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Undergraduate Colleges and Schools

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

CALENDAR
The Bachelor's Degree

DePaul University holds a number of beliefs about the nature of the human person. These determine the appropriate formal educative processes that lead to the Bachelor's degree. Two perceptions give rise to these beliefs. The first is DePaul's Vincentian and Catholic heritage. The second is DePaul's relationship as an institution of higher learning in the City of Chicago to the particular student which it serves.

From its inception, DePaul has viewed itself as serving a heterogeneous grouping of students drawn from an urban metropolis rich in ethnic and social diversity, pluralistic in its cultural and religious heritage. DePaul students traditionally vary in age, academic preparation and qualification, and often vary widely in career goals. Indeed, changes in society at large are operating to enhance this diversity.

The University is also keenly aware that its campuses lie in a major cultural and business center. Over the years one of the great values of a DePaul education has been to benefit from the exchange between the institutions of the City of Chicago and the University. DePaul's conception of an urban education has led it to create occasions and structures by which students can participate in the rich and varied cultural and business life around them.

These two perceptions have served to intensify DePaul's long-standing conception of the bachelor's degree as the union of professional and liberal education. DePaul believes the unity in the bachelor's degree derives from the nature of the person who receives the degree. Far from viewing specialized, professional education and liberal education as comprising two separate aspects of undergraduate education, the University insists that a full understanding of the human person integrates the two. Knowledge provides the individual human person with the power to act, both professionally in his career and as a sensitive and reflective decision maker in his everyday life. The processes of gathering information, organizing and reflecting upon it, bringing to bear criteria of judgment, and giving expression to decisions in language and action are powers of single human person.

The qualities of the person as a learner and decision maker last throughout life. The University takes seriously its task to bring the student to a point beyond which he can educate himself.
Purposes and Curriculum

Two purposes guide undergraduate education at DePaul, purposes which are preeminently characteristic of liberal education. DePaul seeks, first, to bring a person to habitually engage in reflective intellectual activity. Second, DePaul seeks to bring the student to an awareness that questions of value underlie all human activities.

Reflectiveness and value-consciousness are the conditions of intellectual freedom. They make explicit the spiritual dimension which underlies the University's concern for the human person. That dimension is the potential of human beings to discover, create, and inhabit worlds of meaning and significance. Only reflective persons who are deeply concerned with the value of various human enterprises can fully discover the spiritual dimension of their lives.

Ordinarily, reflection arises in the attempt to resolve concrete issues, problems, and conflicts or in the effort to explore the nexus between information, ideas or events, and their significance. But as an expressly li-
berating activity, reflection pushes forward to explore the modes of inquiry, the processes of learning, and the instruments and ends of knowledge. Through reflection a student does not merely engage in a range of intellectual activities but examines them and explores their possibilities. At this level, the student is not only a critical thinker but a self-critical thinker as well.

Such reflection grants the insight upon which freedom depends. A curriculum which persistently encourages reflection enables students to become self-critical, self-directing, and autonomous thinkers. Such students do not engage in intellectual activity haphazardly or from mere habit but deliberately and with a perception of its powers and limitations. And since students begin with such knowledge, they are capable of modifying, augmenting, and transforming the activity in which they are engaged.

Critical reflection ultimately focuses upon the ends of purposes of human knowledge. It is inherently an inquiry into the values and meanings which underlie human life. Similarly, a consciousness of values is simply the expression of the reflective life in its most distinctively human form.

DePaul takes the position that students must grapple with value issues in all areas of their undergraduate education. Consistent with its emphasis on the dignity of the person, DePaul insists that the development of a value consciousness occur in a context which acknowledges the plurality of world views and value systems available to students in a contemporary society and which respects the student’s right to choose freely but thoughtfully among them.

Since DePaul is a Catholic University, the consideration of religious world views and ethical values is given a prominent place in undergraduate education. However, the student’s growth in awareness of a value dimension to human life, of alternative value systems, and of the steps necessary to choose wisely among them is developed in several distinct but interrelated areas: religious and philosophical, societal and personal, intellectual, ethical, and aesthetic.

