sociology of Law. The study of the role of law in society; emphasis on law as a profession and career. (Prerequisite: Soc. 201)

322 The Treatment and Prevention of Delinquency. A review of traditional and current practices of programs designed to treat delinquents and prevent delinquency, with emphasis on the variety of available correctional facilities. (Prerequisite: Soc. 201)

392 Internship in Law and Society. Selective placement of students in work-study situations to prepare them for careers related to law and society.

URBAN AND COMMUNITY STUDIES

203 Minority Studies. Interpretation and understanding of relationships between religious, ethnic and racial groups. Depending on the instructor the course may emphasize racial conflict and its resolution and/or the exploration of the heritage of Chicago ethnics.

230 The City. Using Chicago as a primary example this course introduces the student to the field of urban sociology. Major topics covered include the history and growth patterns of urban areas, urbanization, and neighborhood life cycles, and the quality of urban life. Problem and issue areas include race relations, poverty and urban futures.

231 Community in the City. The social and theoretical importance of the urban community is explicated through an investigation of neighborhood development and change, neighboring and other forms of social interaction, and the social impact of community organization.

345 Urban Sociology. Study of urban growth and its impact. Topics explored may include cross-cultural patterns and conditions of urban growth, urban life styles, migration, population density, urban power structures and community participation. (Prerequisite: Soc. 201)

346 Urban Anthropology. Theories and methods of contemporary anthropology are employed to analyze a variety of topics including urban culture, subcultures, ethnic life styles and the notion of images of the city. (Prerequisite: Soc 201)

347 Urban Decision-making. An analysis of decision making on vital issues in urban settings. The role of power, influence, citizen protest and community participation. (Prerequisite: Soc. 201)

348 The City in the Future. Alternative views of urban structures and social life in the post-industrial age. Considerations of the implications of energy, alternative technologies, future shock, and master social trends. (Prereq.: Soc. 201)

392 Internship in Urban and Community Studies. Selective placement of students in work-study situations to prepare them for careers related to urban and community studies.

BACKGROUND AND FOUNDATION COURSES

202 Cultural Anthropology. Examination and comparison of patterns of life in a variety of societies, including tribal, peasant and non-Western ones; considerations of the impact of social change, colonialism and economic development.

209 Sociology of Women. Cross-cultural analysis of the development of sex role identification. How various social institutions (the media, education, the family, work, religion) treat these distinctions and how the women's movement is attempting to confront them.

215 Origins of Society. An introduction to the science of archeology and human social prehistory from its beginnings to the classic civilizations. The origins of a variety of social institutions are discussed.
216 Biocultural Anthropology. A topical course on the interrelationships between culture and biology in the shaping of social life, including human evolution, sexual differences, race, and other aspects of human variation.

217 Anthropology of Communication. This course examines the human capacity to symbolize. It surveys such topics as non-human communication, the history and geography of language, language as a social marker, and the analysis of symbolic systems.

230 Mass Media. Analysis of the relation between modern society and the mass media such as TV, film, radio, and the print media.

290 Special Topics in Sociology. In-depth examination of selected and timely social issues. Topics vary from quarter to quarter and have included the following: blue-collar workers; protest, violence/non-violence; and other topics of interest.

318 Culture Change and Applied Anthropology. Through an examination of the mechanics of cultural and social change, this course introduces the student to problems of policy implementation in ethically diverse social settings. Class work involves actual field research. (Prerequisite: Soc. 201 and 202)

319 Nursing and Anthropology. A skills course for the health care professional facing cultural diversity in the clinical context. Topics include an examination of culturally-based theories of disease and treatment expectations, ethnic differences in locating symptoms and responding to pain, and problems of intercultural communication. (Prerequisite: Soc. 202)

330 Theories in Social Thought. Consideration of the thoughts of social philosophers regarding the nature, origins and meanings of human beings in society. (Prerequisite: Soc. 201)

340 Social Inequality. Examination of inequalities in wealth and power and their consequences for individuals and the society; for example, the institutions of law, health care, education and politics. (Prerequisite: Soc. 201)

341 Sociology of Work, Occupations and Professions. An analysis of how individuals are classified by the work they do, of how work is related to lifestyle and "life changes," and of how work ideologies are learned. (Prerequisite: Soc. 201)

342 Life in Bureaucracies and Complex Organizations. An examination of the character of bureaucracies and complex organizations, life in complex organizations and the interrelationship between individuals and organizations. (Prerequisite: Soc. 201)

343 Social Dimensions of Religion. Analysis of the interplay of society and religion, the clergy as an occupational group, and the relationship of religious ideology to social change. Cross listed with Religious Studies 221. (Prerequisite: Soc. 201)

344 Political Sociology. Political Sociology introduces the student to the social and economic bases of the political system, with a comparative perspective. (Prerequisite: Soc. 201)

367 Sociology and Philosophy. Discussion of the philosophical implications of sociological theory and the societal background of philosophical development. Cross listed with Philosophy 367. (Prerequisite: 201)

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

382 Qualitative Methods. Introduction to qualitative methods in Sociology and Anthropology, data collection and analysis, field research, the life history, unobtrusive measures and visual methods using video and film equipment. (Prerequisite: Soc. 201, or juvenile justice sequence.)

390 Special Topics in Sociology. In-depth examination of selected social issues. Topics vary from quarter to quarter. The class is usually conducted as a seminar. Topics may be initiated by students. (Prerequisite: Soc. 201)

395 Special Topics in Anthropology. In-depth examination of selected topics in cultural diversity, often based on a geographical area. Class is conducted as a seminar and topics may be initiated by students. (Prerequisite: Soc. 202)

399 Independent Study. (Prerequisites: Senior standing and permission of chairperson) Two to four hours credit.

JUVENILE JUSTICE

The emphasis in this concentration is on the development of competencies in theory and method as well as application and practice. It is important for students to follow the designated sequence of courses so that they will be con-
scious of the integrative possibilities of academic and agency experiences. Requirements: Sociology majors will be responsible for departmental core courses and the total number of electives (eight courses) in the sequence specified below.

**JUVENILE JUSTICE MINOR**

Students majoring in other disciplines may complete the Juvenile Justice program as a minor concentration. Non-sociology majors are responsible for the seven course sequence, consisting of the six courses in Phases I and II and an elective from Phase III.

**Phase I: Fundamentals**

**Soc. 207 Youth and Society.** Using a historical and cross-cultural perspective, this course examines the social position of youth in today's society; the various types of youth responses and the subcultures generated; and key institutions within which youth are socialized and controlled.

**Soc. 220 Theories of Crime and Delinquency.** Analysis of theories of causes and control of crime and juvenile delinquency; an examination of delinquent subcultures, careers and behavior systems; the study of the distribution and demographic characteristics of crime and juvenile delinquency.

**Soc. 301 The Juvenile Court System: Its Operations.** An introduction to the juvenile court system. The interaction of police, judges and court officers. The role of discretion in disposition. (Prerequisite: Soc. 220)

**Phase II: Application**

The prerequisite for courses in Phase II is the completion of at least two courses in Phase I.

**Soc. 305 Institutional Response to Deviance.** The analysis of the social organization of the societal response to youth labeled as deviant. This course examines the institutional response to the mentally ill, hyperactive children, unwed mothers, juvenile delinquents, and criminals.

**Soc. 322 The Treatment and Prevention of Delinquency.** A review of traditional and current practices of programs designed to treat delinquents and prevent delinquency, with emphasis on the variety of available correctional facilities.

**Soc. 349 Techniques and Strategies of Youth Work.** An introduction to youth-client-agency systems; techniques and strategies; processes and interaction within such systems, and the assessment of the systems.

**Phase III: Practicum**

After all the preceding six required courses are completed the student chooses an internship or research course.

**Soc. 380-81 Research Methods in Sociology I and II.** See description of core courses.

**Soc. 382 Qualitative Methods.** Introduction to qualitative methods in Sociology and Anthropology; the methods of data collection and analysis, field research, life history, unobtrusive measures and visual methods.

**Soc. 392 Internship in Juvenile Justice.** Selective placement of students in work-study situations to prepare them for careers related to juvenile justice.

**FACULTY**

Chairperson: Roberta Garner, Ph.D.

Professors: Rosemary S. Bannan, Ph.D.; Roberta T. Garner, Ph.D.; Joyce Sween, Ph.D.; Deena A. Weinstein, Ph.D.

Associate Professors: Therese Baker, Ph.D.; Judith A. Bootcheck, Ph.D.; Kenneth Fidel, Ph.D.; John P. Koval, Ph.D.; Charles S. Suchar, Ph.D.

Assistant Professors: Grace De Santis, Ph.D.; Robert Rotenberg, Ph.D.; Charles Stevens, Ph.D.


Professor Emeritus: Lavinia C. Raymond, Ph.D.
Social Sciences

The interdisciplinary program in Social Sciences seeks to provide a broad social scientific understanding and appreciation of contemporary society. It is designed for career-oriented students in such fields as business, government service, library science, social work, public administration, and teaching.

A student plans for a social sciences major on an individual basis in consultation with a representative of the social science faculty committee. For the student who wants to prepare for a career in junior high and secondary schools, there is a program offered in cooperation with the School of Education.

**PROGRAM: SOCIAL SCIENCES MAJOR**

**(B.A. DEGREE)**

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

**Standard Concentration**

Consult the departmental listings for detail course descriptions.

A 60 hour concentration in the relevant fields of economics, geography, history, political science, psychology, and sociology is required. The necessary distribution of studies is:

*Primary Field:* 24 quarter hours from one department.

*Secondary Field:* 16 quarter hours from a second department.

*Minor Fields:* 16 quarter hours must be distributed so that the student has at least one course each in economics, geography, history, political science, psychology and sociology.

*Statistics:* One elementary statistics course is required of all majors. Any one of the following four courses will satisfy this requirement: Economics 242, Business Mathematics 142, Mathematics 242 (cross-listed with sociology) or Psychology 240 (cross-listed with sociology). This statistics course is a separate requirement and will not serve as a psychology, sociology or economics requirement.

No more than 24 quarter hours (six courses) may be selected from 100-level courses. The other 36 quarter hours are to be selected from 200 or 300-level courses.

Specific courses for major concentration in social sciences must be discussed by the student with his departmental advisor.

**Teacher of Social Sciences—Secondary Level**

In cooperation with the School of Education, the Department of Social Sciences offers a concentration of study which combines the requirements for a major in Social Science with certification for teaching social science at the junior high, middle, and senior high school levels. A student electing such a program should consult the School of Education Counselor as soon as possible after entering DePaul.

**Component for Teaching Specialty of Social Sciences: (56 quarter hours)**

Students may concentrate in a combination of five social sciences chosen from economics, geography, history, political science and sociology. The necessary distribution of studies is:

*Primary Field:* 24 quarter hours from one department.

*Secondary Field:* 16 quarter hours from a second department.

*Minor Fields:* 12 quarter hours must be distributed so that the student has at least one course from each of the five departments.
Statistics: One elementary statistics is required of all majors. One of the four courses listed under the standard concentration will satisfy the requirement. The statistics course will not serve doubly as a sociology or economics requirement.

No more than 24 hours (six courses) may be selected from 100-level courses. The other eight courses are to be selected from 200 or 300-level courses. History 310 (Teaching History and the Social Sciences) or Geography 354 (Contemporary Methods in the Teaching of Geography) is required.

SAMPLE PROGRAM—STANDARD SOCIAL SCIENCES CONCENTRATION

**Freshman Level**
- **Statistics**: 1 course
- Economics, Geography, History, Political Science, Psychology or Sociology: 4 introductory courses (1 primary field and 1 secondary field)
- Electives: 1 course
- DePaul College: 5 courses

**Sophomore Level**
- **Primary field**: 2 courses
- Secondary field: 1 course
- Minor fields: 2 courses
- Electives: 2 courses
- DePaul College: 4 courses

**Junior Level**
- **Primary field**: 2 courses
- Secondary field: 1 course
- Electives: 4 courses
- DePaul College: 5 courses

**Senior Level**
- **Primary field**: 1 course
- Secondary field: 1 course
- Electives: 5 courses
- DePaul College: 4 courses

**FACULTY COMMITTEE**
- **Director**: Richard J. Houk, Ph.D. (Geography)
- **Professor**: Richard J. Houk, Ph.D. (Geography)
- **Associate Professors**: Judith Bootcheck, Ph.D., (Sociology) Robert Garfield, Ph.D., (History)
- **Assistant Professors**: Floyd Dill, Ph.D. (Economics); Gilbert F. Cardwell, Ph.D. (Psychology)
Speech

The Department of Speech and Drama, through its basic program, aims to meet the needs of those students who desire to obtain knowledge of these subject areas as part of their general education; to provide academic preparation for graduate study; and to prepare students for related professional work. To prepare future teachers of speech and drama for junior high and the secondary schools, the department offers a concentration of study in cooperation with the School of Education.

The offerings of the Department of Speech are designed to give basic training in three particular areas: theatre, public address, and interpretative reading.

The department recognizes that while training in theory is very essential, it is not enough. The student must have extensive experience in performance since this is the only way in which theory can be empirically tested. It is for this reason that each student is required to take laboratory courses for a minimal two-year period.

**PROGRAM: SPEECH MAJOR**

(B.A. DEGREE)

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

**Standard Concentration**

**Speech:** 203 Interpretative Reading; 204 Public Speaking; 212 Voice and Articulation; 305 Studies in Theater History; six laboratory courses—360 through 365 (Laboratory is a one-hour course); two courses in public address; two courses in drama; two courses in interpretative reading and two courses from the speech curriculum at large.

**Supporting Field:** Speech majors who plan to do graduate work must complete course 106 of a modern language.

**Teacher of Speech—Secondary Level**

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

**Component for Teaching Specialty of Speech:** (54 quarter hours)

**Speech:** 203 Interpretative Reading; 204 Public Speaking; 206 Communication for the Classroom Teacher; 212 Voice and Articulation; 305 Studies in Theater History; Speech Laboratories 360-365; two courses in public address; two courses in drama, two courses in interpretative reading; and one additional speech course.

**SAMPLE PROGRAM—**

**STANDARD SPEECH CONCENTRATION**

**Freshman Level**

Speech: 4 courses
Electives or Modern Language*: 3 courses
DePaul College: 6 courses

**Junior Level**

Speech: 5 courses
Electives: 4 courses
DePaul College: 4 courses

**Sophomore Level**

Speech: 4 courses
Electives or Modern Language*: 3 courses
DePaul College: 6 courses

**Senior Level**

Speech: 4 courses
Electives: 4 courses
DePaul College: 2 courses

*Substitute Electives when language requirement is not required.
COURSES

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

PUBLIC ADDRESS
100 Basic Speech Communication. Student works to develop basic abilities, skills, productive attitudes and greater confidence in audience communication situations.


204 Public Speaking. Principles, methods and practice in the preparation and delivery of speeches for an audience.

205 Interpersonal Communication. Principles and practice in improved methods of speech communication with individuals and small groups.

206 Communication for the Classroom Teacher. Principles for gaining attention and communicating direction, motivation and information.

221 Argumentation: Reason in Controversy. (Prerequisite: One of the following or consent of instructor—100, 204 or Hum. 156.) Application of the theories and practice of argumentation and reasoning to current controversial problems.

224 Advocacy Communication. (Prerequisite: One of the following or consent of instructor—100, 204 or Hum. 156.) Principles and methods of analyzing and applying persuasive proofs in a controversial oral communication situation.

300 Studies in American Public Address. (Prerequisite: One course in Public Address, or consent of instructor.) Historical analysis of the role and functions of speech making in American society.

321 Persuasion. (Prerequisite: One of the following or consent of instructor—100, 204, or Hum. 156.) Principles that govern the responses of individuals and groups to oral communication.

VOICE SCIENCE
212 Voice and Articulation. Student works for pleasing vocal production and enunciation through the study of the vocal mechanism and its proper use.

214 Voice and Articulation Laboratory. (Prerequisite: 212) Voice science more fully explored with particular stress on vocal faults and dialectical variations.

INTERPRETATIVE READING
203 Interpretative Reading. Basic principles and practice in the reading aloud of short poems before an audience.

310 Advanced Interpretative Reading. (Prerequisite: 203) Analysis and performance of selected literature with emphasis on achieving techniques for maximum communication of the text.

322 Group Interpretative Reading. Rehearsal and performance of dramatic or prose selections by several readers with creative experimentation in utilizing stage elements.

330 Program Building for the Reader. (Prerequisites: 203, 310) Selection, adaptation, and performance of material for a specific solo or group reading performance.

DRAMA
305 Studies in Theater History. (Check current schedule for specific topics.) Evolution of theater as an institution. Causes determining the nature of drama in given epochs explored.

312 Acting. Student works to develop imagination, concentration, observation, emotional recall, and vocal and bodily techniques.

343 Playwriting. Plot, character, dramatic structure, and dialogue among elements studied, with emphasis on writing plays and/or adapting scripts.

LABORATORY
360 Speech Laboratory I, 1 hour.
361 Speech Laboratory II, 1 hour.
362 Speech Laboratory III, 1 hour.
363 Speech Laboratory IV, 1 hour.
364 Speech Laboratory V, 1 hour.
365 Speech Laboratory VI, 1 hour.
ADVANCED STUDY

399 Independent Study in Speech. Credit variable. (Prerequisite: 12 hours in Speech, grade point average of 3.0, and consent of chairman.)

FACULTY

Chairman: Elmer Pry, Ph.D.
Associate Professor: Lynn Rein, Ph.D.
Visual Arts

The Visual Arts Department offers a general curriculum which identifies and promotes continuing contact with the enduring values of our artistic heritage.

The educational aims of the department are to provide, through individualized instruction, a broad foundation in art practice and art history. The departmental curriculum emphasizes fundamental artistic concepts through problem solving and experimentation in studio courses, and through research and analysis in art history courses.

Three areas of concentration are offered: 1) studio practice, designed to develop artistic skills and abilities; 2) the history of art, to develop proficiency in art historical analysis and theory; and 3) art education, offered cooperatively with the School of Education, to prepare students for a career in teaching art in elementary and secondary schools.

In addition, the department offers individualized counseling and a choice of electives and internships in planning for more specific career goals such as art administration, art therapy, museum curator, etc.

PROGRAM: ART MAJOR
(B.A. DEGREE)

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

Core Courses for All Concentrations

Visual Arts: 105 Foundation Design; 110 Foundation Painting; 115 Foundation Sculpture; 308 Ancient and Medieval Art; 340 Renaissance, Baroque, Rococo Art; and 346 Nineteenth and Twentieth Century Art.

I. Studio Concentration

Visual Arts: Core courses, plus six Studio Practice courses and one History of Art course to be chosen in consultation with departmental advisor.

English: Three courses.

History: Two courses.

Sociology or Psychology: One course.

Philosophy: One course.

Electives: Seven courses. A minimum of two electives in Visual Arts courses is strongly recommended.

Students who plan to go to graduate school should have 72 hours of course work in the visual arts.

II. History of Art Concentration

Visual Arts: Core courses, plus six History of Art courses and one Studio Practice course to be chosen in consultation with departmental advisor.

English: Three courses.

History: Two courses.

Sociology or Psychology: One course.

Philosophy: One course.

Electives: Seven courses. A minimum of two electives in Visual Arts courses is strongly recommended.

III. Art Education Concentration

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

Component for Teaching Specialty of Art: (48 quarter hours) . .

Visual Arts: Core course, plus six Studio Practice courses to be chosen in consultation with departmental advisor.
SAMPLE PROGRAM—STANDARD VISUAL ARTS CONCENTRATION
(Studio Concentration)

**Freshman Level**
- Art: 105, 110, 308
- Supporting Fields: 2 courses
- Elective: 1 course
- DePaul College: 5 courses

**Sophomore Level**
- Art: 115, 106, 210, 340
- Supporting Fields: 2 courses
- Electives: 2 courses
- DePaul College: 4 courses

**Junior Level**
- Art: 206, 310, 346
- Supporting Fields: 2 courses
- Electives: 2 courses
- DePaul College: 5 courses

**Senior Level**
- Art: 215, 315, 322
- Supporting Field: 1 course
- Electives: 2 courses
- DePaul College: 4 courses

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

**STUDIO**

**General Art**
- 101 *Art for Non-Art Majors.* A variety of studio experiences especially designed for the non-art major, on a non-competitive individual basis. No previous experience is expected or necessary.