An educated sense of what is worth knowing or doing and why it is worth knowing or doing characterizes human beings as self-directing, responsible members of society. The goals of reflectiveness and value-consciousness, in other words, subsume other purposes of the student’s undergraduate program. A reflective awareness of the values underlying human activity, intellectual and practical, stimulates the desire to know further, to integrate more fully, and to communicate more clearly. These two purposes are key to the emergence of students as autonomous learners.
LIBERAL STUDIES PROGRAM
LIBERAL STUDIES COUNCIL

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DIVISIONS

    Common Studies
    Fine Arts and Literature
    Philosophy and Religion
    Behavioral and Social Sciences
    Natural Sciences and Mathematics
There are two kinds of studies in the Liberal Studies Program. The first, called Common Studies (CMS), involves the development of college skills in communication and analysis and a familiarity with the broadly historical patterns of various civilizations and cultures. The primary objectives of Common Studies are to acquaint students with the patterns and accomplishments of various cultures and equip them with the means of extending their information and insights through analysis, investigation, and writing. Also, by providing a common intellectual experience, Common Studies encourages a sense of community among DePaul students.

The second kind of study in the program, called Disciplinary Studies, is concerned more directly with the subjects that make up the conventional liberal arts curriculum. These subjects have been grouped into four categories or disciplinary divisions according to certain parallels in their subject matter, methods, and intellectual aims. The Behavioral and Social Sciences Division (BSS) is concerned with mankind’s internal psychological nature and external social behavior; the Fine Arts and Literature Division (FA&L) is concerned with mankind’s creative or imaginative works and abilities; the Philosophy and Religion Division (P&R) is concerned with the uniquely human questions of meaning and value and with problems of human action; the Natural Science and Mathematics Divisions (NSM) is concerned with the structure and nature of physical reality.

These divisions of the Liberal Studies Program represent possible divisions of the intellectual world or ways of grouping the various inquiries or discipline found in the University. They identify and focus attention on areas of inquiry in which significant similarities are to be found, though not all activities carried on within a division are identical. A liberally educated person is someone who has some experience, both practical and theoretical, of the diversity and range of inquiry represented in the university community. These particular divisions facilitate that experience. They represent mankind’s intellectual life in its theoretical, practical, and artistic moments.

Disciplinary Studies therefore aim at an integration different from that provided by Common Studies. Integration is to be found as a consequence of programs of study within the divisions. By thinking about the intellectual activities in which they are variously engaged, students are required to create or discover, however provisionally, a map of the intellectual world.

To accomplish these ends, the Liberal Studies Program requires students to study various subjects on two levels in each of the four disciplinary divisions. Thus, the experience that students acquire by studying subjects in different divisions is further developed by close study of certain subjects within a division. Generally speaking, studies at the first level in each division introduce students to basic concepts and methods. Studies at the second level apply those concepts and methods to concrete inquiries.

Differences in the nature of inquiry in the various divisions, however, require a certain divergence in the distribution and number of required courses at these levels. Some divisions, especially those which require a relatively high level of technical knowledge, provide a number of options or “tracks” for students of different abilities and levels of preparation. There are therefore few or no courses required of all students in these divisions. The intention is to avoid penalizing the more advanced student by encouraging him to take courses commensurate with his ability rather than a required introductory course. Indeed, this sort of flexibility is a consistent emphasis of the Liberal Studies Program.
This emphasis is tempered by the recognition that few students are initially capable of sophisticated work in some divisions. In these divisions different requirements, different patterns of education, and different program structures have been created.

Finally, Disciplinary Studies presuppose a sequence of courses to develop pre-collegiate skills in communication and computation for students who are not prepared to do work at the undergraduate level. Some students are therefore required to take certain skills courses before they begin their liberal studies. Moreover, since these generic skills are also an integral part of all college work, Disciplinary Studies have a responsibility for developing college skills by stipulating that all courses in the program must explicitly and consciously develop skills. Indeed, this stipulation is one of the general requirements of the program.

PROGRAM REQUIREMENTS

The principle of adapting the Liberal Studies Program to the interests and academic requirements of the individual student extends to the number of hours (or courses) required of any student in the program. Given that all students do not seek or need the same preparation in liberal studies, the length of the program varies according to the nature of the student’s degree. Consequently, the number of courses required of a student in the School of Music and the Goodman School of Drama is less than the number required in the College of Liberal Arts and Sciences, the School of Education, and the College of Commerce.

Students should consult the Bulletin for a description of the particular requirements of their College or School. Distribution requirements are described in detail on Page 68 for the College of Liberal Arts and Sciences, Page 31 for the College of Commerce and School of Accountancy, Page 238 for the School of Music, Page 210 for the School of Education, and Page 254 for the Goodman School of Drama.

Regardless of the number of courses required, the integrity of each student’s liberal studies program is maintained. All liberal studies programs are of sufficient length to ensure that the several purposes of liberal education and the distinctive purposes of DePaul are adequately served.
Common Studies

The Common Studies Program is one of the basic requirements of the Liberal Studies Program. Courses in this program integrate two principal elements of liberal education: (1) a study of the commonly shared history of world civilizations, with attention to culture in its broadest sense, and (2) the development of college skills, particularly those of writing, research, and reading. The Common Studies program develops in DePaul students an historical sense, provides a broad historical framework within which other collegiate studies can be pursued, and demonstrates the uniqueness of the student's own culture while simultaneously demonstrating what is common to all cultures; it also provides the needed context in which college skills in writing, analysis, and research can be developed fully.

All DePaul students are expected to complete a program in Common Studies. Exceptions are granted only with the approval of the Liberal Studies Council.

In addition, only students who have been advised to take developmental writing or reading skills courses may postpone the Common Studies sequence until later in their freshman or sophomore year. Any other exception to this rule must be made by the student's college advisor prior to the freshman year.

HISTORY

101 World Civilizations I: The Origins of Mankind and Cultures of the East. This course examines the basic components of civilization and studies two major early civilizations: the Egyptian and Mesopotamian. It also follows the development of the Chinese and Japanese civilizations from their origin to modern times. (Three quarter hours credit.)

102 World Civilizations II: Civilizations of the Third World. This course examines in greater depth the evolution of a number of civilizations in the Middle East including the World of Islam, on the Indian sub-continent, and in sub-Saharan Africa. (Three quarter hours credit.)

103 World Civilizations III: Cultures and Civilization of the West. This course examines the beginnings and evolution of the major civilizations of Western and Eastern Europe and the Americas. (Two quarter hours credit.)

ENGLISH

112 College Writing and Research I. Development of skills in analysis, organization, and expression with reference to expository prose. (Two quarter hours credit.)

113 College Writing and Research II. Development of skills in library research and exposition with reference to research papers. (Two quarter hours credit.)
Fine Arts and Literature

The creation of works of art is one of mankind's oldest and most characteristic activities. Music and the visual arts are among the earliest and most enduring signs of human civilization; similarly, the creation of literature, imaginative representations of human experience in the form of fiction, poetry, live drama, and most recently film, is a hallmark of civilized societies. With their distinctive involvement of the physical, mental, and creative capacities of human beings, the arts are crucial both to social cohesiveness and values and to an individual's sense of himself and his humanity.

Central to the Division is the idea of art as a process of composition; the way in which works like paintings or symphonies or novels are put together in the light of particular techniques of composition that constitute an aesthetic or artistic tradition. Art in this sense is manifested in the creation of works that have value and significance because they are works made in particular ways and because they themselves create a tradition. Thus the Division of Fine Arts and Literature studies the formal and expressive characteristics of works of art in context of their aesthetic traditions in order to understand and appreciate man's creative capacities and productions.

The Division, principally comprised of the Departments of Art, English, and Modern Languages, and the School of Music, is organized around three modes or manifestations of artistic composition: music or art works composed of sounds, the visual or plastic arts or art works composed of material substances, and literature or art works composed in language. As modes of the process of art in general, each of these kinds of artistic activity has something in common with the others. But at the same time, each of these kinds of artistic activity has its characteristic principles and techniques of composition, its typical methods of analysis and criticism, and its particular kinds of perceptions. As a result, the Division of Fine Arts and Literature is made up of three distinctive subject areas within the general field of the imaginative or creative arts.

Level I

ART

102 Principles of Art & Art History (formerly Humanities 110). A stylistic and thematic survey of major art forms in historic contest.
104 Creating Art. (formerly Art 100 Art for Non-Majors). A studio course that develops creative and perceptual abilities and relates them to principles, concepts of art in historic context.