**Design**
- 103 *Foundation Design.* Development of perceptual ability through analysis of two-dimensional concepts of line, shape, value, texture, color, form and space.
- 205 *Three-Dimensional Design.* Various three-dimensional design and sculptural techniques, both traditional and contemporary. (Prerequisite: Art 115 or consent of instructor.) Materials fee.

**Drawing**
- 106 *Foundation Drawing.* Varied media related to problems of representational and expressive use of line, value, and space in drawing.
- 206 *Intermediate Drawing.* Descriptive and expressive rendering with special attention to perspective and other techniques of spatial organization. (Prerequisite: Art 105 or Art 106 or consent of Instructor.)
- 207 *Figure Drawing.* Rendering the human figure with special attention to anatomic structure.

**Painting**
- 110 *Foundation Painting.* Composition through attention to volume, color, and painterly effects.
- 210.211 *Intermediate Painting.* Varied problems of spatial illusion through study of both representational and coloristic effects. (Prerequisite: Art 110 or consent of instructor.)
- 310.311 *Advanced Painting.* Advanced problems and methods of painting. Human figure provides the central theme. (Prerequisite: Art 210 or consent of instructor.)

**Photography**
- 223 *Light, Color, and Photography.* Principles of image formation with lenses and mirrors. Discussion of color, interference, polarization, and diffraction. Introduction to cameras and film, lasers and holography. Optional laboratory. (Cross listed with Physics 223.)

**Printmaking**
- 330 *Printmaking-Etching.* Concepts and techniques of etching. (Prerequisite: Art 105, 106 or 110 or consent of instructor.) Materials fee.
- 331 *Printmaking-Serigraphy.* Concepts and process techniques of serigraphy. (Prerequisite: Art 105, 106 or 110, or consent of instructor.) Materials fee.
Sculpture
115 Foundation Sculpture. Basic form-giving in sculpture with attention to problems of mass, volume, scale, space, structure. Materials fee.
215,216 Intermediate Sculpture.* Sculptural problems exploring a variety of conceptual directions and their implications as sculptural form. (Prerequisite: Art 113 or consent of instructor.) Materials fee.
315,316 Advanced Sculpture.* Exploration and refinement of conceptual sculptural techniques. Emphasis on individual artistic development. (Prerequisite: Art 215 or 216 or consent of instructor.) Materials fee.

Advanced Studies
399 Independent Study. Available to students of demonstrated capability for intensive independent work in a studio project.
395 Special Topics in Studio Practice. See current schedule for specific topics. Not offered every year. (Prerequisite: Art 105, 110, 115 or consent of instructor.)
*Background in history of art recommended for intermediate and advanced studio courses.

HISTORY OF ART

Periods and Topics
308 Ancient and Medieval Art. Origins and development of architecture and sculpture from 3000 B.C. to 1400 A.D.
327 African and Oceanic Art. Major non-Western art forms.
325 Oriental Art. From its beginnings to the modern period.
320 American Art. Artistic styles and trends in the New World from the colonial period to the present.
346 19th and 20th Century Art. Painting and related forms in Europe: Neo-Classicism, Romanticism, Realism, Impressionism, Expressionism, Fauvism, Cubism, Neo-Plasticism, and a selection of contemporary trends such as Pop, Op, and Minimal art.
322 Contemporary Art. Trends in a variety of art forms: painting, sculpture, architecture, and cinema.
324 History of Architecture. Study of building forms from pre-historic times to the present with an emphasis on the Chicago School and the Prairie School of Frank Lloyd Wright.
325 Film Art as Visual Art. Survey of elementary film techniques and their relation to expressive imagery with examples in various genre, documentary, feature, avant-gard, etc.

Art and Religious Themes
242 Medieval Iconography. Theology in art through the Ottonian, Romansque, Gothic, and late Gothic eras. Cross listed with Religious Studies 241.

Advanced Study
396 Internship. Arranged fieldwork or steady employment in field of concentration, i.e., art therapy, or museum curatorship, up to 12 credit hours. By application to department committee. Prerequisites.
397 Special Topics: History of Art. See current schedule for specific topics. Not offered every year. (Prerequisites: Visual Arts 308, 340, 346 or consent of instructor.)
399 Independent Study. Available to students of demonstrated capability for intensive independent work in the history of art.

FACULTY
Chairwoman: Sally Kitt Chappell, Ph.D.
Professors: Sally Kitt Chappell, Ph.D.; William Conger, M.F.A.
Associate Professor: Robert Donley, M.F.A.
Assistant Professors: Stephen Luecking, M.F.A.; Simone Zurawski, Ph.D.

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SCHOOL OF EDUCATION

Wilma S. Longstreet, Ph.D., Dean
Charles P. Doyle, M. Ed.
Administrative Assistant to the Dean
Coordinator of Clinical Experiences
Student Teaching
Teacher Placement

Marcia Rosing, M.A.
Program Counselor, School of Education & DePaul College, Education Majors

Admission Requirements

Academic Programs

Courses Supporting Each Program

Faculty
SCHOOL OF EDUCATION

GOALS OF THE SCHOOL OF EDUCATION

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

1. To prepare undergraduate students to teach in elementary and secondary schools in the Chicago metropolitan area.
2. To prepare undergraduate students for professional service in a variety of community service programs in the Chicago metropolitan area. Such programs might include Early Child Care Programs, Public Health Programs, Park District Programs, Health Clinics, Hospital Educational Programs, Development of Curriculum Material for Publication.

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

Bachelor of Arts or Bachelor of Science
   Elementary Education
   Secondary Education

Bachelor of Arts
   Art Education

Bachelor of Science in Business Education

Bachelor of Science in Health Education

Bachelor of Science in Physical Education

One Year Certificate Program in
   Early Child Care and Development

For those seeking multiple certification or educational expertise beyond the major, the School of Education offers the following minor sequences: Health Education, Coaching, Physical Education, and Athletic Training.

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

Along with its professional sequence of offerings, the School of Education works closely with DePaul College, the College of Liberal Arts and Sciences, the College of Commerce and the School of Music. This cooperative arrangement permits the School of Education to offer a curriculum that provides a strong background in general liberal studies, mastery of the content field and demonstrated competency to transmit knowledge to others in a social environment.

(There are some curriculum, course content, and program changes planned for the '80-'81 and '81-'82 academic years. Advisers from the School of Education should be consulted for all registrations).
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. Ordinarily students may earn both a degree and receive certification through a single program. Students, however, who already possess a Bachelor's degree may complete a program leading only to certification. Each program meets the specific requirements of the Chicago Archdiocesan School Board. Students interested in the study of education who do not wish teaching certification, may enroll in education classes.

ADMISSION TO THE SCHOOL OF EDUCATION:
GENERAL REQUIREMENTS

There are three avenues of admission: as a DePaul Undergraduate; as a transfer student; as a holder of a bachelor's degree. All students must file required applications and forms and, after acceptance, must have a counseling interview with the Program Counselor in the School of Education each quarter. Minimally:

I. DePaul University Undergraduates must:
   a. Have a minimum grade point average of 2.0.
   b. File an application for the School of Education through home college.
   c. Be interviewed by the Program Counselor.

II. Transfer students must:
   a. Be accepted by the Admissions Office.
   b. Have a minimum grade point average of 2.0.
   c. Be interviewed by the Program Counselor.

III. Holders of Bachelor's degrees seeking certification:
   a. Must have a Bachelor's degree from an accredited institution and be admitted by the School of Education.
   b. DePaul University seniors who seek certification may request admission to the certification program during their last quarter.
   c. Be interviewed by the Program Counselor.

GENERAL REQUIREMENTS WITHIN THE SCHOOL OF EDUCATION

I. Test Requirements for all students in the School of Education:
   A. United States and Illinois Constitution Examination
   B. National Teacher Examination.

II. Clinical Experience

   Each student entering a program in the School of Education must complete a supervised Clinical Experience working with young persons within an educational setting. The Clinical Experience comprises a minimum of 100 clock hours and must be completed before student teaching.

   All declared and accepted School of Education students MUST make an appointment at the earliest possible date with the Director of Clinical Experiences ((SAC 578) for the purpose of having the site and types of Clinical Experience approved. Completion forms must be on file in the School of Education prior to final approval for student teaching. Students should take care to register for 095 (Clinical Experience) only once at a regular quarterly registration.
   (Note: Students enrolled in the Block program register for and complete their 095 requirement as part of the block of courses taken during the first quarter of their Education sequence.)

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III. Grade Requirements
   Each student in any program must earn grades of “C” or better in all
required courses in Education and in the major content field.

IV. Student Teaching
   In order to insure that a student meets all requirements of the State
of Illinois for obtaining a teaching certificate, the following procedures
are required:
   A. Each student must complete the proper Application Forms and re-
      turn them to the School of Education. (Consult Calendar for dead-
      lines.)
   B. References: Three references are required for each student. At least
      two of these references should be from School of Education Faculty.
   C. Each student must be approved and accepted for student teaching by
      the School of Education before he can register for student teaching.
   D. Each student must present evidence of a recent test for tuberculosis.

GENERAL ACADEMIC REQUIREMENTS OF THE SCHOOL
OF EDUCATION

I. DePaul College
   72 hours to be completed in DePaul College:
      Four courses in Philosophy and Religion
      Four courses in Humanities
      Four courses in Behavioral Social Science
      Four courses in Natural Science and Mathematics*
      Two electives (strongly recommend BSS 111)
   *Elementary majors are required to take three University courses in
     Science and two courses in Mathematics for State Certification.
   *Secondary majors are required to take four courses divided between
     Mathematics and Science for State Certification.

II. College of Liberal Arts and Sciences
   Skills 102 or Communications 200, for Business Education Majors
   Skills 102 or Communications 200, English 303 for Elementary Majors
   Skills 102 or Communications 200, English 202 for all other majors
   Speech 203
   Political Science 120 or American History.
   Two Mathematics courses for Elementary Majors (unless completed in
     DePaul College).
   One Mathematics course for Secondary, Health Education, Physical Edu-
   cation, Art and Music Majors (unless completed in DePaul College).

III. The School of Education
   Professional Education 095, 207, 209, 337, 338*, 380
   Physical Education: PHE 205 or 206 plus one activity course; or three
      activity courses to total 6 quarter hours
   *Physical Education majors substitute PHE 360 for Ed 338

SPECIFIC ACADEMIC REQUIREMENTS OF THE SCHOOL
OF EDUCATION
   In addition to the above listed general academic requirements, each student
must complete the requirements of one of the programs in the specific areas
listed below.

I. PROGRAM IN ART EDUCATION
   Prepares teachers of Art for Elementary and Secondary Schools.
   Teaching Major: 48 quarter hours in Art: Ed 342, 357, 383, 392. See Liberal
II. PROGRAM IN BUSINESS EDUCATION

This program in Business Education prepares students to teach in the following areas of the secondary schools: Bookkeeping/Accounting, Business Economics, Business English, Business Law, Business Math, General Business, Marketing, Office Procedures, Typewriting and the optional area of Shorthand/Transcription.

The required course program follows:

Business Education 110, 112, 114, 118, 119 (Stenography)\(^1\);\(^2\) (any 3 courses)
Business Education 130, 134, 136, 138, 142 (Typewriting)\(^1\) (any 3 courses)
Business Education 144, 150, 336, 346
Business Education 363, 367, 368, 369 (any 3 courses) and 393
Accounting 101, 103, 104
Business Law 201, 202
Economics 103 (104)\(^2\); Finance 210
Management 200, 331; Marketing 200

\(^1\)Students who have previously acquired skills may begin typewriting and shorthand at a level for which they are qualified. Hours of credit equal to the hours substituted must be earned in courses taken in the College of Commerce or in Business Education electives. A sequence of 3 or 4 courses in stenography, if opted, and a sequence of 3 courses in typewriting are required.

\(^2\)Indicates optional.
III. PROGRAM IN ELEMENTARY EDUCATION

Liberal Arts courses: Geography 354, Sociology 230.
Special Professional Education courses: 317, 319, 324, 326, 331 (or 353 and 358), 342, 381 or 382, and 385.

IV. PROGRAM IN HEALTH EDUCATION

Liberal Arts courses: Biology 201 and 202; Nursing 209 and 250.
NSM courses 101, 102, 103, BSS 316.

V. PROGRAM IN PHYSICAL EDUCATION

Liberal Arts courses: Biology 201 and 202.
Movement Analysis I—Rhythmic and Choreographic Foundations. Physical Education 111 and one course chosen from Physical Education 211, 212, 213.
Movement Analysis III—Gymnastics Foundations. Physical Education 151, 253 and 263.
Movement Analysis IV—Team and Individual Sports Foundations. 5 courses chosen from PHE 181, 182, 183, 185, 186, 187, 276, 277.*
*One elective activity course will be chosen from Movement Analysis I or Movement Analysis IV.

PROGRAMS OF STUDY FOR A MINOR SEQUENCE IN PHYSICAL EDUCATION OR HEALTH EDUCATION

The programs outlined below are intended for the student who desires to develop a supporting teaching area in Physical Education or Health Education.

Program A—Physical Education Minor Sequence
Theory: P.H.E. 302, 317, 341, 345
Activity: P.H.E. 111, 121, 151, choice of (2) 181, 182, 183, 184, 186

Program B—Health Education Minor Sequence
Theory: H.E.D. 302, 304, 305, 363, 365, 366, 370, 355 or 373

Program C—Coaching Minor Sequence
Theory: P.H.E. 302, 303, 345, 351, 352, 390, 391

Program D—Athletic Training Minor Sequence (Leading to Certification by N.A.T.A.)
BIO 201, 202
H.E.D. 206, 273
P.H.E. 302, 303, 351, 352, 390, 392, 393

VI. PROGRAMS IN SECONDARY EDUCATION

Programs in Secondary Education leading to the Bachelor of Arts degree and certification include English, Geography, History, Mathematics, Language, Social Science and Speech. (English majors should complete two courses in the teaching of reading to qualify for certification by the Chicago Board of Education.)
Programs in Secondary Education leading to a Bachelor of Science degree and certification include Biology, Chemistry, Physics and Mathematics.
A total of 48-56 quarter hours in the major field is required. For details concerning the completion of each major field, consult the Department offerings in this Bulletin.

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In addition to the general academic requirements of the School of Education, students in a program in secondary education must complete Education 357 and 390.

DePaul is a member of the Chicago Secondary Teacher Education Cooperative, a group of Chicago colleges and universities which cooperate to provide services and resources to their secondary teacher education programs. Thus, students in secondary education programs may do some of their work at a neighboring institution.

VII. BLOCK PROGRAM FOR SECONDARY AND ELEMENTARY STUDENTS

Day students in secondary and elementary education may fulfill their professional education requirements in an integrated program of study called the block program. Students register for sections of courses which are specifically designated as block program sections for secondary and elementary students.

The program begins with an initial intensive quarter during which students participate in extensive clinical field experience work in schools (Education 095). The clinical experiences are integrated with block courses (Education 207, 209). Students may register for courses outside the block program during this initial intensive quarter, provided that such classes do not conflict with times allotted for field experiences and block classes.

During successive quarters, secondary students register for block program courses, courses in their major field, and other courses needed to complete requirements for graduation. Elementary students register for elementary methods courses and other courses required for graduation.

In the final quarter, secondary students register for Secondary Student Teaching and Seminar (Education 390), whereas elementary students register for Elementary Student Teaching and Seminar (Education 385).

For details, questions, and further information on the secondary and elementary block programs, students should make an appointment with the Director of Clinical Experiences in SAC 578 (Tel. 321-8126).

VIII. PROGRAMS IN MUSIC EDUCATION

The School of Music and the School of Education have cooperative programs for the preparation of teachers of vocal and instrumental music for both the Elementary and Secondary School. The degree, Bachelor of Music, with a teaching major in Music is awarded upon completion of the program. Complete information is contained in the School of Music Programs section of this Bulletin.

IX. PROGRAM IN EARLY CHILD CARE AND DEVELOPMENT

The program in Early Child Care and Development contributes to the preparation of child care workers in an institutional setting for children six years old and younger. The one-year sequence of study and experience leads to a Certificate in Early Child Care and Development which is awarded by DePaul University and St. Vincent DePaul Center. Students admitted to this program may participate as non-degree or degree seeking students. For those students who are accepted as degree-seeking candidates, the credits earned through a DePaul University Certificate in Early Child Care and Development may be applied towards credit earned for a Baccalaureate degree at DePaul University.

TEACHER CERTIFICATION REQUIREMENTS FOR COLLEGE GRADUATES

The School of Education offers an opportunity for graduates of accredited colleges and universities to prepare for a career in teaching in Elementary and Secondary schools. Successful completion leads to a teaching certificate for the State of Illinois in the area of the student’s specialization.
For complete details on admission requirements and procedures for the Certification Program, the student is referred to the brochure, "Certification Programs for Teaching in Elementary and Secondary Schools," obtainable in the School of Education Offices.

PROGRAM COUNSELOR
The School of Education provides a Program Counselor who is responsible for interviewing and counseling every student concerning his academic program. The Program Counselor must approve each student's program prior to registration.

THE OFFICE OF TEACHER PLACEMENT
The School of Education offers placement services for its graduates. Graduating seniors desiring such services when seeking a teaching position should register with the Office of Teacher Placement.

GRADUATE PROGRAMS
The School of Education offers the following programs leading to the master's degree:

DIVISION OF CURRICULUM AND EDUCATIONAL LEADERSHIP
Program in Educational Leadership
Program in Curriculum/Program Development

DIVISION OF HUMAN SERVICES AND COUNSELING
Human Services and Counseling
Program in Reading and Learning Disabilities

DIVISION OF TEACHER EDUCATION
Program in Business Education

Undergraduate students who have completed all the necessary course requirements for the Bachelor's Degree may enroll for courses at the graduate level. To enroll in graduate courses, undergraduate students must have the written permission of the Director of the program in which they wish to enroll.

DIVISION OF EDUCATIONAL FOUNDATIONS
The Educational Foundations program is a service unit which provides required theoretical and behavioral courses in the areas of educational sociology, history, philosophy and psychology. These courses constitute the professional component in teacher education required for certification to teach. Many also offer important background and insights.

COURSES OFFERED
All courses carry 4 hours credit unless otherwise noted.

095 Clinical Experience with Children and Youth. Required of all students. Observations and participation experiences with children and youth in a school or agency. This course is a prerequisite for student teaching and related professional courses. (0 quarter hours)

SOCIAL, HISTORICAL AND PHILOSOPHICAL FOUNDATIONS OF EDUCATION
207 Social and Historical Foundations of American Education. An introduction to an understanding of the school as the formal educational institution in the American social order in terms of political, social, economic, religious, and cultural developments in selected Western countries and the United States. (Prerequisite: Sophomore standing)

380 Philosophical Foundations of Education. Recognizing and understanding the ideologies behind educational systems, curricula, and goals. This course examines the principles and ideas underlying education, introduces the thoughts of influential educators and challenges the student to build his/her own philosophy of education.

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PSYCHOLOGICAL FOUNDATIONS OF EDUCATION

209 The Psychology of Becoming an Educator. A survey of psychological strategies and tactics useful to the teacher in promoting effective learning and classroom management. A process oriented experience which confronts three basic elements of becoming a professional educator: 1) coming to know oneself as a person; 2) understanding the nature of role expectancies within the act of teaching and the educational settings and 3) projecting one's capacity to perform effectively as a teacher. (Prerequisite: Sophomore standing) (3 quarter hours)

337 Human Growth and Development. A survey of the characteristics and processes of human development as viewed from the perspective of accumulated theory and research. An analysis of factors influencing positive and negative human development; relation of self-concept to behavioral academic performance; role of experience and significant others in development of identity, personality and character traits.

338 The Process and Evaluation of Learning. An analysis of the learning process as it is defined by theoretical perspective and research findings. Discussion of major theories: i.e., the nature of intelligence, motives, emotions, and in the light of each respective point of view—HOW learning takes place; factors most effective in influencing self-learning and rendering the end products of learning functional. (3 quarter hours)

ART EDUCATION


383 Elementary Student Teaching and Seminar in Art Education. Five school days a week in supervised teaching in a cooperating school for half an academic quarter. Feedback and discussion of problems encountered in student teaching as well as new materials and techniques of student teaching. (Prerequisite: Permission of program counselor) Open only to DePaul students. (6 quarter hours)

392 Secondary Student Teaching in Art Education and Seminar. Five school days a week in supervised teaching in a cooperating school for half an academic quarter. Feedback and discussion of problems encountered in student teaching as well as new materials and techniques of student teaching. (Prerequisite: Permission of program counselor) Open only to DePaul students. (6 quarter hours)

ELEMENTARY EDUCATION

195 Methods-Strategies in Teaching the Bi-Lingual-Bi-Cultural Child.

203 School-Community Relations. Focuses on the roles of teachers and parents in the total education of the children. It will explore the influence of language and culture on the relationships of teachers and parents.

204 Cultures in Contrast and Conflict. Comparison of cultures based on 6 components.

240 Bi-Lingual and Bi-Cultural Teaching: Latin America I. Elementary Spanish and studies of Latin American Culture.

241 Bi-Lingual and Bi-Cultural Teaching: Latin America II. Continuation of Ed. 240. Intermediate Phase. This two course offering is designed for those interested in teaching Latin American Students.

242 Teaching English as a Second Language. Focuses on techniques to teach English as a second language to non-English speaking children.

248 English Academic Skills. Management of students' time, analytical reading, writing to satisfy academic requirements, use of basic research techniques, note-taking from reading and lectures, designing and writing a term paper and test answering skills.

313 Bilingual Curriculum and Instruction at the Elementary Level. Focuses on curriculum utilization and the adaptation of it to the Latin child.

317 Methods: Physical Education in the Elementary School. The content, methods, and materials in a basic program of physical education at the various grade levels of the elementary school. Provision is made for school visitation and directed observation. (PE insurance fee required)


324 Beginning Reading Instruction. Study of the objective content and current approaches to teaching beginning reading with special emphasis on readiness, word attack skills, comprehension skills, study skills, and skills for the development of discrimination and taste in the best of children's literature. (Prerequisite: Education 338; Prerequisite or concurrent Education 381 or 382) (2 quarter hours)

326 Methods: Teaching Reading in the Elementary Schools. Major attention given to: (1) development of the reading process, (2) techniques for developing basic reading skills, (3) current approaches to teaching reading. (Clinical Activities in an assigned school—two hours per week. (Prerequisite: Education 381 or 382 and 324) (Laboratory Fee $7.00) (6 quarter hours)

331 Methods: Mathematics and Science in the Elementary School. (Material Fee: $10.00). The objectives, content, and use of instructional materials in the development of a modern arithmetic and science program in the elementary school. This includes the metric system. (Prerequisite: Education 381 or 382 and one course in Math.) (8 quarter hours)

335 Psychology of Bilingualism. Will focus on psychological factors that affect learning such as attitudes towards language learning, self esteem, cognitive style, identity and motivation.

347 Children's Literature. Methods of developing children's reading interest, selecting appropriate children's books. An introduction to the various types of literature for children of different ages.

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

350 Teaching Spanish as a Second Language. Will focus on techniques to teach Spanish as a second language and as continuing language.
Methods: Teaching Science in the Elementary School. (Material Fee: $5.00). The role of science education in childhood education, program planning and methods and materials of instruction. (Prerequisite Education 381 or 382)

Methods: Contemporary Teaching of Geography. Materials for program development and methods of teaching geography. (Cross listed with Geography 354)

Methods: Teaching Mathematics in the Elementary School. (Material Fee: $5.00). Instructional methods, materials and program planning, which include the metric system. (Prerequisite: Education 381 or 382)

Methods: Curriculum and Instruction in the Elementary School, K-3. (Materials Fee: $7.00). The teaching-learning process in programs for young children. Clinical experiences include observation, participation, and directed teaching of small pupil groups. (Prerequisites: Education 209, 337, and permission of advisor) (6 quarter hours) (2 clock hours of clinical activities per week required in addition to course work.)

Methods: Curriculum and Instruction in the Elementary School, 4-8. (Materials Fee: $7.00). The teaching-learning process in programs for older children. Clinical experiences include observation, participation and directed teaching of small pupil groups. (Prerequisites: Education 209, 337, and permission of advisor) (6 quarter hours) (2 clock hours of clinical activities per week required in addition to course work.)

Elementary Student Teaching and Seminar. Five school days a week in supervised teaching in a cooperating school for a full academic quarter. Feedback and discussion of problems encountered in student teaching as well as new materials and techniques of student teaching. (Prerequisite: Permission of program counselor) Open only to DePaul students. (12 quarter hours)

Independent Study. (Prerequisite: Permission of program counselor) (1 to 2 quarter hours)

*Add to 317, 319, 324, 331, 353, 354, and 358—(In addition to course work approximately 2 clock hours of clinical activities per week for each four quarter hours of credit are required.)

SECONDARY EDUCATION

Introduction to Special Religious Education.* The developmentally disabled and their integration with communities of faith. (Cross listed with Religious Studies 281.)

Special Religious Education: Role Orientation and Field Placement.* Description and selection of specific skills as team member. (Cross listed with Religious Studies 282.)

Center Design: Pilot and Model in Special Religious Education.* Practicum to design and establish a center. (Cross listed with Religious Studies 283.)

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

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

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


Teaching Speech/Communications in the Secondary School. Theories, methods, and materials for teaching speech and communications in secondary schools.


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

Methods: Curriculum and Instruction in the Secondary School. Curriculum planning, teaching methods, materials development, student evaluation, and classroom observation. Includes laboratory periods as well as field and clinical experiences. (6 quarter hours)

361 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.

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

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.)

390 Secondary Student Teaching and Seminar. Five school days a week in supervised teaching in a cooperating school for a full academic quarter. Feedback and discussion of problems encountered in student teaching as well as new materials and techniques of student teaching. (Prerequisite: Permission of program counselor) Open only to DePaul students. (12 quarter hours.)

391 Secondary Student Teaching and Seminar: Religion. Five school days a week in supervised teaching in a cooperating school for a full academic quarter. Feedback and discussion of problems encountered in student teaching as well as new materials and techniques of student teaching. (Prerequisite: Permission of program counselor) Open only to DePaul students. (12 quarter hours)

398 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.

399 Independent Study. (Prerequisite: Permission of advisor) (1 to 2 quarter hours.)

*Courses 281, 282 and 283 are offered at the SPRED Center.

BUSINESS EDUCATION

110 Gregg Shorthand Theory I. Gregg Shorthand which includes theory, vocabulary development, and skill building.

112 Gregg Shorthand Theory II. A continuation of Gregg Shorthand Theory. (Prerequisite: Business Education 110)

114 Intermediate Shorthand, Gregg. A continuation of vocabulary development and skill building, a complete review of theory, and an introduction to the techniques and the production of mailable letters. (Prerequisite: Business Education 112)

118 Advanced Shorthand, Gregg. A continuation of Gregg Shorthand. Rapid dictation, skill building, timed transcription, a review of vocabulary, and a review of English mechanics. (Prerequisite: Business Education 114)

119 Advanced Transcription Techniques. Competency in rapid dictation and transcription to qualify the student for high-level positions in the secretarial field. Includes dictation, transcription, further development of skill, a review of vocabulary, and a review of English mechanics. (Prerequisite: Business Education 118)

130 Typing I. (Typewriter Fee: $7.50) Technique development, skill building, and the application of basic skills to personal and business situations. (3 quarter hours)

134 Typing II. (Typewriter Fee: $7.50) Intensive skill building, technique improvement, and the application of those skills in business letters, tabulation problems, manuscripts, and various business records. (Prerequisite: Business Education 130) (3 quarter hours)

136 Typing III. (Typewriter Fee: $7.50) Continued skill development and the application of this skill to business problems. (Prerequisite: Business Education 134) (3 quarter hours)

138 Advanced Typewriting. (Typewriter Fee: $7.50) Typewriting techniques, knowledge and skills for high-level production. Stresses advanced typewriting problems encountered in office situations. (Prerequisite: Business Education 136) (3 quarter hours)

142 Production Typing. (Typewriter Fee: $7.50) Top-quality production work. Techniques improvement and skill development. (Prerequisite: Business Education 138) (3 quarter hours)

144 Office Machines. (Laboratory Fee: $7.50) Development of proficiency in the use of basic adding and calculating machines and duplicating equipment. Development of competency skills necessary for filing. (3 quarter hours)

150 Secretarial Procedures. (Laboratory Fee: $7.50) A comprehensive treatment of secretarial duties performed in modern business offices. Emphasis on frequently performed tasks. (Prerequisites: Business Education 118 and 138)
Advanced Dietitian. Development of the ability to take dictation at 140 words per minute and above. Production of both quality and quantity in business communications. (Prerequisites: Business Education 119 and 142)

Legal Shorthand. Rapid dictation, skill building, timed transcription; review of legal vocabulary and professional terminology, and English mechanics. Minimum dictation for entrance is 100 words per minute with a high rate of accuracy. Medical dictation and transcription covering both general and special practices. Orientation to medical terminology and secretarial procedures. Minimum dictation rate for entrance is 100 words per minute.

Legal Secretarial Procedures. Secretarial duties performed in modern law offices. Emphasis on frequently performed tasks. (Prerequisite: Business Education 221)

Consumer Education. Evaluating alternatives in the marketplace, understanding rights, and responsibilities as a consumer in society, and fulfilling one's role as a participant in a free enterprise system. (Prerequisite: Economics 103)


Methods, Materials, and Evaluation in Teaching Shorthand. Methods in teaching high school shorthand and transcription. Evaluation of instructional materials, use of audio-visual aids, teaching procedures, testing and grading practices. (Prerequisite: 12 quarter hours of shorthand or concurrent enrollment in the final shorthand course to equal 12 quarter hours.)

Methods, Materials, and Evaluation in Teaching Typewriting. Objectives and methods in the teaching of typewriting. Evaluation of instructional materials, use of visual aids, teaching procedures, testing and grading practices and problems.

Methods, Materials, and Evaluation in Teaching Bookkeeping. Methods of teaching bookkeeping in secondary schools. Evaluation of the instructional materials, use of audio-visual aids, teaching procedures, testing and grading practices. (Prerequisite: 12 quarter hours of accounting or concurrent enrollment in the final accounting course to equal 12 quarter hours.)


Business Education Student Teaching and Seminar. Five school days each week of supervised teaching for a full academic quarter in a cooperating school. (Prerequisite: Permission of Program Counselor) Open only to DePaul students. (12 quarter hours)

Independent Study. (Prerequisite: Permission of advisor) (1 to 2 quarter hours)

HEALTH EDUCATION

Personal and Community Health. Health problems of college students—mental hygiene, nutrition, fitness, drugs, sexuality, ecology, and consumer education.

First Aid. The subjects covered under the basic and advanced (Red Cross) certification in first aid. (2 quarter hours)

School Health Programs. Discussion of health services, school environments and curriculum planning. Clinical experience will be provided.


Physiology of Exercise. Effects of muscular activity on the systems of the body. Nature of neuro-muscular activity, circulatory and respiratory adjustments during exercise, metabolic and environmental aspects of exercise fatigue and training

Practicum in Methods and Instructional Materials in Health Education in the Secondary School. Objectives, instructional methods and materials, organization and administration of health education programs in secondary school. Laboratory experiences. (Prerequisites: Education 207, 209, 337, 380 and PHE 360)

Environmental Health. Environmental pollution is discussed as a world wide problem. It will be viewed from the world population crisis and the problems associated with technological advancements. Discussion will also go beyond the physical problems to the more complex biological diversion.
365 Drug Education. Discussion will be centered on a thorough understanding of what drugs are, how they affect human functioning and the present role of society in their availability and control.

366 Clinical Experiences in Health Education. Observation and participation experiences in a community Health agency. Discussion will focus on structure and evaluation of various agencies.

370 Human Diseases—Epidemiology. Discussion will center on common communicable and non-communicable human diseases. The study of the distribution and dynamics of disease will be included. A section studying common childhood diseases will also be included.

373 Practicum in Methods and Instruction Materials in Health Education in the Elementary School. Objectives, instructional methods and materials, organization and administration of health education programs in elementary schools. Laboratory experiences. (Prerequisites: Education 207, 209, 337, 380 and PHE 360.)

378 Elementary Student Teaching in Health Education and Seminar. Five school days a week in supervised teaching in a cooperating elementary school for half an academic quarter. Feedback and discussion of problems encountered in student teaching. (Prerequisite: Permission of program counselor) Open only to DePaul students. (6 quarter hours)

379 Secondary Student Teaching in Health Education and Seminar. Five school days a week in supervised teaching in a cooperating secondary school for half an academic quarter. Feedback and discussion of problems encountered in student teaching. (Prerequisite: Permission of program counselor) Open only to DePaul students. (6 quarter hours)
PHYSICAL EDUCATION

054 Skiiing. Instruction for beginners and intermediate skiers; fundamental movements, and skiing safety. (2 quarter hours)

055 Tennis. Instruction and practice on basic patterns of movement for forehand, backhand and service skills. Knowledge of rules, etiquette, playing instructions and class competition.

057 Badminton-Volleyball. Analysis, instruction and practice skills, group drills, styles of offensive and defensive play, and strategy. (2 quarter hours)

058 Beginning Judo. The essential holds and falls of the beginning wrestler. (2 quarter hours)

059 Archery. (Beginners) Instruction and practice in care and use of missile weapons bow and arrows. (2 quarter hours)

060 Body Dynamics. Instruction and practice in the dynamics of body movement creating an awareness of the potential of the human body. (2 quarter hours)

063 Karate. Instruction and practice of different forms, striking and kicking moves, and participation in a class tournament. (2 quarter hours) Limited enrollment.

111 Basic Rhythms. Development of movement and rhythm skills basic to all forms of dance at the elementary school level. Rhythm skills include time structure of movement, use of musical symbols of beats, accents, rhythmic patterns, movement patterns and analysis of dance steps. (2 quarter hours)

121 Swimming. (Beginners) Beginner and intermediate swimming skills; elementary springboard diving and surface diving. (2 quarter hours)

122 Life Saving. Life saving and conditioning for swimming. Practice skills of American Red Cross Life Saving. (Prerequisite: Physical Education 121 or swimming competency and instructor's approval) (2 quarter hours)

151 Introduction to Gymnastics. Basic tumbling, stunts, apparatus, exercises, and marching skills. Emphasis on programming for the elementary school level, including mini-teaching presentations. (2 quarter hours)

181 Football—Flag Football. Offered alternate years. Fundamental skills, group drills, strategy, styles of offensive and defensive team play. (2 quarter hours)

192 Volleyball. Offered alternate years. Fundamental skills, drills, strategy, team play, rules interpretation, officiating, and student teaching. (2 quarter hours)

183 Soccer-Speedball. Offered alternate years. Fundamental skills, group drills, strategy, styles of offensive and defensive team play. (2 quarter hours)

185 Baseball-Softball. Offered alternate years. Fundamental skills, group skills, styles of offensive and defensive play and team strategy. (2 quarter hours)

186 Track and Field. Offered alternate years. Track and field skills, rules, warm-up drills, management of track and field meets. (2 quarter hours)

187 Basketball. Offered alternate years. Fundamental skills, group drills, styles of offensive and defensive team play and strategy. (2 quarter hours)

206 Personal and Community Health. Personal health problems of college students—mental hygiene, nutrition, fitness, drugs, sexuality, ecology, and consumer education.

211 Ballet-Modern Dance. Fundamentals, techniques, terms and teaching principles of both art forms. Student is introduced to basic style and basic choreography. (Prerequisite: Physical Education 111) (2 quarter hours)

212 Tap-Modern Jazz. Fundamentals, techniques, terms and teaching principles of both art forms. Student is introduced to basic styles and basic choreography. (Prerequisite: Physical Education 111) (2 quarter hours)

213 Folk-Social Dance. Fundamentals, techniques, terms and teaching principles of both art forms. Student is introduced to basic style and basic choreography. (Prerequisite: Physical Education 111) (2 quarter hours)

233 Aquatic Instructors. Teaching swimming, diving, life-saving, waterfront safety and advanced skills of swimming. (2 quarter hours) (Prerequisite: Physical Education 121 or 122 or life guard certification and instructor's approval)

253 Gymnastics. Basic and intermediate skills required in Olympic gymnastics with instruction on "spotting," scoring and teaching techniques. (Prerequisite: Physical Education 151) (2 quarter hours)

263 Gymnastic Techniques. Continuation of Physical Education 253 with primary emphasis on teaching methods and field experiences. (Prerequisite: Physical Education 253) (2 quarter hours)

276 Tennis. Instruction and practice on basic patterns of movement of tennis skills. Knowledge of rules, etiquette, playing instructions and teaching methods for application of skills stressed. (2 quarter hours)
277 Golf. Basic patterns of movement for a controlled golf swing with woods, irons, chipping, pitching and putting skills. Golf course rules and playing instructions. Teaching methods for application of skills stressed. (2 quarter hours)

302 First Aid. Instruction, demonstration and practice in first aid principles adapted to needs of students and teachers. Red Cross Standard Certificate awarded for successful completion of course. (2 quarter hours)

303 Athletic Injuries. Principles and techniques of prevention, recognition, treatment, care including adhesive strapping and wrapping and rehabilitation of common athletic injuries. Attention given to role of coach—trainer for emergency field procedures.

304 School Health Programs. Discussion of health services, school environments and curriculum planning. Clinical experience will be provided.


317 Methods: Physical Education in the Elementary School. The teaching-learning process deals with movement education in elementary school physical education programs. Experiences include program planning materials, unit—daily lesson planning, observation—participation and supervised direct small group teaching.

341 History, Organization and Administration of Physical Education. History of physical education with emphasis upon the philosophical tradition. Consideration of problems in the organization and administration of physical education programs.

345 Intramural and Interscholastic Sports. Organization and administration of intramural programs in the elementary school, high school, and college with special stress on the procedures for organizing various types of tournaments.

351 Kinesiology. Movements of the human body. Application is made to teaching of fundamental and specialized motor skills. Development and maintenance of the human structure through intelligent selection of activities and efficient use. (Prerequisite: Anatomy and Physiology)

352 Physiology of Exercise. Effects of muscular activity on the systems of the body. Nature of neuro-muscular activity, circulatory and respiratory adjustments during exercise, metabolic and environmental aspects of exercise, fatigue and training fitness. (Prerequisite: Anatomy and Physiology)

360 Educational Psychology and Measurement of Learning. Statistical analysis, measures of central tendency and variability as well as correlation; standard tests of strength, motor fitness, cardio-vascular efficiency, anthropometry, body mechanics, and specific sports skills.

371 Practicum in Methods and Instruction Materials in Physical Education in the Elementary School. Objectives, instructional methods and materials, organization and administration of physical education programs in elementary schools. Laboratory experiences. (Prerequisites: Education 207, 209, 337, 380 and PHE 360.)