ENGLISH

120 Understanding Literature (formerly Eng. 220/Hum. 120). Study of the elements and construction of literary texts, of the vocabulary of literary criticism, and of various literary modes and genres. (Eng. 120 or equivalent is a prerequisite to all 300 level English courses in literature.)

MUSIC

101 The Enjoyment of Music (formerly Hum. 130). Examination of musical arts as communication.

14/Liberal Studies
Level II

ART
105 Foundation Design
106 Foundation Drawing
110 Foundation Painting
115 Foundation Sculpture
205 Three-dimensional Design
308 Ancient and Medieval Art
320 American Art
322 Contemporary Art
326 Film Art as Visual Art
340 Renaissance, Baroque and Rococo Art
346 19th and 20th Century Art (formerly HUM 302 Modern Art in Revolution)

ENGLISH
374 Narrative Studies. The elements and construction of narrative literature, including poetry.
385 Mythology and the Dramatic Arts (formerly Hum. 320). Classical mythology in English and American drama.
387 Opera, Film, and Drama (formerly Hum. 330). Comparative study of forms of theater.

MODERN LANGUAGES
222 Man in Nineteenth Century European Literature (formerly Humanities 322). Zola, Balzac; Blasco Ibanez, Pereda; Goethe, Lermontov, Fontane.
225 Man in Twentieth Century European Literature (formerly Humanities 325). Kafka, Solzhenitsyn, Thomas Mann; Cela, Unamuno, Matute; Svevo, Malraux, Gide.

MUSIC
271 Black American Music (formerly Hum. 345). The evolution of jazz from the 19th century to the 1960's, including the study of ragtime, blues and gospel music.
272 Trends in 20th Century Art and Music (formerly Hum. 340). Appreciative approach to the stylistic growth of selected 20th-century artists and composers

EDUCATION
CU 200 Education and Literature.
Education leads people out of their framework of values towards a broader understanding of themselves and the communities in which they participate. This phenomenon is a central theme of many literary works. In this course, students will read and critically reflect upon works which deal with this theme.
Philosophy and Religion

Beyond understanding how this world and its peoples operate and working to enhance the quality of human life, there are other more fundamental and profound questions. These are questions of human meaning and value, ultimate sources and purposes, and hence also "oughts" and "ought nots." Religion and philosophy have historically been the disciplines in which men and women have attempted to identify, define, and answer these questions.

By compelling the student to enter into dialogue with the great masters of Western thought, philosophy helps us to precisely define an issue, to assess the arguments that support it, and to understand its implications. In this way philosophy refines our powers of critical analysis and reflective synthesis. It brings us to a more full grasp of the inter-relatedness of problems that lie concealed in the assumptions of our thinking. We thus achieve an integration of knowledge: an important part of becoming an integral person.

Religion is the dimension of human life in which we seek the disclosure or revelation of the Ultimate Real and the transformation of the human person and society that follows from that awareness. Formal or informal, primitive or contemporary, religions provide worldviews which express the ultimate significance of life and death, transcendence and grace, love, person, and community. Hence, they also imply certain values and norms and provide certain assurances. They pervade and support human life. The study of religion, consequently, calls us to face and critically reflect on the responses men have found and lived with in their faith and hope.

Each department in the Division of Philosophy and Religion offers its different but complementary perspectives and follows its own principles and methods in addressing these basic questions. Each department offers courses at two levels. Level I consists of a single introductory course which provides a structural knowledge of the discipline's issues, principles, and methods. Level II offers advanced courses which intensively examine some topic or problem introduced in the Level I course. The individual student may choose from these courses according to his or her interests, needs, or college requirements.

Level I

PHILOSOPHY
100 Philosophy and Its Issues

RELIGIOUS STUDIES
100 Introduction to Religion. Examination of the nature and function of religion in human life. Exploration of common patterns underlying the variety of religious experience and expression.

Level II

PHILOSOPHY
202 God and Philosophical Reflection (formerly P&R 202.)
204 Values in Existential Literature (formerly P&R 204.)
345 Science and Ethics (Honors) (formerly P&R 345H.)

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RELIGIOUS STUDIES

211 **The American Religious Experience.** Major religious movements in America with emphasis upon the development of religious pluralism. Impact of religious beliefs and values upon American culture.

214 **Christianity and the Modern World.** Focuses on the transition from traditional to modern Christianity. Studies the response of modern religious thinkers to the challenge of such secular critics as Darwin, Marx, and Freud.