374 Adapted Physical Education. Diversified program of development activities, games, sports and rhythms suited to the interests, capacities, and limitations of students with disabilities who may not be able to participate in the general physical education program. (Prerequisites: Anatomy and Physiology or consent of instructor) (2 quarter hours)

378 Elementary Student Teaching in Physical Education and Seminar. Five school days a week in supervised teaching in a cooperating elementary school for half an academic quarter. Feedback and discussion of problems encountered in student teaching as well as new materials and techniques of student teaching. (Prerequisite: Permission of program counselor) Open only to DePaul students. (6 quarter hours)

379 Secondary Student Teaching in Physical Education and Seminar. Five school days a week in supervised teaching in a cooperating secondary school for half an academic quarter. Feedback and discussion of problems encountered in student teaching as well as new materials and techniques of student teaching. (Prerequisite: Permission of program counselor) Open only to DePaul students. (6 quarter hours)

390 Philosophy and Psychology of Coaching. (course being developed)
391 Theory and Techniques of Coaching. (course being developed)
392 Advanced Athletic Training Techniques. (course being developed)
393 Practicum: 200 Lab hours under certified athletic trainer.
395 Clinical Observation and Practice in Corrective Therapy. Lectures and practical
clinical experience in corrective therapy as integrated into the Physical Medicine
and Rehabilitation Service of Veterans Administration Hospital, Hines, Illinois.
(Prerequisite: Senior or Graduate Standing) (6 or 10 quarter hours) (Tuition
fee for special students: $50.00)
399 Independent Study or Pre-Student Teaching Experience. (Pre-requisite: Per-
mission of program counselor) (1 or 2 quarter hours)

EARLY CHILD CARE AND DEVELOPMENT

270 Practicum I in Early Child Care and Development. Supervised experience and
participation in the St. Vincent DePaul Center, Park West Nursery, Lincoln Park
Co-op, St. Clement School kindergarten, and Resurrection Nursery. One month
with infant and toddlers requisite. Approximately 15 hours a week including
Practicum and Playroom Seminars, Monday through Friday. Practicum Seminar
discusses methods and dealing with problems in working at a preschool setting.
(Prerequisite: Permission of Program Director) Open only to DePaul students.
(5 quarter hours)
271 Practicum II in Early Child Care and Development. Continuation of ECC
270. (Prerequisites: ECC 270 and Permission of Program Director) Open only to
DePaul students. (5 quarter hours)
272 Practicum III in Early Child Care and Development. Continuation of ECC
270 and 271. (Prerequisites: ECC 270, 271 and Permission of Program Director)
Open only to DePaul students. (5 quarter hours)
274 Practicum of Early Child Care and Development. Survey course
of early childhood history, philosophy and programs. It includes principles and
practices of early child care and development. It requires observation studies
on children. (4 quarter hours)
290 Child Growth and Development I. Human growth and development of the child
from pregnancy through school-age. The patterns of growth include the physical,
social and emotional development with emphasis on cognitive thinking. Theories
include Piaget, Erikson, Bowlby, Melanie Klein, Freud, Montessori and other
theorists regarding the young child. (3 quarter hours)
291 Adolescent and Adult Growth and Development. Theories of development
throughout adolescence including current issues of problems and growth crises in
attaining maturation. The course also includes adult and aging life span consi-
derations. (4 quarter hours)
292 Child and Family in the Urban Environment. The effects of the economic
and societal influences of the urban environment upon the developing child and
the family. Ethnicity in the urban environment is included. Child management
programs for the family are reviewed. (4 quarter hours)
293 Programming for Creative Play and Activities I. Devising and implementing
plans and activities for young children through the curriculum of early childhood
programs. The importance of play with the preschool child is considered. (2
quarter hours)
294 Programming for Creative Play and Activities II. Continuation of ECC 293.
(Prerequisite: ECC 293) with treatment of physical and movement activities for
the preschool child. (2 quarter hours)
295 Art and Music for Early Childhood I. Theory, methods and materials of art
and music programs for young children. (2 quarter hours)
296 Art and Music for Early Childhood II. Continuation of ECC 295. (Prerequisite:
ECC 295) (2 quarter hours)
297 Speech and Language Development of the Young Child. Development of
young children's speech and language including techniques and materials for
use in assessing and assisting this development. (4 quarter hours)
298 Health and Nutrition of the Young Child. Physical and nutritional needs of
young children and how to provide for them in early childhood care programs. First
aid applied to young child with the review of early childhood physical diseases
included. (4 quarter hours)
FACULTY

Division of Teacher Education—Program Directors:
  Art Education—Sally Chappell, Ph.D.
  Business Education—Patrick Sheahan, Ed.D.
  Elementary Education—John R. Staver, Ed.D.
  Health Education—Kenneth Sarubbi, D.P.E.
  Music Education—Joseph Casey, Ph.D.
  Physical Education—Kenneth Sarubbi, D.P.E.
  Secondary Education—Peter Pereira, A.M.T.

Division of Curriculum and Educational Leadership—Program Directors:
  Curriculum/Program Development—Alfred L. Papillon, Ph.D.
  Educational Leadership—Joan Lakebrink Rebeck, Ph.D.

Division of Human Services—Program Directors:
  Human Services and Counseling—Edward Ignas, Ed.D.
  Reading and Learning Disabilities—Judith A. Gunnison, Ph.D.

Division of Educational Foundations—Program Director:
  Andrew T. Kopan, Ph.D.
  Professors: Andrew T. Kopan, Ph.D.; Alfred Papillon, Ph.D.

  John J. Lane, Ph.D.; Suzanne Major, Ph.D.; Raymond Nakamura, D.H.E.;
  Jean Norberg, M.S.Ed.; Kenneth F. Sarubbi, D.P.E.; Hans S.
  Schieser, Ph.D.; James Seri, M.S.; Patrick Sheahan, Ed.D.; Cecile
  Small, Ed.Spec.; John Taccarino, Ph.D.; Rafaela Weffer, Ph.D.

  Assistant Professors: Frances J. Beck, A.M.; John C. Bohan, M.Ed.; Judith
  Joan Lakebrink Rebeck, Ph.D.; Gloria Soluya, M.S.; John R. Staver,
  Ed.D.

Instructors: Patricia Burt, M.S.; Sister Frances Ryan, A.C.S.W.

Adjunct Professor: Gilbert S. Derr, Ed.D.

Lecturers: William Edgell, M.B.A.; Richard Ewania, M.B.A.; Gerard Heing,
  Ph.D.; Michael Litt, M.A.; Edna Littlewood, M.A.; Florence Lynch,
  M.E.; Willard G. Rudiger, M.A.

Professors Emeritus: Urban Fleege, Ph.D.; Irma T. Halftrer, Ph.D.; Rita
SCHOOL OF MUSIC

Frederick Miller, D.M.A., Dean

Wesley M. Vos, Ph.D., Associate Dean

Richard Kennell, Mus.M.,
Coordinator of Admissions & Extension Services

Programs
Courses
Faculty
THE SCHOOL OF MUSIC

The purpose of the School of Music is to develop each student's potential to its highest level. Recognizing that students have unique combinations of abilities, needs, and goals, the School of Music provides a series of structured and independent learning situations which will fulfill both common and individual objectives.

As a division of the University concerned with professional preparation, emphasis is placed on specific career requirements in music. A variety of courses chosen from DePaul College and the College of Liberal Arts and Sciences generates the liberalizing influence of a university experience. The integral place of music in a liberal education is affirmed by participation of music faculty in courses for non-music majors.

Located at Fullerton Avenue and Halsted Street on the Lincoln Park Campus, the School of Music and its student body are deeply involved in the cultural life of Chicago. Orchestra Hall, the Art Institute of Chicago, and the Lyric Opera are less than 15 minutes away by rapid-transit. DePaul's location in an active cultural center enables the School of Music to draw its faculty from professionals in the Chicago musical scene, including thirteen members of the Chicago Symphony Orchestra. Qualified students may perform with the Civic Orchestra and the Lyric Opera chorus. Many other performing and teaching opportunities are also available in the metropolitan area.

Students commuting to the School of Music have convenient access via the CTA's Howard Street-Englewood elevated train, the Ravenswood elevated, Lake Shore Drive, and the Edens and Kennedy Expressways. On-campus dormitory accommodations are available for resident students.
FACILITIES

The School of Music is housed in new facilities on DePaul’s Lincoln Park campus. The Fine Arts Building is a three-story facility built in 1968 and contains teaching studios, ensemble rehearsal rooms, classrooms, faculty offices and a 140-seat lecture-recital hall which provides a forum for master classes, faculty and student recitals, and guest artist appearances. New modular practice facilities are located in the adjacent McGaw Building.

The Concert Hall has a seating capacity of 500 and contains a three-manual 45 rank pipe organ. The Concert Hall is the performance home of the DePaul Symphony Orchestra, the Wind Ensemble, Concert Band, and University Chorus as well as many Lincoln Park cultural events.

ADMISSION

Admission as a degree-seeking student in the School of Music is contingent upon a superior high school record and successful completion of a performance audition. As a rule, entering freshmen are expected to audition before June 15th for admission the following September. Transfer students should complete their entrance audition at least six weeks prior to enrollment. Transfer students are required to validate credits earned in musicianship studies (theory, music history and literature, aural skills, and keyboard) through a placement examination prior to initial registration.

All students are encouraged to audition as early as possible to allow sufficient time for housing, scholarship, and financial aid applications. For audition requirements and a list of scheduled audition dates, contact the Coordinator of Admissions, DePaul University School of Music, 804 West Belden Avenue, Chicago, IL 60614, or call (312) 321-7760.

175
FINANCIAL AID

Students may apply for financial assistance based on family need through the Office of Financial Aid, DePaul University, 25 East Jackson, Chicago, IL 60604. Incoming freshmen may also compete for several privately funded music scholarships in the annual Music Scholarship Contest. Since the number and amount of these music awards vary each year, contact the School of Music for further information.

DEGREE PROGRAMS

Degree programs are offered leading to a Bachelor of Music with majors in performance, composition, music therapy, and music education. A Bachelor of Arts program is offered in cooperation with the College of Liberal Arts and Sciences. (See page 106 of this Bulletin.) Degree programs are also offered leading to a Master of Music with majors in performance, composition, and music education.

CURRICULUM

All degree-seeking students enter the School of Music as non-declared majors. A broad range of musical experience is required at the freshman and sophomore level as a basis for later growth in a chosen area of specialization. Students are also encouraged to explore various music specializations during their first two years of study. Through consultation with faculty, performance activities, and direct observation of professional situations, a better focus is gained on career requirements in various music professions.

The undergraduate music curriculum has four basic components: General Education, Musicianship, Free Electives, and Music Specialization (major).

1) General Education Music students fulfill general education requirements in DePaul College, which is the administrative unit for general education. (See page 24-25 of this Bulletin.)

2) Musicianship Musicianship includes those core experiences and competencies necessary for all music majors. This component is emphasized at the freshman and sophomore level, and consists of:

   - Applied Music (six quarters) 24 qu. hrs.
   - Musicianship Studies (six quarters) 36 qu. hrs.
     A two-year integrated sequence in music history and literature, theory and its creative use, aural training, and group piano.
   - Large Ensemble (six quarters) 6 qu. hrs.
   - Conducting (two quarters) 4 qu. hrs.
   - Music Electives 12 qu. hrs.

3) Free Electives These music or non-music courses are chosen in consultation with a faculty advisor.

4) Specialization (major) Students are normally admitted to a specialization (major) during the sophomore year. This admission is based on petition. Specialization requirements are largely at the junior and senior level, and consist of a minimum of forty-five quarter hours. Outlines of a sample four-year program and of the various specializations are as follows:
## SAMPLE FOUR-YEAR PROGRAM

### FRESHMAN YEAR

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<thead>
<tr>
<th>Autumn</th>
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### SOPHOMORE YEAR

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<tbody>
<tr>
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<tr>
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### JUNIOR YEAR

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### SENIOR YEAR

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### PERFORMANCE SPECIALIZATION (MAJOR)

- Applied Music (beyond the initial six quarters) | 24
- Large Ensemble (beyond the initial six quarters) | 6
- Small Ensemble (six quarters) | 6
- Music Electives | 9
- **Total** | 45

### COMPOSITION SPECIALIZATION (MAJOR)

- Composition (six quarters) | 21
- Counterpoint (two quarters) | 8
- Orchestration | 4
- Analytical Techniques | 4
- Analytical Studies | 4
- Electronic Music | 4
- **Total** | 45
**MUSIC THERAPY SPECIALIZATION (MAJOR)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Practicum</td>
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<tr>
<td>Introduction to Music Therapy</td>
<td>3</td>
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<tr>
<td>Recreational Music</td>
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<tr>
<td>Influence of Music on Behavior</td>
<td>2</td>
</tr>
<tr>
<td>Music Movement in Therapy</td>
<td>2</td>
</tr>
<tr>
<td>Psychology of Music (three quarters)</td>
<td>6</td>
</tr>
<tr>
<td>Music in Therapy (two quarters)</td>
<td>6</td>
</tr>
<tr>
<td>Orff Workshop</td>
<td>2</td>
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<tr>
<td>Class Guitar</td>
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<tr>
<td>Percussion Class</td>
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<td>Psychology (including Abnormal Psychology)</td>
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<td>Anatomy or Physiology</td>
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</tbody>
</table>

*Note: Courses chosen to fulfill DePaul College requirements must include one additional Psychology course and two courses in Social Science or Sociology. A six-month internship in an approved setting, under the supervision of a Registered Music Therapist (RMT), follows completion of all academic requirements and formal graduation. At the conclusion of a successful internship, application for registration is made to the National Association for Music Therapy.*

**MUSIC EDUCATION SPECIALIZATION (MAJOR)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary Vocal-General Methods &amp; Lab</td>
<td>2</td>
</tr>
<tr>
<td>Elementary Instrumental Methods &amp; Lab</td>
<td>2</td>
</tr>
<tr>
<td>Junior High Vocal Methods &amp; Lab</td>
<td>2</td>
</tr>
<tr>
<td>Junior High Instrumental Methods &amp; Lab</td>
<td>2</td>
</tr>
<tr>
<td>Secondary Vocal Methods &amp; Lab</td>
<td>2</td>
</tr>
<tr>
<td>Secondary Instrumental Methods &amp; Lab</td>
<td>2</td>
</tr>
<tr>
<td>Brass, Woodwind, String, and Percussion Class</td>
<td>4</td>
</tr>
<tr>
<td>(one quarter each)</td>
<td></td>
</tr>
<tr>
<td>Voice Class (not required for those taking applied voice lessons)</td>
<td>2</td>
</tr>
<tr>
<td><strong>Instrumental Emphasis only:</strong> Brass, Woodwind, String and Percussion Class (a second quarter of each)</td>
<td>4</td>
</tr>
<tr>
<td><strong>Vocal Emphasis only:</strong> Orff Workshop, Guitar Class (one quarter each)</td>
<td></td>
</tr>
<tr>
<td>Professional Education (including student teaching)</td>
<td>30</td>
</tr>
<tr>
<td>Physical Education</td>
<td>5</td>
</tr>
<tr>
<td>English (to include one course in composition and one course in literature)</td>
<td>16</td>
</tr>
<tr>
<td>Speech, Visual Arts, Mathematics, and United States History or American National Government (one course each)</td>
<td>16</td>
</tr>
</tbody>
</table>

*Note: Specialization in music education fulfills the State of Illinois mandated requirements for teacher certification as a Music Specialist K-12. Some of the courses listed above may be chosen to simultaneously fulfill DePaul College requirements and those of the specialization, thereby reducing the total of credit in the specialization to as few as 73 quarter hours.*
COURSES OFFERED

APPLIED MUSIC—APM


APM 121, 122, 123 Class Guitar. 2 hrs. each. Techniques of functional guitar.

APM 196 Class Voice. 2 hrs. A developmental approach to singing; class instruction in groups of 12-15 students.

APM 242 Accompanying Class. 2 hrs. Role of pianist as accompanist.

APM 243 Chamber Music Workshop. 2 hrs. Intensive coaching for combinations of winds, strings, with and without piano; material covered includes sonatas, trios, quartets, and piano duets.

APM 332, 333 Piano Pedagogy, I, II. 2 hrs. each. History and mechanism of the piano; pedagogy involving tone, technique, pedal, style and ornamentation; critical evaluation of editions and various teaching materials.

APM 336 Voice Pedagogy. 3 hrs. Study and analysis of fundamentals of vocal training, evidenced in various teaching approaches—scientific, mechanistic, empirical.

APM 350, 351, 352 Interpretation of Vocal Literature. 2 hrs. each. Study and demonstration of performance practices (16th-century to present), language orientation in Italian, French, German and English; stress on performance demonstrated by students.

APM 353, 354 Techniques of the Music Stage. 2 hrs. each. Study, coaching, and rehearsal of music drama and opera.
CHURCH MUSIC—CHM

CHM 300 Music In Worship I. 4 hrs. Development of performance skills, survey of music literature, principles of planning music in celebration. Prerequisites: Junior standing, 24 hrs. APM 140, 36 hrs. Musicianship Studies.

CHM 301 Music In Worship II. 4 hrs. Continuation of CHM 300.

CHM 302 Music In Worship III. 4 hrs. Continuation of CHM 301.

MUSCIANSHIP—MUS

Musicianship Studies: The two-year program in Musicianship Studies provides both a common theoretical and historical background for all students and a foundation for specialized courses in the student's field of concentration. The history of Western music provides the chronology and framework for an integrated and comparative approach to the study of theoretical materials and their creative use, the acquisition of music reading, writing, ear and keyboard skills, and the development of analytical facility, stylistic awareness and repertory experience.

Freshman Year:


MUS 120 Musicianship II. 4 hrs. (Winter) Continuation and conclusion of Renaissance studies; Baroque studies, part I. (Prerequisite: MUS 110)

MUS 130 Musicianship III. 4 hrs. (Spring) Continuation of Baroque studies. (Prerequisite: MUS 120)

MUS 111-121-131 Aural Training I, II, III. 1 hr. each. A three-quarter sequence of sight-singing and dictation. Each quarter is a prerequisite for the next.

Sophomore Year:

MUS 210 Musicianship IV. 4 hrs. (Autumn) Classic period. (Prerequisite: MUS 130)

MUS 220 Musicianship V. 4 hrs. (Winter) Romantic period. (Prerequisite: MUS 210)

MUS 230 Musicianship VI. 4 hrs. (Spring) Twentieth-century studies. (Prerequisite: MUS 220)

MUS 211-221-231 Aural Training IV, V, VI. 1 hr. each. A three-quarter sequence of sight-singing and dictation. Each quarter is a prerequisite for the next.

MUS 113, 123, 135, 213, 223, 233. Group Piano I, II, III, IV, V, VI. 1 hr. each. A two-year (six-quarter) sequence of two one-hour classes per week using electronic piano labs. Curriculum is organized on the basis of six levels of functional keyboard competence, coordinated with the two-year Musicianship Studies experience described above. Emphasis is on sight-reading, harmonization, theory, score-reading, accompanying and ensemble playing. Each quarter is a prerequisite for the next. Note: Students with extensive previous keyboard experience may complete the competence requirements in fewer than six quarters.

MUS 300 Conducting I. 2 hrs. An introduction to conducting; rudiments of baton technique, instrumentation and score reading.

MUS 301 Conducting II. 2 hrs. A continuation of Conducting I; concentration on style and expression; consideration of rehearsal techniques; choral conducting practices; podium experience. (Prerequisite: MUS 300)

MUS 314 Essentials of Jazz I. 2 hrs. Basic and advanced chord constructions in written and keyboard applications.

MUS 315 Essentials of Jazz II. 2 hrs. Harmonizing melodies by the use of advanced harmonies and techniques of modern chord substitutions. Developing the ability to play "by ear."

MUS 316 Essentials of Jazz III. 2 hrs. Improvisation with particular emphasis on the "blues" arranging and accompanying techniques; a survey of recent trends in popular music.

MUS 324-325-326 Essentials of Jazz IV, V, VI. 2 hrs. each. Advanced techniques with emphasis on performance at the keyboard. (Prerequisite: MUS 314-315-316)
MUS 364  Electronic Music Studio. 4 hrs. Continuation of COM 306. Special emphasis on individual electronic studio projects. (Prerequisite: COM 306)

MUS 380  Piano Literature. 2 hrs. A history of piano literature from the baroque through the 20th-century; emphasis on the development of musical style with particular reference to significant compositions, performances and recordings.

MUS 381  History of Opera. 2 hrs. A history of opera from the early 17th-century through the 20th-century; emphasis on the development of musical style with particular reference to significant operas, musical examples, and recordings.

MUS 382  History of the Symphony. 2 hrs. A history of symphonic literature from the early 18th-century through the 20th-century; emphasis on the development of musical style with particular reference to significant compositions, musical examples, and recordings.

MUS 378  Medieval Music. 2 hrs.
MUS 379  Renaissance Music. 2 hrs.
MUS 383  Baroque Music. 2 hrs.
MUS 384  Classic Music. 2 hrs.
MUS 385  Romantic Music. 2 hrs.
A history of the development of musical style during the respective period, with special emphasis on significant compositions, musical examples, and recordings.

MUS 386  Music Since World War II. 2 hrs.
Recent stylistic and procedural trends in Western music are examined through discussion and analysis of selected works in a variety of media, including electronic music, written or realized since World War II. (Prerequisite: MUS 230)
MUSIC ENSEMBLE — MEN

MEN 101 Concert Band. 1 hr. Study and rehearsal of basic and new band repertoire in preparation for concerts presented regularly each year.

MEN 121 University Chorus. 1 hr. Rehearsals and performances of larger works of the choral repertoire.

MEN 131 Orchestra. 1 hr. Study and rehearsal of basic and new orchestra repertoire.

MEN 205 Guitar Ensemble. 1 hr. The classic guitar as an ensemble instrument; rehearsal and performance experience in special arrangements of music from all periods.

MEN 213 Trombone Choir. 1 hr. Study and rehearsal of trombone choir repertoire from all periods.

MEN 221 Wind Ensemble. 1 hr. A select organization; rehearsal and performance of literature for ensembles of eight to forty players, with special emphasis on original literature for winds, from all historic periods.

MEN 231 Chamber Choir. 1 hr. A choral ensemble of selected voices.

MEN 232 Brass Quintet. 1 hr. Survey and performance of brass quintet literature from the baroque period to the present.

MEN 241 Chamber Music. 1 hr. A practical application of performance techniques for advanced instrumentalists; repertoire adapted to the instrumentation of the class, according to the ability of the class members; public performance.

MEN 251 Saxophone Quartet. 1 hr. Study and rehearsal of saxophone quartet literature.

MEN 271 Woodwind Ensemble. 1 hr. Study and rehearsal of woodwind ensemble literature.

MEN 261 Percussion Ensemble. 1 hr. Ensemble playing of percussion literature; arrangements including music for percussion instruments and piano, celeste, brass, and woodwinds; workshop for original percussion arrangements.

MEN 291 Jazz Ensemble. 1 hr. Current performance styles for large ensemble; new arrangements and compositions are emphasized; performances are presented both on and off campus.

MEN 291 Contemporary Ensemble. 1 hr. Rehearsal and performance of a broad spectrum of contemporary music. Activities include improvisation, exploration of new vocal and instrumental techniques and new music notation.
COMPOSITION — COM

COM 300 Orchestration. 4 hrs. Ranges, sonorities and characteristics of woodwind, brass, percussion and string instruments; orchestral studies of representative works from various periods; original transcriptions for ensembles, including in-class performances.

COM 301 16th-Century Counterpoint. 4 hrs. Advanced species counterpoint; melodic, formal and "harmonic" practices in Renaissance polyphony; free composition up to four or more parts of mass movements, motets, madrigals, keyboard or consort music in the style; analysis and in-class performances of Renaissance music and original student compositions.

COM 302 18th-Century Counterpoint. 4 hrs. Contrapuntal techniques of Bach and Handel; analysis, composition and in-class performances of inventions, fugues up to four parts or more, and instrumental ensemble or choral polyphony.

COM 303 20th-Century Counterpoint. 4 hrs. Exploration and creative use of new contrapuntal techniques; analysis of selected compositions from the 20th-century, including works of Ives, Schönberg, Webern, Bartok, Hindemith and others as well as music of very recent times.

COM 304 Analytical Techniques. 4 hrs. Investigation of various analytical approaches to music syntax, structure, style and texture (including timbral and vocal or instrumental configurations) as exhibited in representative compositions from many historical periods.

COM 305 Analytical Studies. 4 hrs. Use of various analytical techniques for detailed studies of selected compositions from several periods of music. (Prerequisite: COM 304)

COM 306 Introduction to Electronic Music. 4 hrs. Survey of electronic compositions and selected techniques employed in their sonic realization; introduction to the tools and equipment of electronic music.

COM 307 Composition I. 3 hrs. Exploration of basic compositional techniques; course activities include analytical assignments as well as creative projects.

COM 308 Composition II. 3 hrs. Continuation of COM 307, with greater emphasis on 20th-century techniques.

COM 309 Composition III. 3 hrs. Continuation of COM 308. (Prerequisite: COM 308)

COM 310 Composition IV. 4 hrs. Advanced composition and analysis of new trends in representative compositions; development of plans for and initial work on individual senior composition project. (Prerequisite: COM 309)

COM 311 Composition V. 4 hrs. Continuation of COM 310. Continued work on senior project. (Prerequisite: COM 310)

COM 312 Composition VI. 4 hrs. Completion of senior project. (Prerequisite: COM 311)
MUSIC EDUCATION—MED

MED 300 Elementary Instrumental Methods & Lab. 2 hrs.
MED 301 Junior High Instrumental Methods & Lab. 2 hrs.
MED 302 Secondary Instrumental Methods & Lab. 2 hrs.
MED 303 Elementary Vocal-General Methods & Lab. 2 hrs.
MED 304 Junior High Vocal Methods & Lab. 2 hrs.
MED 305 Secondary Vocal Methods & Lab. 2 hrs.

The study, discussion, demonstration, and presentation of philosophies of music education; organization, administration, and curriculum; evaluation of teaching and learning; instructional and source materials; approaches, methods and techniques; includes observation and teaching in educational settings. The laboratory and class component emphasizes students' development of such teaching abilities and skills as planning, delivering, evaluating, and analyzing lessons based upon teaching approaches, methods, techniques, and materials.

MED 101 Brass I. 1 hr.
MED 103 Woodwinds I. 1 hr.
MED 105 Strings I. 1 hr.
MED 107 Percussion I. 1 hr.

This group of classes concentrates on two areas: 1) fundamentals of instrumental performance—embouchure, technical skill, tone, bowing, intonation, articulation, breathing, style, musicianship; and 2) pedagogy and related information—selected solo and ensemble study and performance literature; knowledge of instrument history, care, and construction; basic goals and teaching techniques for class and individual lessons; diagnosis and solutions for typical developmental problems; investigation of source literature, materials, and recordings. Instruments studied are: Brass I—primarily trumpet; Woodwind I—flute and clarinet; Strings I—violin and viola; Percussion I—snare drum and related percussion.

MED 102 Brass II. 1 hr.
MED 104 Woodwinds II. 1 hr.
MED 106 Strings II. 1 hr.
MED 108 Percussion II. 1 hr.

A continuation of Level I classes. Instruments studied are: Brass II—primarily trombone and French horn; Woodwind II—double reeds; Strings II—cello and bass; Percussion II—mallet instruments.

MED 386 Orff Workshop (Level I). 3 hrs. Introduction to Orff-Schulwerk through the process of integrating rhythm and movement, speech and song, rhythm instruments, Orff instruments, and soprano recorder for creative music-making with children in pre-school, elementary grades, and those with special needs; emphasis on materials in major and minor pentatonic scales.

MED 390 Orff Workshop (Level II). 3 hrs. Continuation of all aspects of the Schulwerk process; emphasis on a variety of materials, vocal, instrumental, and improvisational techniques for children in the middle and upper elementary grades; introduction of alto recorder; experience with dorian, aeolian, phrygian modes, major and minor tonalities.

MED 391 Orff Workshop (Level III). 3 hrs. Advanced course leading to certificate in Orff-Schulwerk; additional exploration of Schulwerk materials found in volumes 3-5 and techniques of contemporary music; further development of skills in arranging rhythmic, speech, movement, and melodic materials for a variety of educational settings; recorder ensemble, lesson planning, and teaching opportunities.

MED 392 Student Teaching. 12 hrs. A variety of supervised and directed experiences in the teaching of music in elementary and secondary schools. The teaching in schools is supplemented with conferences, evaluations, and seminars.

MUSIC THERAPY—MTH

MTH 100 Practicum. 3 hrs. One hundred clock hours volunteer experience in approved setting (psychiatric hospital, general hospital, institution for mentally retarded or emotionally disturbed children or adolescents, geriatric facility, special education classroom, etc.). The 100 hours may be completed in one quarter or extended over several quarters. (Prerequisite: MTH 343.)

MTH 210 Recreational Music. 2 hrs. Techniques for using voice, autoharp, guitar, recorders, and other classroom instruments in recreational and therapeutic settings; also includes development of group leadership skills.

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MTH 343 Introduction to Music Therapy. 3 hrs. Survey of current Music Therapy practice in the fields of mental retardation; adult, adolescent, and child psychiatry; special education; physical disabilities; and geriatrics. Included are ten clock hours of volunteer experience in approved clinical settings.

MTH 344 Psychology of Music I. 2 hrs. Introduction to research and statistics; survey of history and literature of Psychology of Music, including that related to Music Therapy. (Prerequisite: MTH 343)

MTH 345 Psychology of Music II. 2 hrs. Reading and laboratory experiences in the psycho-physics of music: 1) the physiological organism, 2) the physical stimulus, 3) and the response by the organism to the stimulus. (Prerequisite: MTH 344)

MTH 346 Psychology of Music III. 2 hrs. Individual and research projects in Music Therapy utilizing psycho-physical principles. (Prerequisite: MTH 345)

MTH 347 Influence of Music on Behavior. 2 hrs. The history of music as treatment for various physical and emotional conditions, from the early Greek application of music for moral development to the emergence of Music Therapy as a behavioral science in the 1950's. Various components of music and musical experiences will be isolated and their effects studied as preparation for using music therapeutically to influence behavior. Includes introduction to Music Therapy and Behavior Modification and a survey of physiological responses to musical stimuli. (Prerequisites: MTH 343 and General Psychology)

MTH 348 Music in Therapy I. 3 hrs. Working applications of Music Therapy for children and adolescents; includes the areas of mental retardation, behavior disorders, physical disabilities, and special education. (Prerequisites: MTH 343 and General Psychology)

MTH 349 Music in Therapy II. 3 hrs. Working applications of Music Therapy for adults; includes the areas of psychiatry, mental retardation, physical disabilities, and geriatrics. (Prerequisites: MTH 343, MTH 348, Abnormal Psychology—May be taken concurrently)

MTH 350 Music-Movement Therapy. 2 hrs. Introduction to Dance Therapy, the therapeutic applications of Dalcroze Eurythmics, and other related music-movement modalities.

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MUSIC FACULTY 1980-81
ADMINISTRATION & FACULTY

Frederick Miller, D.M.A. ...........................................Dean
Wesley Vos, Ph.D. ...........................................Associate Dean
Richard Kennell, Mus.M. ...........................................Coordinator of Admissions & Extension Services

* * * * * * *

Victor Altay ...................................................Violin
Ralph Ambrose, A.M. ...........................................Associate Professor Emeritus
Mary Arnsdorf, Ed.D. ...........................................Class Piano
Gilda Barston, Mus.M. ...........................................Cello
Ross Beacraft, Mus.B. ...........................................Coordinator of Brass Program, Trumpet
Warren Benfield ..............................................String Bass
Patricia Berkenstock, Mus.M. ...........................................Class Piano
Robert Black .....................................................Saxophone
Leon Borkowski ...................................................Guitar
Jerome Butera, Mus.M. ...........................................Organ
Thomas A. Brown, Ph.D. ...........................................Professor, Musicianship
Joseph Casey, Ph.D. ...........................................Associate Professor, Chairman of Music Education
Bobby Christian .....................................................Percussion
Donald DeRoche ..............................................Wind Ensemble
Rene Dosogne, Mus.M., A.A.G.O., Ch.M. ...........................................Coordinator of Church Music
and Organ Programs, Associate Professor, Organ, Humanities
Diane Dressler, Ed.D. ...........................................Associate Professor, Humanities
Chris Due .........................................................Suzuki Violin
Gladys Elliott, Mus.M. ...........................................Oboe
Willard S. Elliott, Mus.M. ...........................................Bassoon
Thomas Fabish, L.L.D. ...........................................Associate Professor Emeritus
Martha Farahat .....................................................Preparatory Division, Flute
David Fedderly .....................................................Tuba
Brian Ferguson .....................................................String Bass
George Flynn, Ph.D. ...........................................Associate Professor, Chairman of Musicianship
Studies and Composition
Annemarie Gerts, Mus.B. ...........................................Associate Professor Emeritus
Victoria Graef-Grenier, Mus.M. ...........................................Coordinator of Woodwind Program, Flute
Michael Green .....................................................Coordinator of Percussion Program, Percussion
Eugene Gratovich, D.M.A. ...........................................Coordinator of String Program, Associate Professor, Violin

Hobart Grimes ...................................................Saxophone
Viola Haas, Mus.M. ...........................................Associate Professor Emeritus
B. Lynn Hebert, D.M.A. ...........................................Assistant Professor, Musicianship
Darleen Hilliard, Mus.M. ...........................................Musicianship, Composition
Thomas Hilliard, Mus.B. ...........................................Jazz Ensembles
Patricia Hoover, D.M.A. ...........................................Music Therapy
Ronald Hounsell, Mus.M. ...........................................Humanities
Marjorie G. Kenny, Mus.M. ...........................................Associate Professor Emeritus
Thaddeus Kozuch, Mus.M. ...........................................Associate Professor Emeritus
Julian Leviton, Mus.M. ...........................................Piano
Francis E. Little, D.M. ...........................................Professor, Chairman of Performance Studies
Melody Lord, Mus.M. ...........................................Piano
Marianela McCammon, Mus.B. ...........................................Music Education
Mark McDunn .....................................................Associate Professor, Trombone, Trumpet
Ethel Merker, Mus.M. ...........................................French Horn
Frank Miller .....................................................Cello
Frederick Miller, D.M.A. ....................................Professor, Musicanship
David Moll, Mus.M. ..............................................Violin
Elise Niwa ...........................................................Piano
Pamela Overstreet, Mus.B. ....................................Violin
Dimitri Paperno ..................................................Associate Professor, Piano
Albert Payson, Mus.M. ........................................Percussion
Donald Peck ......................................................Flute
Herman Pedtko, Mus.M., A.A.G.O. .........................Associate Professor Emeritus
Anne Perillo, Mus.M. ..........................................Voice
Richard Pick, B.Mus. ..........................................Guitar
Marilyn Pohlhammer, Mus.M. ...............................Music Education
Jacobeth Postl ..................................................Orff-Schulwerk
Milton Preves, B.Mus. ..........................................Viola
Walter Rodby ....................................................Music Education
Wayland Rogers, Mus.M. .....................................Voice
Mary Sauer, Mus.M. .............................................Piano
Clara Siegel, B.Mus. ...........................................Chamber Music, Piano
Jayne Ganet Sigel ................................................Mus. Therapy
Carol Lee Smith, Mus.M. ......................................Clarinet
Leon Stein, Ph.D. ................................................Professor Emeritus, Dean Emeritus
Joseph Summerhill ............................................Trumpet
Alan Swain, Mus.M. ..........................................Musicanship
Ray Tate ............................................................Guitar
Meng-Kong Tham ................................................Musical Director & Conductor,
DePaul University Symphony Orchestra
Robert Tootelian ................................................Woodwinds
Lynne Turner ......................................................Harp
Wesley Vos, Ph.D. ...............................................Associate Professor, Humanities
Kurt Westerberg, Mus.M. .....................................Musicanship
Raymond Wilding-White, D.M.A. .........................Professor, Musicanship, Composition
Norma Williams, Mus.M. ..................................Coordinator of Voice Program,
Associate Professor, Voice
Philip Winsor, Mus.M. ....................................Associate Professor, Musicanship, Composition
Lilian Yaross, Mus.M. ..........................................Orff-Schulwerk
John Bruce Yeh, Mus.B. .....................................Clarinet
Pearl Zukovsky ....................................................Piano
GOODMAN 
SCHOOL OF DRAMA

John Ransford Watts, Ph.D., Dean
Joseph Guastafitto, M.A.,
Administrative Assistant to the Dean and Admissions Coordinator

Programs
Curriculum
Faculty
GOODMAN SCHOOL OF DRAMA

The Goodman School of Drama offers professional training in the various areas of theatre art and craft together with the opportunity for a general education so that the student may practice his art with an awareness of the cultural and social currents of our time. Programs of study are offered in the areas of:

- Acting
- Directing
- Scene Design
- Costume Design
- Lighting Design
- Technical Direction
- Theatre Technician
- Costume Construction

The specific objectives of the Programs of Study are:
1. to prepare the student for creative participation in any form of theatre demanding talents developed to a high level of competence;
2. to provide the student with the esthetic background requisite to an understanding of his art;
3. to develop specific skills and disciplines necessary for competence in the student's area of specialization.

PRODUCTION AND PERFORMANCE

Throughout the more than fifty years of its existence, the basic concept of the School has been intensive classroom instruction integrated with extensive production experience. All students have continuing opportunities for practical theatre experience in a series of production programs including the renowned Goodman Children's Theatre, the Studio Theatre (offered through subscription to a public audience) and numerous workshop showings of both experimental plays and standard classics.

FACILITIES

The Goodman School of Drama is on DePaul's Lincoln Park Campus minutes from Chicago's Loop within easy access by elevated trains and buses. It occupies quarters alongside DePaul's distinguished School of Music, making possible a coordinated effort of the two schools to provide a truly professional training center for the performing arts.

Goodman offices are in the Fine Arts Building. Classes are held in several of the buildings on the Lincoln Park East Campus. Performances of the Studio are divided between spaces within the University and off-loop theatres, and the Children's Theatre remains at the Goodman Theatre at the Art Institute of Chicago.

The Goodman School of Drama at DePaul is located in the center of Chicago's burgeoning young theatre movement. Such exciting theatre organizations as St. Nicholas (homebase of playwright David Mamet), The Body Politic, Victory Gardens, the Organic Theatre, Travel Light, and Apollo surround the School and make possible contact with innovative working theatres, a resource unparalleled between the two Coasts. In addition, the rapidly growing film and television industry in Chicago offers further training possibilities.

Metropolitan Chicago, with its internationally famous Symphony and Opera, its art museums, its libraries, its resident professional theatres, and its touring theatre productions from Broadway, provides continuous opportunities for cultural growth and enrichment.
FACULTY

Members of the 1980-81 faculty are both professionally and academically qualified, thus assuring continuance of the School’s original concept of the dual importance of theory and practice and providing a superior quality of instruction.

The faculty is regularly supplemented by qualified part-time instructors as well as visiting teachers and directors. Former visitors include Vinette Carroll, Artistic Director of the Urban Arts Corps Theatre in New York and and director of such Broadway productions as Don’t Bother Me, I Can’t Cope and Your Arm’s Too Short To Box with God; Ray Allen, well-known actress and director at Joseph Papp’s Public Theatre; Alan Schneider, Broadway director of Waiting for Godot and Who’s Afraid of Virginia Woolf and recently appointed head of the Juilliard School of Drama. Visiting Guest Artists, working closely with students in productions, have been James Earl Jones, Zoe Caldwell, Lilian Gish, Morris Carnovsky, Alvin Epstein and Len Cariou. Recent student lectures have been given by Marcel Marceau, Eli Wallach, Lois Nettleton, Kathleen Nesbitt and Burr Tillstrom.
CERTIFICATES AND DEGREES

Certificate

A certificate will be awarded to a student who satisfactorily completes a full-time three-year program of professional courses in any of the areas of specialization described above, with the exception of Directing. These programs are devoted exclusively to professional training and may be pursued without fulfilling the requirements in general education leading to the degree of Bachelor of Fine Arts.

Degree of Bachelor of Fine Arts

The Degree of Bachelor of Fine Arts will be conferred upon a candidate who satisfactorily completes a full-time three-year program of professional courses, plus fulfillment of the courses in General Education required by DePaul University (see page 11 of this catalogue). The requirement in quarter hours for the undergraduate degree is 36 hours of general education plus 110 to 118 hours of professional courses, the exact requirement depending upon the area of specialization. Certain courses in humanities, science and mathematics listed in general education also satisfy requirements in the professional programs. Students with a strong background in one (or several) areas of study may earn credit for as much as one-half of the DePaul College courses through a special credit-by-examination program. A booklet describing this procedure is available on request. The university also participates in the advanced placement program of CEEB. Requirements may also be fulfilled through transfer credit.

Students anticipating graduate study should consult the Graduate School Bulletin of DePaul University and the Bulletin of the Goodman School of Drama at DePaul University.

An Adult Education evening program will offer a variety of courses (without academic credit) designed to develop practical skills in theatre techniques. A brochure will be available.