222 **Western Religious Traditions and Contemporary Moral Issues** (formerly P&R 223). A study of the relations between religious beliefs and moral action to be carried out through an examination of the ethical and moral response of western religious traditions to selected moral issues such as war and peace, sexual behavior, etc.

227 **Religious Ethics and Professional Life.** A study of the ethical dimensions of contemporary professional life from the standpoint of religious traditions and values, focusing primarily on medicine, law, and business.

230 **The Bible: An Introduction** (formerly P&R 123). A study of the biblical texts which emphasizes how historical influences and literary structures interact with religious insights and ethical imperatives. (Course may not be used toward major's requirement.)

262 **Religions of South Asia and the Far East.** This course will explore the religious and cultural backgrounds of the major traditions of India and the Far East, focusing on their sacraments, devotional writings, liturgies, and religious law.

263 **Religions of the Middle East.** This course will study the historical development of three important and influential religio-cultural traditions of the Middle East: Zoroastrianism, Judaism, and Islam.

264 **Religious Movements in the Third World.** A study of the primal religions, nativistic movements, and major traditions undergoing modernization in Latin America, Africa, and Asia.

271 **Roman Catholicism in an Ecumenical World.** A study of the origins, development, and current situation of Roman Catholicism with special attention to its relations to Judaism and other Christian communities.

276 **Ritual and Sacramental Life in Judaism and Christianity** (formerly P&R 121). An examination of the principal rituals of Judaism and Christianity with reference to their festal calendars. Special emphasis upon Passover and the Eucharist. (Course may not be used toward major requirements.)

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

EDUCATION

CU 250 **Religion and Education in Western Culture.** In this course, students will examine the relationship between religion and education in Western culture and the ways various traditions have influenced educational practice.
Behavioral and Social Sciences

The social and behavioral sciences encompass the study of society, culture, and human behavior. Such studies examine economic, governmental, political, legal, educational, religious, and social institutions; the influence of the urban environment on group and individual behavior; how the daily functioning of individuals in complex industrial societies is affected by psychological, social psychological, and social structural factors.

Committed to providing students with a strong foundation of knowledge in this area, the Division presents to students theoretical and empirical examinations representative of its five primary contributing departments—Economics, Geography, Political Science, Psychology, and Sociology—as well as social and psychological studies in education.

The development of a body of knowledge and a set of skills in the social and behavioral sciences includes (1) the ability to assess the value or significance of alternate positions on social, political, economic, environmental, and psychological issues, (2) the ability to discern the appropriateness of both quantitative and qualitative methodological strategies used in the empirical examination of society and behavior, (3) the ability to read and analyze social science literature including the works of masters of social scientific thought with the object of formulating interpretations and identifying significant and enduring problems, (4) the ability to relate social and behavioral science information and to apply behavioral and social scientific modes of analysis and interpretive frameworks to an understanding of contemporary social problems and issues, and (5) the ability to understand how an empirical behavioral and social scientific perspective can be applied to the formation of human values.

To accomplish these general purposes, students are required to take courses at two levels. Level I courses are designed to provide broad foundational knowledge characteristic of the range of focal concerns, methodological designs, and theoretical ideas of the member departments. Level II courses present greater depth in subject or topical areas characteristic of these departments. Students should elect courses within the division which will ensure adequate breadth and depth in the behavioral and social sciences and at the same time will serve to contrast with and be complementary to other areas of study.

Level I

ECONOMICS

100 The Economy and Society (formerly BSS 113). Study of the nature of the economic sector and its relation to the society as a whole.

GEOGRAPHY

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

110 Earth's Cultural Landscape. Characteristics of mankind's distribution and culture examined at the local, regional and world scale.

120 Urban Environmental Problems (formerly BSS 120). Survey and analysis of urban environmental problems, their geographic arrangement and impact on the quality of life.
POLITICAL SCIENCE

120 The American Political System (formerly BSS 127). A survey of the national political system, including discussions of the political beliefs and behavior of citizens, the constitutional structure, and national political processes.

130 Political Issues and Ideas (formerly BSS 128). 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.

150 Political Systems of the World. Focus on the way in which political systems other than the American operate. The common features of governments are 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.