ADMISSION

Students are admitted to the professional programs of the Goodman School of Drama only for the beginning of the fall quarter in September. Except in unusual circumstances only full-time matriculated students, carrying a minimum of twelve quarter hours of credit, are accepted. Enrollment in each area of concentration is limited. Auditions and interviews for acting and directing students and interviews and submission of portfolios for design and technical students are required.

Students may begin general education courses in any quarter on full-time or part-time schedules.

Inquiries regarding admission and requests for detailed information about the curriculum, tuition and fees, financial aid, housing, university regulations, and other pertinent information should be addressed to, Office of Admissions, Goodman School of Drama, DePaul University, 25 East Jackson Blvd., Chicago, Illinois 60604.

NOTE: Descriptions of courses offered this year follow the program outline in each area of specialization. All courses must be taken in sequence by quarters (e.g. 121, 122, 123).
**PROGRAM IN ACTING**

A three-year sequence of courses in which exacting work in the craft of acting—voice, speech, physical training, scene study—is integrated with courses in textual study, dramatic literature and the development of performance skills.

**A Typical Program:**

<table>
<thead>
<tr>
<th>First Year</th>
<th>Second Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Body Dynamics I 107,8,9</td>
<td>Physical Training II 201,2,3</td>
</tr>
<tr>
<td>Physical Training I 101,2,3</td>
<td>Stage Combat 217,8,9</td>
</tr>
<tr>
<td>Circus Tech 324,5,6</td>
<td>Voice &amp; Speech II 211,2,3</td>
</tr>
<tr>
<td>Voice &amp; Speech I 111,2,3</td>
<td>Acting II (Scene Study) 221,2,3</td>
</tr>
<tr>
<td>Acting I 121,2,3</td>
<td>Hist/Drama Lit. II 204,5,6</td>
</tr>
<tr>
<td>Hist/Drama Lit. I 104,5,6</td>
<td>Rehears. &amp; Performance I 227,8,9</td>
</tr>
<tr>
<td>Make-up I</td>
<td>Body Dynamics II 207,8,9</td>
</tr>
<tr>
<td>Intro. to Performance 127,8,9</td>
<td>Make-up 210</td>
</tr>
<tr>
<td>Stage Management 130</td>
<td>Reading &amp; Listening Lab. 124,5,6</td>
</tr>
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<td>59</td>
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<tr>
<td>Physical Training III 301,2,3</td>
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<tr>
<td>Voice &amp; Speech III 311,2,3</td>
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<tr>
<td>Acting III 321,2,3</td>
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<tr>
<td>Rehears. &amp; Performance II 327,8,9</td>
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<tr>
<td>Body Dynamics III 307,8,9</td>
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</tr>
<tr>
<td>Audition 314,5,6</td>
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<tr>
<td>Electives</td>
<td>6</td>
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<td>48</td>
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</tbody>
</table>

**COURSES**

101, 102, 103 **Physical Training I.** Body physics (tension release, body alignment, kinetic awareness); Basic Dance I (modern dance techniques); and Ethnic Dance Form (emphasizing nonverbal group relationships.) (2 hrs. each quarter.)

104, 105, 106 **History of Theatre and Dramatic Literature I.** Ancient Greece through the 17th century. Survey of literary, historic, and physical characteristics of theatrical expression; the realities of the physical theatres and their effects on staging practices; stylistic and structural features of dramatic literature in representative plays. (4 hrs. each quarter.)

107, 108, 109 **Body Dynamics I.** Introduction to concepts and practice of exercises to develop energy and relaxation schemes in the human body that support concentration, movement, voice, and related aspects of the actor's creative process. (1 hr. each quarter.)

110 **Stage Make-up/Basic.** Basic principles and specific techniques. Corrective make-up, old age make-up, and fat/thin effects. Emphasis on development of individual skills. (1 hr.) (Make-up kit fee.)

111, 112, 113 **Voice & Speech I.** Fundamentals of voice production, using the Lessac methods to correct posture and breathing habits and focus the voice into resonating and amplifying areas of the body; the fundamentals of speech, using a kinesthetic approach. (3 hrs. each quarter.)

121, 122, 123 **Acting I.** Individual and group exercises to develop basic skills; learning to communicate textual and subtextual meanings in dialogue; application of these techniques to scenes from contemporary plays. (4 hrs. each quarter.)

124, 125, 126 **Reading & Listening Laboratory.** Students listen to recordings of well-known actors performing plays, stories, and poems, then record themselves reading from the same repertoire and evaluate themselves for progress in voice, speech and interpretation skill. (1 hr. each quarter.)

127, 128, 129 **Introduction to Performance.** First step in a graduated approach to performance and production. Under the guidance of a director, first year students of acting and directing rehearse and crew a variety of plays. (4 hrs. each quarter.)

130 **Stage Management.** How to function as the stage manager in various types of theatre, including practical experience as stage manager or assistant stage manager. (1 hr.)

201, 202, 203 **Physical Training II.** Improvisational movement; Basic Dance II (ballet); Movement for Musical Theatre. (2 hrs. each quarter.)

204, 205, 206 **History of Theatre & Dramatic Literature II.** 18th, 19th, and 20th centuries, continuing as in 104, 105, 106. (4 hrs. each quarter.)
207, 208, 209  **Body Dynamics II.** Continuation of 107, 108, 109, more advanced. (1 hr.) (Prerequisite: 107, 108, 109.)

210  **Stage Make-up/Character.** Planning and designing make-up for specific characters. Three-dimensional make-up, special problems, children’s theatre and fantasy make-up. (1 hr.) (Prerequisite: 110 or permission of instructor.)

211, 212, 213  **Voice & Speech II.** Continued basic skill development with emphasis on study of standard British, Cockney, Irish and American Southern dialects, and dramatic analysis and interpretive construction of long speeches. (3 hrs. each quarter.) (Prerequisite: 111, 112, 113.)

217, 218, 219  **Physical Training/Stage Combat.** Techniques and illusions in hand to hand stage violence. Emphasis on safety and control. (1 hr. each quarter.) (Prerequisite: 101, 102, 103.)

220  **Stage Make-up/Stage, Opera, Film, Television.** Emphasis on principles and methods of make-up design, group make-up, budgeting, purchasing, and supervision. (1 hr.) (Prerequisite: 210 or instructor’s permission.) (Lab fee.)

221, 222, 223  **Acting II.** Scene study. (3 hrs. each quarter.) (Prerequisite: 121, 122, 123.)

224, 225, 226  **Reading & Listening Laboratory II.** See 124, 125, 126. (1 hr. each quarter.)

227, 228, 229  **Rehearsal & Performance I.** Rehearsal and performance of plays in the Workshop, Studio Theatre, or Children’s Theatre. (4 hrs. each quarter.) (Prerequisite: 127, 128, 129.)

301, 302, 303  **Physical Training III.** Period movement and history of costume. (2 hrs. each quarter) (Prerequisite: 201, 202, 203.)

304, 305, 306  **Physical Training/Crotowski Exercises.** Intensive physical exercises combining spontaneity and discipline, designed to overcome personal resistances and obstacles which hinder the actor in his creative work. (1 hr. each quarter.) (Permission of instructor required.)

307, 308, 309  **Body Dynamics III.** See 107, 108, 109. (1 hr. each quarter.) (Prerequisite: 207, 208, 209.)

311, 312, 313  **Voice & Speech III.** Continued skill development with advanced practice in unifying thought, breath, and speech action, introduction to text exploration and image support. (3 hrs. each quarter.) (Prerequisite: 211, 212, 213.)

314, 315, 316  **Audition.** Selecting and preparing material for various kinds of auditions. Lectures from working producers and actors on job hunting, making contracts, and union membership. (1 hr. each quarter.)

317, 318, 319  **Comedy.** An exploration of the sources of comedy and the ways and means of communicating them to an audience. Scenes from various types of comedy are presented for analysis and criticism. (3 hrs. each quarter.) (Prerequisite: 221, 222, 223.)

321, 322, 323  **Acting III.** Intensive work on scenes from Shakespeare, integrated with classes in dance, movement, and speech. The third quarter (323) contains a detailed review of each actor’s work, including exercises created to help him develop strengths and minimize weaknesses. (3 hrs. each quarter.) (Prerequisite: 221, 222, 223.)

324, 325, 326  **Physical Training/Circus Techniques.** Basic acrobatics and gymnastics, mime and pantomime, to build strength, flexibility and body control. (1 hr. each quarter.)

327, 328, 329  **Rehearsal and Performance II.** See 227, 228, 229. (4 hrs. each quarter.) (Prerequisite: 227, 228, 229.)
PROGRAM IN DESIGN

The three-year sequences of courses are planned to prepare students to enter the professions of scene, costume or lighting design. (Students may arrange programs which include extensive theory and practice in all three.)

In advanced seminars the students prepare portfolios for professional employment.

A Typical Program: Costume Design

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<thead>
<tr>
<th>First Year</th>
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<tbody>
<tr>
<td>Drawing 106,206,207</td>
<td>History/Dramatic Lit. II 204,5,6</td>
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<tr>
<td>History/Dramatic Lit. I 104,5,6</td>
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<tr>
<td>Make-Up 110</td>
<td>Survey: Art, Architecture,</td>
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<td>Fashion, Furniture 263,4,5</td>
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<tr>
<td>Principles Of Design 141,2,3</td>
<td>Costume Construction II 260,1,2</td>
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<tr>
<td>Costume Construction I 160,1,2</td>
<td>Costume Design I 266,7,8</td>
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<tr>
<td>Design Production Practice &amp; Conferences I 170,1,2</td>
<td>Rendering Techniques I 243,4,5</td>
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<td>Design Production Practice &amp; Conferences II 270,1,2</td>
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Third Year

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<th>Course</th>
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<td>Costume Design III 366,7,8</td>
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<tr>
<td>Rendering Techniques II 343,4,5</td>
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<tr>
<td>Design Production Practice &amp; Conferences III 370,1,2</td>
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<tr>
<td>Elective</td>
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COURSES

141, 142, 143 Principles of Design. Introduction to professional scene, costume, and lighting design. In successive quarters students will learn skills enabling them to fulfill these requirements: design a play from script interpretation through final sketch and model; design costumes for a period production, including costume plot, color chart, and fabric samples; design lights for a production, resulting in a light plot and focusing. (3 hrs. each quarter.)

160, 161, 162 Costume Construction I. Introduction to draping and drafting of patterns for basic garments, various problems of lay-out and cutting, and specialized sewing techniques for costumes. (3 hrs. each quarter.) (Prerequisite: Knowledge of sewing skills.)

170, 171, 172 Design Production Practice and Conferences I. Practical work on production-planning, designing, constructing, painting, and running crews. (4 hrs. each quarter.)

243, 244, 245, 343, 344, 345 Rendering Techniques I and II. A practical laboratory in the graphics of set and costume designs. Theoretical problems as well as assignments growing out of the production program, sketches, renderings, draftings, and models are produced under supervision. Students at all levels work together in the same studio on projects suitable to their major interests and skills. (3 hrs. each quarter.)

263, 264, 265 Survey: Art, Architecture, Fashion and Furniture. Lectures in art history, the decorative arts, and architecture from ancient Egypt to the present day. Written and drawn assignments in design research. (3 hrs. each quarter.) (Prerequisite: 104, 105, 106.)

266, 267, 268 Costume Design I. Basic design techniques are incorporated into a comprehensive approach to costume design. Projects test the designer's understanding of design focus, concept interpretation, characterization and rendering skill and examine various theatrical styles. (3 hrs. each quarter.) (Prerequisites: 104, 105, 106; 141, 142, 143; Art 207)

270, 271, 272 Design Production Practice and Conferences II. See 170, 171, 172. (4 hrs. each quarter.) (Prerequisite: 170, 171, 172.)

366, 367, 368 Costume Design II. Advanced lecture and project course. Continued exploration of theatrical styles, including ballet and opera or music theatre. Attention will be paid to fabric selection, budget, and developing a portfolio of professional calibre. (3 hrs. each quarter.) (Prerequisite: 266, 267, 268, 204, 205, 206.)

370, 371, 372 Design Production Practice and Conferences III. See 170, 171, 172. (6 hrs. each quarter.) (Prerequisite: 270, 271, 272.) (Hours differ for Scene and Lighting. Check program listing.)

(See Acting and DePaul listings for descriptions of other required courses.)
A Typical Program: Lighting Design

<table>
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<th>First Year</th>
<th>Second Year</th>
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<tr>
<td>Drawing 106,206,207</td>
<td>History/Dramatic Lit. II 204,5,6</td>
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<tr>
<td>History/Dramatic Lit. 104,5,6</td>
<td>Lighting Design 286,7,8</td>
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<tr>
<td>Construction &amp; Rigging 180,1,2</td>
<td>Principles Of Design 141,2,3</td>
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<tr>
<td>Lighting Lab. 183,4,5</td>
<td>Light, Color, Photography 223</td>
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<tr>
<td>Developmental English</td>
<td>Technical Drawing 150,1,2</td>
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<td>General Psychology 105</td>
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<td>Conferences II 270,1,2</td>
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</table>

Third Year

Survey: Art, Architecture, Fashion, Furniture 263,4,5 9
Lighting Design Seminar 386,7,8 9
Theatre Management 236,7,8 3
Behavioral & Social Science elective 4
Music; Sound, Form, Function 130 4
Historical Concepts & Methods 140 4
Design Production Practice & Conferences III 370,1,2 12

45

COURSES

183, 184, 185 Lighting Laboratory. Introduction to theatrical lighting processes, basic theory of light and sound, history of stage lighting, mechanics, functions, and control of lighting instruments in different control systems; color theory, color in lighting, color psychology, development of lighting plots and basic control systems. (2 hrs. each quarter.)

286, 287, 288 Lighting Design. Basic techniques; concept and interpretation for both graphic and verbal presentation/discussion with laboratory; lighting plots for use in different types of theatrical productions including shop orders and budget requirements with laboratory; lighting plots designed for various styles of productions, design of special lighting effects with laboratory. (3 hrs. each quarter.) (Prerequisite: 104, 105, 106; 141, 142, 143; 183, 184, 185.)

386, 387, 388 Lighting Design Seminar. Advanced projects in lighting design with emphasis on problems in historical periods, critiques of lighting for productions in Chicago area theatres; projects emphasizing projected scenery and effects; projects in lighting design for musicals, ballet, and operas, design of a lighting system for a theatre with a repertory season. (3 hrs. each quarter.) (Prerequisite: 286, 287, 288.)

(See Acting, Costume and Scene Design, Technical, and DePaul listings for descriptions of other required courses.)

A Typical Program: Scene Design

<table>
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<tr>
<td>Drawing 106,206,207</td>
<td>History/Dramatic Lit. II 204,5,6</td>
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<tr>
<td>History/Dramatic Lit. I 104,5,6</td>
<td>Scene Painting 250,1,2</td>
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<tr>
<td>Technical Drawing 150,1,2</td>
<td>Survey: Art, Architecture,</td>
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<tr>
<td>Principles Of Design 141,2,3</td>
<td>Fashion, Furniture 263,4,5</td>
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<tr>
<td>Construction &amp; Rigging 180,1,2</td>
<td>Scene Design I 240,1,2</td>
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<tr>
<td>Design Production Practice &amp;</td>
<td>Rendering Techniques I 243,4,5</td>
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<tr>
<td>Conferences I 170,1,2</td>
<td>Design Production Practice &amp;</td>
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Third Year

Scene Design II 340,1,2 9
Rendering Techniques II 343,4,5 9
Design Production Practice & Conferences II 370,1,2 18
Elective 9

45

196
COURSES

150, 151, 152 Technical Drawing. Basic mechanical drawing techniques, drawing-board geometry, and orthographic projection and their application to scenic-graphic working-drawings, organization of drawings into documentation of a complete design. Advanced problems in development, intersection, projection, and mechanical perspective. (3 hrs. each quarter)

240, 241, 242 Scene Design I. Basic techniques incorporated into a comprehensive approach to scene design. The analysis of scripts in visual terms, visual research methods, style in the theatre, and the development of a design concept. Projects in contrasting styles of stage designs. (3 hrs. each quarter)

250, 251, 252 Scene Painting. Discussion of the formulation and handling of scene paints and dyes, brushes and tools, and techniques. A practical laboratory in problems of the realistic representation of a variety of textures and materials at scenic scale, leading to fully developed illusionistic and pictorial stage scenery. (3 hrs. each quarter)

340, 341, 342 Scene Design II. Assignments in the conceptual analysis and fulfillment of projects covering a wide variety of genres including designs for the classical and modern drama, opera, and the ballet. The development of a portfolio of professional calibre. (3 hrs. each quarter) (Prerequisite: 240, 241, 242) (See Acting, Costume Design and Construction, Technical and DePaul listings for descriptions of other required courses.)
PROGRAM IN TECHNICAL DIRECTION

A three-year sequence of courses offering theoretical and practical training in the technical and technological aspects of dramatic art and practice. Practical production work is of paramount importance.

First Year

<table>
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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>Theatrical Properties 186,7,8</td>
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<tr>
<td>Const. &amp; Rigging 180,1,2</td>
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</tr>
<tr>
<td>Lighting Lab 183,4,5</td>
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</tr>
<tr>
<td>Stage Management 130</td>
<td>1</td>
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<tr>
<td>Technical Drawing 150,1,2</td>
<td>9</td>
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<tr>
<td>English 100</td>
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<tr>
<td>Math 101,130,131</td>
<td>12</td>
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<tr>
<td>Production Practice I 190,1,2</td>
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Second Year

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<th>Course</th>
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<tbody>
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<td>Scenery Const. II 257,8,9</td>
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<tr>
<td>Hist/Drama Lit. I 104,5,6</td>
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<tr>
<td>Technical Direction I 280,281</td>
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<tr>
<td>Production Practice II 290,1,2</td>
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<td>Physics 150,1,2</td>
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<tr>
<td>Electronics 110</td>
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Third Year

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<td>Hist/Drama Lit. II 204,5,6</td>
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<td>Technical Direction II 380,381</td>
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<td>Theatre Management 236,7,8</td>
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<tr>
<td>Light, Color, Photo PHY 223</td>
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<tr>
<td>Des. for Stage/Tech Dir. 350,1,2</td>
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<tr>
<td>Production Practice III 390,1,2</td>
<td>15</td>
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</table>

COURSES

180, 181, 182  Construction and Rigging. Lecture, demonstration and practical work in building, rigging and handling stage scenery. Special attention given to use of tools, materials, and stage hardware. Laboratory shop. (2 hrs. each quarter.)

186, 187, 188  Theatrical Properties. Construction, repair, refinishing, and recovering of hand properties and furniture. (1 hr. each quarter.) (Prerequisite: 180, 181, 182.)

190, 191, 192  Technical Production Practice & Conferences I. Practical work on productions in construction, rigging, and crewing sets; rigging and crewing lighting and sound; sound tape design, and stage management. (4 hrs. each quarter.) (Prerequisite: 180, 181, 182.)

257, 258, 259  Scenery Construction II. Construction of special units and set pieces, cost analysis; welding and use of metals in construction; use of plastics. (2 hrs. each quarter.) (Prerequisite: 180, 181, 182; 150, 151, 152.)

280, 281  Technical Direction I. History of stage scenery and machines, study of physical requirements for backstage areas, and technical requirements for scene design; study of planning, budgeting, supervising technical phases of a production, implementing lighting plots, special effects equipment. (3 hrs. each quarter.) (Prerequisite: 180, 181, 182; 183, 184, 185; 150, 151, 152; Math 101.)
290, 291, 292  Technical Production Practice and Conferences II. See 190, 191, 192.
(4 hrs. each quarter.)

380, 381  Technical Direction II. Study of technical director's responsibilities in all kinds of theatre organization and productions, advanced project in production touring; research and planning physical facilities for theatre, layout plans for all shops, design and plan electrical hookups for lighting control system. (3 hrs. each quarter.) (Prerequisite: 280, 281; Electronics 110.)

390, 391, 392  Technical Production Practice and Conferences III.  See 190, 191, 192. (5 hrs. each quarter.)
(See Design, Acting, Lighting, and DePaul listings for descriptions of other required courses.)

PROGRAM FOR COSTUME CONSTRUCTION AND THEATRE TECHNICIAN

These three-year programs are planned for students whose interests are primarily on the practical aspects of these areas. The curriculums are structured for those who want to make costumes and scenery rather than design them.

A Typical Program: Costume Construction

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<thead>
<tr>
<th>First Year</th>
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<th>Second Year</th>
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<tr>
<td>Costume Construction I 160,1,2</td>
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<td>Costumes Construction II 260,1,2</td>
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<tr>
<td>Drawing 106,206,207</td>
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<td>History/Dramatic Lit. I 204,5,6</td>
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<td>Materials &amp; Processes II 216,7,8,</td>
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<td>Make-Up I 110</td>
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<td>Design Production Practice &amp; Conferences II 270,1,2</td>
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<td>Design Production Practice &amp; Conference I 170,1,2</td>
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<tr>
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<td>Design Production Practice &amp; Conferences III 370,1,2</td>
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A Typical Program: Theatre Technician

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<tr>
<td>Construction and Rigging 180,1,2</td>
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<td>Electronics 110</td>
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<td>Technical Drawing 150,1,2</td>
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<td>Computer Science 149</td>
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<td>Hist/Drama Lit. I 104,5,6</td>
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<td>Production Practice II 290,1,2</td>
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<td>English 100</td>
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<tr>
<td>Technical Shop Seminar 383,4,5</td>
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<td>Theatre Management 236,7,8</td>
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<td>Light, Color, Photo PHY 223</td>
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<td>Production Practice III 390,1,2</td>
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</table>

COSTUME CONSTRUCTION COURSES

173, 174, 175  Materials and Processes I. Textiles. The study of fibres, weaves, and finishes of fabrics, techniques of dyeing and painting, and craft skills with millinery, hand needlework, weaving, and macrame. Lectures by guest professionals in specific areas. (2 hrs. each quarter.)
273, 274, 275 Materials and Processes II. Metals, Woods, and Plastics. The study of the uses of resins, glues, plastics, metals, techniques of welding and soldering, armor construction, mask making, etc. Lectures by guest professionals in specific areas. (2 hrs. each quarter.)

360, 361, 362 Costume Construction Seminar. An advanced seminar in costume construction research and techniques. Problems in three dimensional costumes, patterning with real historical garments, techniques of fine dress-making and tailoring. (3 hrs. each quarter.) (Prerequisite: 260, 261, 262 or consent of instructor.)

370, 371, 372 Design Production Practice and Conferences III. Full-time cutting for Studio or Children's Theatre. (9 hrs. each quarter).

(See Acting, Costume and Scene Design, and DePaul listings for descriptions of other required courses.)

399 Directed Study (Prerequisite: Permission of the Dean) Directed Study credit may be earned in the following areas: Acting; Directing; Playwriting; Voice and Speech; Movement; Scene Design; Costume Design; Lighting Design; Technical Direction; Theatre Management; Dramatic Literature; Criticism; & Theatre History.

THEATRE TECHNICIAN COURSES

282 Technical Production I. The use and maintenance of audio visual equipment in theatre production. (1 hr.)

299 Technical Production II. (1 hr.)

383, 384, 385 Technical Shop Seminar. Study of methods of planning maintenance of equipment and tools; equipment, tool and hardware repair; maintenance of equipment for hanging, rigging, and moving production elements. (2 hrs. each quarter) (Prerequisite: 257, 258, 259)

(See Acting, Design, Lighting, Technical Direction, and DePaul listings for descriptions of other required courses.)

ADMINISTRATION & FACULTY

John Ransford Watts, Ph.D. ........................................ Dew Hunter
Joseph Guastaferro, M.A. ......................................... Coordinator of Admissions
Randall Larsen, B.A. ................................................ Publicity Coordinator

* * * * *

Nels Anderson, M.F.A. .......................................... Instructor, Stage Properties
Carol Delk, B.F.A. .................................................... Physical Training
Lorenzo Gentile, B.F.A. ............................................. Assistant Professor, Shop, Technical Production
Joseph Guastaferro, M.A. ......................................... Acting and Directing
Virgil Johnson, M.A. ................................................ Assistant Professor, Costume Design
Jack Jones, M.A. ...................................................... Associate Professor, Voice and Speech, Directing
Bella Itkin, Ph.D. ...................................................... Professor, Acting, Directing

Artistic Director, Children's Theatre

James Maronek, M.F.A. ............................................. Associate Professor, Scene Design
Janet Messmer, M.A. ................................................ Instructor, Costume Construction
G. E. Naselius, B.F.A. .............................................. Associate Professor, Lighting Design
John O'Malley, Ph.D. ................................................ Assistant Professor, Dramal Literature
Joseph Slowik, M.F.A. .............................................. Professor, Acting Directing
Steve Smith, B.F.A. .................................................. Circus
Estelle Spector ......................................................... Assistant Professor, Physical Training, Directing
Frank Wukitsch, M.F.A. ............................................. Stage Management
GENERAL ACADEMIC INFORMATION AND REGULATIONS

Program Sequences and Requirements
Classification
Full-Time Student
Registration Regulations
Class Attendance
Withdrawal from Course
Course Examinations
Evaluation of Achievement
College Credit
Quality Points
Grade Point Average
Grade Reports
Dean's List
Probation/Dismissal
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Graduation Requirements
Graduation with Honors
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Access to Records
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Regulations and General Information

UNIVERSITY REGULATIONS

This bulletin does not constitute a contract between the student and the University. Every effort has been made to provide students with complete, accurate and firm information. However, the University reserves the right to change programs, courses and requirements, and to modify, amend or revoke any rules, regulations or financial schedules. The student will fulfill the graduation requirements listed in the college bulletin in effect at the time of acceptance as a degree seeking student. A former student re-admitted will fulfill the requirements in the bulletin in effect at the time of re-admission.

PROGRAM SEQUENCE AND REQUIREMENTS

Students are responsible for planning their own programs and for completing course sequences and degree requirements. In planning each quarter’s course of studies, the student should remember that required courses take precedence over elective and advanced courses. Students should be guided by their interests or needs where electives are indicated. A student regularly employed is advised to discuss his course load for each quarter with his faculty advisor prior to registration. Advisors and counselors are available to assist students in planning programs and schedules. Each program must be officially approved by the student’s faculty advisor and home college or school.

CLASSIFICATION

College credit is accumulated on the basis of quarter hours earned. Students are classified for administrative purposes as follows:

- Freshmen—43 quarter hours or less
- Sophomores—at least 44 but less than 88 quarter hours
- Juniors—at least 88 but less than 132 quarter hours
- Seniors—at least 132 quarter hours

FULL-TIME STUDENT

A 12 quarter hour course load is sufficient for a student to maintain full-time status for purposes of financial aid. Information concerning Veterans Administration and Social Security Certification is available through the Registrar’s Office.

REGISTRATION REGULATIONS

Registrar’s Office

1. Each student is required to register at the time and in the manner prescribed by the University.
2. Each student is issued a DePaul University Student Identification Card (I.D.) to be carried while on campus. The student can be required to show this I.D. card at any time to authorized personnel of the University. The I.D. card must be presented to use the library and to pay by check at the bookstore. Replacement I.D. cards may be obtained upon request to the Registrar’s Office.
3. Registration is not complete until financial arrangements have been made.
4. A student will receive credit only for courses taken in a section for which he has been duly registered.
5. An additional fee is charged for any late registration.
6. Changes in registration (courses dropped or added) must be made by the student at the academic office of his home college or school.
7. No addition in registration for the current quarter may be made by any student after the first week of class.
8. No withdrawal from registration can be made after the seventh week of class.
College/School
1. A day division degree-seeking student may not enroll for less than 12 nor more
   than 20 hours each quarter without explicit approval of his dean.
2. An evening division student may not enroll for more than 12 hours a quarter
   without obtaining explicit approval of his dean.
3. A student desiring to register for more than 10 quarter hours of credit at any one
time during the summer sessions must submit a written request to the dean of
his college or school at least two weeks before the first day of summer
registration.
4. A student may audit a course only with permission of his advisor or dean.
   A student may not change from the status of credit student to that of an auditor
   or vice versa after the third week of class.
5. To receive credit applicable to a degree from DePaul University for courses
taken in another institution after becoming a DePaul degree-seeking student,
a student must obtain approval and written permission from the dean of his
college or school prior to registration at the institution.
6. Extension courses taught through other accredited institutions are accepted only
when the sponsoring institution itself conducts the courses and certifies the grade
and credit through an official transcript. A DePaul degree-seeking student
must obtain the written permission of his dean before enrolling in an extension
course.

CLASS ATTENDANCE
The University requires certification of the attendance of students in classes
to fulfill requirements established by several governmental agencies. To satisfy
these requirements it is University policy that attendance will be monitored in all
classes. Each school or college maintains additional specific policies concerning
attendance. Students should become familiar with these policies.
Tardiness: Promptness is expected of a student for all regular class sessions. Tardi-
ness of more than ten minutes is generally to be considered by the instructor as an
absence.

WITHDRAWAL FROM COURSE
A withdrawal must be filed through the academic office of the student's
home college or school before the beginning of the eighth week of the quarter.
A student who withdraws without filing a withdrawal form through his home
college or school is still considered as registered in the course. Neither non-
attendance nor notification to the instructor constitutes an authorized withdrawal.
Students who do not process a withdrawal form will receive a grade of FX. No
refund is made for an unauthorized withdrawal.
A student required to withdraw from classes for failing to meet the scholastic
requirements in the previous quarter's work will not be charged for his cancelled
registration.
There is no refund for audited courses and, except for students dropped for
poor scholarship, there is no refund for fees other than tuition.

COURSE EXAMINATIONS
All courses require periodic evaluations of the students' performance. At ap-
approximately the mid-point of a course the instructor is to inform the students
formally of their academic progress in the course. Normally each course will have
a final examination.
Make-up examinations are held on scheduled calendar dates. Applications for make-up examinations must be filed at the dean's office three weeks prior to the scheduled date. A fee of $10.00 is charged for each scheduled make-up examination. A fee of $20.00 is charged for an examination taken at any time other than the scheduled dates.

EVALUATION OF ACHIEVEMENT

Following is the key to the system of evaluating the academic achievement by the student of the educational objectives specified by the instructor in the course syllabus.

A—Exceptional achievement
B—Superior achievement
C—Satisfactory achievement
D—Poor achievement
F—Failure to meet minimum achievement
IN—Temporary grade indicating that the student has a satisfactory record in work completed, but for unusual or unforeseeable circumstances not encountered by other students in the class and acceptable to the instructor, is prevented from completing the course requirements by the end of the term.

An "IN" grade must be removed before the end of the following quarter. Responsibility for its removal rests entirely with the student. Failure to do so automatically reduces the grade to F.

PA—Passing achievement in a "pass-fail" course.
W—Automatically recorded when the student files his withdrawal through his home college or school on or before the date designated in the academic calendar for such a withdrawal.

F—(Optional Attendance Plan) Student registered for the course has not presented to the instructor sufficient evidence for him or her to give a letter grade indicative of achievement.

FX—(Required Attendance Plan) Student has had excessive absences.

A "D" grade will not fulfill the requirements in a major field of concentration.

REPEATING A COURSE

"A student who receives a 'D,' 'F,' or 'FX' grade in an undergraduate course will be permitted to repeat the course. The grade achieved will be entered on the student's record and the original grade bracketed.

COLLEGE CREDIT

One of the University’s requirements for graduation with a bachelor's degree is that a student successfully complete a minimum of 180 quarter hours of college credit. College credit is accumulated on the basis of quarter hours. The unit of credit is one quarter hour granted for 45 minutes of classroom work a week. The normal class extends over a ten-week period. An undergraduate course carries four quarter hours of credit unless otherwise specified. College credit is earned if a student receives an A, B, C, D, or PA grade. College credit can also be earned through transfer, advanced standing, and credit-by-examination credits.

Make-up examinations are held on scheduled calendar dates. Applications for make-up examinations must be filed at the Dean's office three weeks prior to the scheduled date. The instructor has the option of accepting or rejecting the application for a make-up examination.
QUALITY POINTS

Quality points are awarded to a student in relation to the grade given and the number of quarter hours of credit attempted in the course. Quality points are awarded according to the following schedule:
A—four times as many quality points as the credit hours assigned to the course.
B—three times the number of credit hours.
C—twice the number of credit hours.
D—one quality point for each credit hour in the course.
F, FX—no quality points.
W, INC, PA—not calculated.

ILLUSTRATION

<table>
<thead>
<tr>
<th>GRADE</th>
<th>COURSE CREDITED HOURS</th>
<th>QUALITY POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ATTEMPTED</td>
<td>MERITED</td>
</tr>
<tr>
<td>A (4 times)</td>
<td>4 quarter hours</td>
<td>= 16</td>
</tr>
<tr>
<td>B (3 times)</td>
<td>4 quarter hours</td>
<td>= 12</td>
</tr>
<tr>
<td>C (2 times)</td>
<td>4 quarter hours</td>
<td>= 8</td>
</tr>
<tr>
<td>D (1 time)</td>
<td>4 quarter hours</td>
<td>= 4</td>
</tr>
<tr>
<td>F, FX</td>
<td>4 quarter hours</td>
<td>= 0</td>
</tr>
<tr>
<td>W, IN, PA</td>
<td>not calculated</td>
<td></td>
</tr>
</tbody>
</table>

NOTE: Transfer, advanced standing, and credit-by-examination credits do not carry quality points.

A University requirement for graduation with a bachelor's degree is that a student's total quality points must equal twice the number of quarter hours attempted. (Eg., a student who completes 180 quarter hours of credit attempted, must have merited a minimum of 360 quality points.)

GRADE POINT AVERAGE

A student's grade point average is computed by dividing the total number of quality points accumulated by the total number of credit hours attempted. (The grade point average is calculated only upon grades earned at DePaul University.)

ILLUSTRATION

<table>
<thead>
<tr>
<th>GRADE</th>
<th>CREDIT HOURS ATTEMPTED</th>
<th>QUALITY POINTS MERITED</th>
<th>GRADE POINT AVERAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4 quarter hours</td>
<td>16</td>
<td>= 4.0</td>
</tr>
<tr>
<td>B</td>
<td>4 quarter hours</td>
<td>12</td>
<td>= 3.0</td>
</tr>
<tr>
<td>C</td>
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<td>8</td>
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<tr>
<td>D</td>
<td>4 quarter hours</td>
<td>4</td>
<td>= 1.0</td>
</tr>
<tr>
<td>F, FX</td>
<td>4 quarter hours</td>
<td>0</td>
<td>= 0.0</td>
</tr>
<tr>
<td>W, IN, PA</td>
<td>not calculated</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

NOTE: Transfer, advanced standing, and credit-by-examination credits are not included in the grade point average.

A University requirement for graduation with a bachelor's degree is that a student maintain a 2.0 (C) cumulative grade point average.
GRADE REPORTS

A report based on the professor's evaluation of the student's total achievement in every course is sent to the student at the end of each term. This report also includes the student's credit hours attempted, credit hours earned, and quality points. Report of grades will not be released to students who have unresolved financial obligations.

<table>
<thead>
<tr>
<th>OFFICE OF THE REGISTRAR</th>
<th>GRADING REPORT</th>
</tr>
</thead>
<tbody>
<tr>
<td>DE PAUL UNIVERSITY</td>
<td></td>
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<tr>
<td>CHICAGO, ILLINOIS 60680</td>
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<table>
<thead>
<tr>
<th>ID</th>
<th>NAME</th>
<th>SUBCODE</th>
<th>COURSE TITLE</th>
<th>CREDIT</th>
<th>ATTEMPTED</th>
<th>CREDIT</th>
<th>EARNED</th>
<th>TOTAL</th>
<th>GRADE</th>
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<tbody>
<tr>
<td>11</td>
<td>401</td>
<td>ECO</td>
<td>115 MATHEMATICS I</td>
<td>B</td>
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<td>4.0</td>
<td>12.0</td>
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<tr>
<td>15</td>
<td>401</td>
<td>ECO</td>
<td>113 PRINCIPLES I</td>
<td>C</td>
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<td>4.0</td>
<td>8.0</td>
<td></td>
<td></td>
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<tr>
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<td>401</td>
<td>ECO</td>
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<td>16.0</td>
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<td></td>
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</table>

<table>
<thead>
<tr>
<th>CREDIT</th>
<th>ATTEMPTED</th>
<th>CREDIT</th>
<th>EARNED</th>
<th>TOTAL</th>
<th>GRADE</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
<tr>
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<td>12.0</td>
<td>12.0</td>
<td>25.0</td>
<td></td>
</tr>
</tbody>
</table>

ACHIEVEMENT LISTS

Full time students who maintain a cumulative grade point average of 3.00 will be placed on the Dean's List.

PROBATION

Any student who fails to maintain a 2.00 (C) cumulative grade point average is subject to academic probation. A student is removed from academic probation when his cumulative grade point average reaches the required minimum of 2.00 (C). Ordinarily the student will not be permitted to be on academic probation for longer than consecutive two quarters.

Academic disciplinary action will be taken by the dean of the student's home college or school in accordance with the degree of the student's academic deficiency.

DISMISSAL

A student dismissed for academic reasons shall not be eligible for readmission to any division of DePaul University for a period of two quarters subsequent to such exclusion. Application for readmission must be made through the Office of Admissions at least one month prior to the first day of class in the quarter in which the student expects to register. Decision on the application is made by the Office of Admissions. A student dismissed with serious deficiency will be required to demonstrate acceptable academic achievement at another institution of higher learning before readmission will be approved.

PASS-FAIL OPTION

Written permission to use this option must be obtained from the student's academic advisor or from the proper authority appointed by the home college dean prior to the third week of the quarter.
A student not on probation may register for one course each quarter, to a maximum of 32 quarter hours, in which he will receive either a passing (PA) or failing (F) grade.

The option is limited to no more than one course in any one department or division. If the course is passed, the credit hours earned are entered on the student's record; the grade is not included in computing the student's grade point average. If the course is failed, the "F" grade is recorded on the student's record and the credit hours attempted are included in computing the student's grade point average.

In order to apply for the elective option the student must complete an enrollment change form (drop/add) which he obtains in his home college office.

CREDIT-BY-EXAMINATION

Credit-By-Examination is available in general education, in the fields of the "major," and for electives. A detailed booklet, "DePaul University—Program of Credit-By-Examination," is available in each college and school administrative office. Credit-By-Examination is offered to all registered degree-seeking undergraduate students and to incoming degree students in several ways:

1. College-Level Examination Program (CLEP). Incoming degree-seeking freshmen and transfer students who took CLEP tests before being admitted to DePaul University should have an official statement of their CLEP scores mailed to the office of the Director of Admissions, DePaul University. The University will award successful candidates college credit in accordance with the CLEP charts listed in the booklet, "DePaul University—Program of Credit-By-Examination." Currently enrolled degree-seeking students may take the tests approved by their respective dean.

2. Advanced Placement Program (AP). The Advanced Placement Program is administered by the College Entrance Examination Board. These tests, designed for high school seniors who have taken college-level courses in high schools, can be taken by such students at their high school.

3. University Tests. Based on syllabi prepared by the divisions and departments of the University. Credit-By-Examination can be taken in many areas through these tests. A currently enrolled degree-seeking student may take the tests for courses approved by his dean. Credit is awarded in accordance with the Departmental and Divisional chart listed in the booklet.

Generally, a student may earn as much as 50% of the total degree credits necessary for graduation through Credit-By-Examination.

Credit-By-Examination is available in the following areas:

- Accounting
- Biological Sciences
- Chemistry
- Computers & Data Processing
- Economics
- Education
- English
- Finance
- French
- Geography
- German
- History
- Management
- Marketing
- Mathematics
- Nursing
- Physics
- Political Science
- Psychology
- Sociology
- Spanish
- Statistics
- Theology
- Latin
GRADUATION REQUIREMENTS

University requirements for graduation with a Bachelor's degree are:

1. The student must have completed a minimum of 180 quarter hours. The total quality points must equal twice the number of quarter hours attempted.

2. The student must have satisfied all the regulations of the individual college or school granting his degree.

3. The student must complete the residential requirement, i.e., he must complete the following work at DePaul University.
   a. the final 48 quarter hours of credit.
   b. one-half of the credit earned in his major area of concentration.
   c. all courses in his senior year.

   Exemptions to the residential requirement may be made by the Dean in individual cases.

4. A formal application for graduation must be filed by a candidate in the dean's office no later than the dates announced in the Academic Calendar. Application for graduation may be made only by classified degree-seeking students.

5. All students receiving degrees are required to be present at the graduation exercises. Permission to graduate in absentia may be granted by the dean when a student presents his reasons in a letter to the dean and makes arrangements for mailing the diploma.

GRADUATION WITH HONORS

The distinction "with highest honor" is conferred upon students who have demonstrated rare scholastic ability by obtaining a 3.9 grade point average.

The distinction "with high honor" is conferred upon students who have demonstrated definitely superior ability by obtaining a 3.7 grade point average.

The distinction "with honor" is conferred upon students who have maintained a 3.5 grade point average.

On the basis of the cumulative grade point average as computed from transfer credits and the DePaul University academic record, the transfer student may graduate 'with honor,' 'with high honor,' or 'with highest honor.'

TRANSCRIPTS OF CREDITS

Requests for transcripts should be presented to the Registrar's Office in writing at least two weeks in advance of the time needed. Requests will not be taken over the phone. Transcripts are sent directly to the institution designated by the student. Students may, however, request transcripts for their personal use. A fee will be charged for each transcript requested, and will be issued only after the student has fulfilled all his financial obligations to the University.

Official transcripts of credit earned at other institutions are a part of the student's permanent record at DePaul University and are not reissued or copied.
for distribution. If needed, they must be obtained directly from the institution in question.

ACCESS TO EDUCATIONAL RECORDS

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

DISCIPLINE

The University expects its students to maintain the standards of conduct and good citizenship as found in the DePaul University Code of Student Responsibility. This document, available to all students, describes the disciplinary regulations of the University and sets down procedures for a student to follow if he believes that his rights are being violated.

GRADUATE STUDY

DePaul University provides a number of programs in graduate education through its Graduate School. A student planning to complete a graduate program should inquire of his faculty advisor how an undergraduate junior and senior can, in most major concentrations, begin studies in the Graduate School applicable toward a Master's degree.

Master's Degree programs are offered:
A. Through the Graduate School in Biological Sciences, Chemistry, Economics, Education, English, Nursing, Philosophy, Physics, Psychology, Sociology, History, Mathematics, Theology, Rehabilitation Services.
B. Through the Graduate School of Business in Accounting, Economics, Finance, Management, Marketing.
C. Through the School of Music, Graduate Division, in Music Performance, Church Music, Music Education, Music Theory, Music Composition.

Doctoral Degree programs are offered through the Graduate School in the Biological Sciences, Philosophy, and Psychology.

SCHOOL FOR NEW LEARNING

The School for New Learning (SNL) is DePaul’s non-traditional college for adults of 24 years of age or older. SNL is a competency-based program featuring contract learning and individualized curriculum. The students have responsibility for designing their own educations and have the opportunity to get credit for life experience gained outside the traditional walls of a university.

Students may enroll with two different types of goals:
1. To gain the B.A. degree
2. For continuing education — adult students may enroll in courses without having applied for entrance into the degree program.

Further information may be obtained by visiting or calling the SNL offices which are located on the sixth floor of the 22 E. Jackson building (321-7901). Prospective students may wish to attend one of the weekly information sessions given by the staff of the School or may place their names on a mailing list in order to receive the quarterly SNL course guide.
TUITION AND FEES

DePaul University is a not-for-profit corporation. No student pays the actual cost of his or her education. Tuition and fees are held at their present level through the contributed services of the Vincentian Fathers, and gifts of Alumni, foundations, corporations and friends of the University. All policies are under continual review. Therefore, DePaul reserves the right to change its charges as conditions require.

A general cost estimate of tuition, fees and books for a full-time undergraduate at DePaul University is approximately $3,500 each academic year. For an accurate overall figure, the cost of commuting, lunch, and personal needs should be added. Details of school expenses appear below.

TUITION CHARGES FOR UNDERGRADUATE STUDENTS —
OTHER THAN GOODMAN SCHOOL OF DRAMA

Day Students
Tuition for 12 to 20 quarter hours ....................... $1,040.00
Hours in excess of 20 quarter hours—per hour ........ 62.00
Less than 12 quarter hours—per hour ................... 87.50

Evening Students
Undergraduate courses (1-399)—per hour ............... 62.00
Students enrolled in internship programs will be charged tuition rates scaled to the costs incurred by the University. The student should consult the director of the specific departmental program for more detailed information.

TUITION CHARGES FOR UNDERGRADUATE STUDENTS —
GOODMAN SCHOOL OF DRAMA

Day Students
Tuition for 12 to 20 quarter hours ....................... $1,221.00

ROOM AND BOARD CHARGES

Payment for each academic term's room and board charges must be made before the beginning of that term.

Clifton Hall
Single Occupancy—Academic Year ....................... $2,323.00
Double Occupancy—Academic Year ..................... 2,123.00

Corcoran Hall
Single Occupancy—Academic Year ....................... $2,284.00
Double Occupancy—Academic Year ..................... 1,905.00

Clifton Hall and Corcoran Hall are open throughout the Academic Year except during the Thanksgiving break, Christmas Vacation, and Winter-Spring Quarter break.

McCabe Hall — For Undergraduate Seniors, Graduate or Married Students

Apartment rental only:
Studio Apartment ........................................ $1,803.00
One Bedroom Apartment (per person) ................... 1,270.50
Two Bedroom Apartment (per person) ................... 1,785.00

The rates for McCabe Hall are for the Academic Year only. Consult the Director of Housing for rates at other times.
GENERAL FEES

Application Fee .............................................. $20.00
Deferred Examination Fee .................................. 10.00
On Designated Dates ........................................ 10.00
At Time Not Designated ................................. 20.00
*Service Fee for Deferred Payment Plan ............. 20.00
Deferred Payment Delinquency Fee ..................... 20.00
Certificate Fee—Goodman School of Drama ........... 15.00
Graduation Fee .............................................. 25.00
Registration Fee—each registration ...................... 5.00
Additional Registration Charges
  For Late Registration ..................................... 20.00
  For Change of Registration ......................... 10.00
Goodman School of Drama Audition Fee ................. 10.00
Service Fee, each returned check ..................... 10.00
Fee for each transcript of credits ..................... 2.00

The change of registration fee is charged each time a student adds a class, or drops a class and adds another class. No fee is charged for simply withdrawing from a class.

DEFERRED PAYMENT PLAN

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 College Office either in person or by mail and will be dated as of the end of the week in which the student signs the form or the letter is postmarked. Simply ceasing to attend or notifying the faculty does not constitute a withdrawal of record.

Upon processing the Enrollment Change Form the tuition charge will be reduced according to the following schedule, where the Effective Date is:
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%

All Evening Students, and those Day Students withdrawing from courses which will reduce their enrollment to less than 12 quarter hours, will be charged according to the preceding schedule. Fees are not refundable. All Refunds are initiated by the Cashier’s Office only upon receipt of an approved Enrollment Change form and a specific request by the student within one calendar year of the opening of the Quarter in which the credit accrued.

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

1. Students combining day and evening courses must pay the tuition charges as outlined above for Day Students.

2. Degree-seeking students admitted to the School of Music are allowed a maximum of 4 quarter hours in their Instrument or Voice within the basic tuition charge. Students majoring in the College of Liberal Arts and Sciences sequence in Music Theory are allowed a maximum of 4 quarter hours in their Instrument or Voice within their required curriculum. Any additional quarter hours in their instrument or voice will be charged at the part time Day rate.

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

4. Tuition and fees for courses audited are charged at the regular tuition rates, must be paid at the time of registration, and are not refundable.

5. Students receiving financial aid in the form of scholarships, tuition grants, or loans—from Federal Programs, the State Government, or DePaul University—must determine that the amount of aid received (total amount of awards divided by 3 quarters, normally) at least equals total tuition and fees each term. In the event such proration leaves a balance due from the student, this balance must be paid not later than the end of the first week of the term in order to avoid Service Fee for Deferred Payment and/or Delinquency Fee.

6. Undergraduate day students combining undergraduate and graduate courses in a 12-20 quarter hour program, will pay an additional $5.00 for each quarter hour of graduate study, by which the combined registration exceeds 12 hours. In addition, if the combined registration exceeds 20 hours, the regular graduate rate shall apply to such excess. Graduate courses, for this purpose, are those with a course number 400 and above.

7. If a student gives the University a check that is returned by the bank upon which it was drawn, marked “Not Sufficient Funds,” “Payment Stopped,” or “Account Closed,” a $10.00 charge will be assessed for each such occurrence.

8. Any foreign checks must be made payable in United States dollars or will not be accepted by the University.

DEPARTMENTAL FEES

Biology:
  Each course with laboratory ........................................... $ 20.00

Chemistry:
  Each course with laboratory ........................................... 30.00
  Breakage Deposit—each laboratory course ............................ 10.00

C.P.A. Review: (Cannot be included as part of Day tuition charge)
  Tuition—per course ......................................................... *525.00
  Application Fee ............................................................. 10.00
  *subject to change without notice

After January, 1973, anyone who completes the Review Course (submits at least 75 per cent of the assignments) and is unsuccessful in passing the Examination, may repeat the course once with the payment of $150.00 tuition.

C.M.A. Review: (Cannot be included as part of Day tuition charge)
  Tuition—per course ......................................................... * $390.00
  Application Fee ............................................................. 10.00
  *subject to change without notice
Goodman School of Drama

General Fees

<table>
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<tr>
<th>Service</th>
<th>Fee</th>
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<tbody>
<tr>
<td>Locker, per quarter</td>
<td>$5.00</td>
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<tr>
<td>Script Fee, per quarter</td>
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Course Fees

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<tr>
<th>Course</th>
<th>Fee</th>
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<tbody>
<tr>
<td>Scene Painting courses, per quarter</td>
<td>7.50</td>
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<tr>
<td>Costume Design courses, per quarter</td>
<td>7.50</td>
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Deposit:

<table>
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<th>Service</th>
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<tbody>
<tr>
<td>Backstage Deposit</td>
<td>25.00</td>
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<tr>
<td>(applicable to programs in Scene Design, Costume Design, Lighting Design, Technical Production and Costume Construction)</td>
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Education:

Business Education Students

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<tr>
<th>Course</th>
<th>Fee</th>
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<tbody>
<tr>
<td>BEU 116, 120, 123</td>
<td>7.50</td>
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<tr>
<td>BEU 117</td>
<td>5.00</td>
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<td>BEU 124</td>
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<tr>
<td>Typewriter Fee—each course</td>
<td>10.00</td>
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<tr>
<td>Office Procedures Course—Laboratory Fee</td>
<td>7.50</td>
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Physical Education Students

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<tr>
<td>Equipment Fee for each activity course</td>
<td>7.00</td>
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<tr>
<td>Activities Accident Policy—each quarter</td>
<td>4.50*</td>
</tr>
</tbody>
</table>

*subject to change without notice

Teacher Placement—Initial Registration Fee | 12.00 |

Music:

Applied Music Supplement

(Available in conjunction with an Applied Music registration) 9 — ½ hour lessons, non credit | 110.00 |

Instrumental Rental Fee—each quarter | 14.00 |

Electronic Laboratory Fee | 22.00 |

Applies to: MTC 363, 364, 365 & Private Electronic Composition each quarter | 17.00 |

Physics:

Laboratory Fee:

<table>
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<tr>
<th>Course</th>
<th>Fee</th>
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<tr>
<td>All courses numbered under 370 except courses 155 and 156—each course</td>
<td>15.00</td>
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<tr>
<td>Courses numbered 370 and above—per credit hour</td>
<td>6.50</td>
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<tr>
<td>Courses numbered 155 and 156—each course</td>
<td>22.50</td>
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</table>

General Notes: a) Fees are not refundable.

b) Certain Fees other than those listed above are shown with the course listing.
UNIVERSITY ORGANIZATION AND FACILITIES

Administration of DePaul University
Directory of University Offices and Services
Buildings and Facilities
Libraries
Accreditation
ADMINISTRATION OF DEPAUL UNIVERSITY

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HOWARD A. SULKIN, Vice President for Planning

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DIRECTORY OF UNIVERSITY OFFICES AND SERVICES

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ADMISSIONS OFFICE—Lewis Center, 1st Floor
  THOMAS P. MUNSTER, C.M., Director
  EDWIN J. HARRINGTON, Director of Inter-College Relations

ALUMNI RELATIONS—Lewis Center, 5th Floor
  TIMOTHY UNSWORTH, Director

ATHLETICS—Lincoln Park, 1011 West Belden
  ROBERT H. GIELOW, C.M., Director

BOOKSTORES—Lincoln Park, 2324 North Seminary
  Lewis Center, 1st Floor

CAFETERIAS—Lincoln Park, 2324 North Seminary
  Lewis Center, 4th Floor

CAREER PLANNING & PLACEMENT—Lewis Center, Room 1716
  KENNETH C. CONWAY, Director
  Schmitt Center, Room 101

CASHIER'S OFFICE
  Lincoln Park, Schmitt Center, 1st Floor
  MARY CIUKOWSKI, Head Cashier
  Lewis Center, 16th Floor

CHAPELS—Lincoln Park, 2324 North Seminary
  Lewis Center, 1st Floor

COLLEGE OF COMMERCE—
  Lewis Center, 12th Floor

COLLEGE OF LIBERAL ARTS AND SCIENCES—
  Lincoln Park, Schmitt Center, 5th Floor
  Lewis Center, 15th Floor

COMPUTER SERVICES—Lewis Center, 15th Floor

DE PAUL COLLEGE—
  Lincoln Park, Schmitt Center, 1st Floor
  Lewis Center, 15th Floor

DEVELOPMENT—Lewis Center, 5th Floor
  J. PATRICK MURPHY, C.M., Acting Vice President for Development and Public Relations

FINANCIAL AIDS—Lewis Center, Room 1730
  LINDA HARAF, Director
  Lincoln Park Campus, Schmitt Center, Room 101

GOVERNMENT—CERTIFICATION OF STUDENTS,
  Lewis Center, Registrar Office
  Veterans Administration, Social Security

INTERNATIONAL STUDENT ADVISOR
  MR. JAMES VAN LINDEN, Ass't. Dean of Students
  Lincoln Park Campus, Schmitt Center, Room 118

LIBRARY—Lewis Center, 2nd Floor
  GLENN R. SCHAFENORTH, Director of Libraries
  Lincoln Park, Schmitt Center
  MARY R. STRITCH, Associate Director of Libraries
  DORIS BROWN, Associate Director for Technical Services
Lewis Center, 2nd Floor
MARY R. STRITCH, Associate Director of Libraries
Lewis Center, 7th Floor
CHRISTINE BROCK, Law Librarian

MENTAL HEALTH CLINIC—Education and Psychology Building
DR. FRANK A. DINELLO, Administrator

PUBLICATIONS—Lewis Center, 5th Floor
SANDRA L. MURRAY, Director

PUBLICITY—Lewis Center, 5th Floor
ALLAN F. KIPP, Director

PUBLIC RELATIONS—Lewis Center, 5th Floor
JEANNE M. BARRY, Director

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ROBERT L. HOEFLER, Registrar
THOMAS J. PAETSCH, Assistant Registrar

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Lincoln Park, Schmitt Center, 5th Floor

SPONSORED PROGRAMS AND RESEARCH
Lincoln Park, Schmitt Center, 5th Floor
FRANK G. BAILEN, Director

SCHOOL FOR NEW LEARNING—Lewis Center, 6th Floor

SCHOOL OF MUSIC
Lincoln Park Campus, East

STUDENT FINANCE OFFICE — see “Cashier’s Office”

STUDENT HEALTH SERVICE
DR. K. SIE, Medical Director
MRS. ETHEL PLANTING, R.N.
Lincoln Park Campus, 1st Floor, Clifton Hall
Lewis Center, Room 1630

STUDENT SERVICES
Lincoln Park Campus, Schmitt Center, Room 118
EDWARD F. RILEY, C.M., Vice President, Student Affairs; Dean of Students
JAMES VAN LINDEN, Asst. Dean of Students, International Student Advisor
MICHAEL JOYCE, C.M., Director of Campus Ministry

Lincoln Park Campus, Stuart Center
JOHN H. CWAN, Director of Stuart Center
MARILYN HRATUSKO, Director of Student Activities
ANDRÉ ROUSSEAU, C.M., Campus Minister
JOYCE OBRADOVIC, Campus Minister

Lincoln Park Campus, Clifton Hall
SHEILA SPAETH DALEY, Director of Housing
Lewis Center, Room 1617

TERYL A. ROSCH, Associate Dean of Students
J. BERNARD FITZGERALD, C.M., Campus Minister

TEACHER PLACEMENT BUREAU—Lincoln Park, Schmitt Center
THE LINCOLN PARK CAMPUS

The Lincoln Park Campus is located in the vicinity of Fullerton, Webster, Racine and Halsted Avenues, approximately four miles north of the Chicago Loop. Located here are many academic buildings of the University, residences for clerical and lay faculty and students and the University Church of St. Vincent de Paul. Major buildings on campus are:

ACADEMIC:  
Arthur J. Schmitt Academic Center, 2323 N. Seminary, Library, classrooms, faculty and administrative offices. 
Michael J. O'Connell Center, 2300 N. Kenmore, Laboratories and offices: Biological Sciences and Chemistry. 
Thomas F. Levan Center, 2322 N. Kenmore, Classrooms and offices: Nursing and Geography. 
Peter V. Byrne Hall, 2219 N. Kenmore, Classrooms, offices and facilities; Psychology, Mental Health Clinic and School of Education. 
The Lyceum, 2235 N. Sheffield, Offices and studios; School of Education and Art. 
Science Hall West, 1215 W. Fullerton, Offices and laboratories: Physics and Psychology. 
Fine Arts Building, 804 W. Belden, Offices, classrooms, practice studios, recital hall. 
Francis A. McGaw Hall, 802 W. Belden.

ATHLETIC:  

RESIDENTIAL: 
Clifton Hall, 2312 N. Clifton, Francis X. McCabe Hall, 900 N. Belden, Francis V. Corcoran Hall, 910 W. Belden, Single, double and apartment accommodations.

SOCIAL:  
Harold L. Stuart Center, 2324 N. Seminary, Cafeteria, dining rooms, recreational facilities, religious service facilities, lounge and conference rooms, student organization offices, bookstore. Concert Hall, 800 W. Belden. University Commons, 2324 N. Fremont.

THE DOWNTOWN CENTER

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

The Lewis Center Library contains approximately half of the university's collection of educational material with strength in Commerce. The book collection is housed on open shelves on the second and third floors; the lower arcade contains the Media Center which includes an extensive collection of the Periodicals Collection.

The Law Library, whose collection of legal works, current judicial reports, statutes, and professional journals, occupies the sixth and seventh floors of Lewis Center.

The Lincoln Park Campus Library occupies part of the second floor and all of the third and fourth floors of the Schmitt Academic Center. The collection strengths are in Humanities, Social Sciences and Natural Sciences. It also includes an expanding Media Center and Curriculum library.

The DePaul Libraries are members of various cooperative groups including the Chicago Academic Library Council, which sponsors a reciprocal borrowing program. Through this program over 2,000,000 volumes are available to students and faculty in seven university libraries. Additional cooperative arrangements have been made with such scholarly libraries as Newberry, John Crerar, the Library of International Relations and the Center for Research Libraries. Information concerning library services can be obtained from the Reference Departments.

ACCREDITATION

*DePaul University is accredited by:*
The North Central Association of Colleges and Secondary Schools
The National Council for Accreditation of Teacher Education
The National Association of Schools of Music
The Association of American Law Schools
The American Assembly of Collegiate Schools of Business
The National League for Nursing
The American Chemical Society

*DePaul University is on the approved list of:*
The American Bar Association
The National Association for Music Therapy
The State Approval Agency for Veterans Training
The Illinois Office of Education, State Teacher Certification Board

*DePaul University is a member of:*
The National Catholic Educational Association
The Association of American Colleges
The Association of Urban Universities
The American Association of Colleges for Teacher Education
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