PSYCHOLOGY

100 The Nature of Science (formerly BSS 100). The methods of science: its scope and limitations.

SOCIOLOGY

101 General Sociology. Student learns the language, tools, findings, and theories of the sociologist at work.

105 Social Problems. Examination of a variety of problems and issues with attention to their causes, their impact, and the possibility of resolving them; focuses on the role of social movements, government and the private sector.

For students who choose to satisfy part of their BSS requirements with a rigorous, intellectual experience, the following track is available:

ECONOMICS

210-211-212 Great Ideas, Behavior and Society (formerly BSS 210-211-212). A three-course sequence on the great ideas of human behavior and society as found in the text of the great writers of the Western World from the ancient Greeks to William James and Sigmund Freud.

The following course sequences are also available at Level I:

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.

PSYCHOLOGY

105-106 General Psychology I and II (Core courses for Psychology majors.)
ECONOMICS

200 Introduction to Urban Economics (formerly BSS 306). Study of the economics of urban problems as viewed from an interdisciplinary perspective.


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

216 European Economic History (formerly Econ. 316). Major factors and institutions which have influenced the economic development of European nations. Impact of these nations on U.S. development also discussed. (Prerequisite: 100 or 103.)

217 American Economic History (formerly Econ. 317). Major factors and institutions which have influenced the economic development of the United States. Empirical information and economic theory are employed. (Prerequisite: 100 or 103 or 104.)

218 Labor Economics and Organization (formerly Econ. 318). Historical and theoretical analysis of labor groups and labor market problems (including wage determination, unemployment and discrimination), with particular reference to the dynamic economy of the United States. (Prerequisite: 100 or 103 or 104.)

230 The Economics of Socialism (formerly Econ. 330). 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.)

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

GEOGRAPHY


230 Problems of Modern Transportation (formerly BSS 325). An overview of transportation development with major emphasis on current transportation problems on the local and national scale.

HISTORY

272 Fascism and Counterrevolution (formerly HUM. 358.)

POLITICAL SCIENCE

202 Community Politics in Urban America (formerly PSC 125, BSS 306). 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.

204 Conflict and Cooperation Among Nations (formerly PSC 140; also formerly BSS 324). Three main themes are dealt with: the nature of power in the international po-
itical 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.

206 Law and the Political System (formerly PSC 160; also formerly BSS 117). 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.

PSYCHOLOGY

210 Psychology of Business and Industry. Applications of theories and methods of psychology to the study of human behavior in business, industry and other work environments. (Prerequisite: 105 or 106.)

215 Human Sexuality. Historical, cultural, psychological, and physiological aspects of human sexuality. (Prerequisite: 105 or 106.)

216 Mental Health Problems in Contemporary Society. A study of the problems of the mentally ill and mentally retarded. (Prerequisite: 105 or 106.)

218 Psycholgical Problems of the Contemporary Family. An overview of the major psychological issues facing the contemporary family. (Prerequisite: 105 or 106.)

228 Origins of Intelligence (formerly BSS 328.) An exploratin of the concepts of mind and intelligence from the standpoint of ontogenetic and phylogenetic differences. (Prerequisite: 105 or 106.)

302 Personal Adjustment and Mental Health. Psychological principles involved in personality and interpersonal adjustments. (Prerequisite: 105 or 106.)

303 Human Development. Principles of development from conception through maturity. (Prerequisite: 105 or 106.) 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.

SOCIIOLOGY

202 Cultural Anthropology. Examination and comparison of patterns of life in a variety of societies, including tribal, peasant and non-Western ones; consideration of the impact of social change, colonialism and economic development.

206 Work and Society (formerly BSS 126). Examines the job market, the impact of work on individuals and the nature of different kinds of work, including professions and jobs in bureaucracies and business.

208 Law and Society (formerly BSS 117). Examines the legal system in its social contexts; considers its moral and social roots, its continuity and contradictions, and its ability to deliver justice as an agency of social control and change.

210 The Computerized Society (formerly BSS 110). Examines the impact of technology on society and the causes of technological change, with a focus on new electronic technologies and computers.

211 Sex Roles. Examines the development of sex roles, gender identity and sexual behavior in a social context; examines how sex roles are shaped by families, youth culture, and the life cycle.

212 Community and Society (formerly BSS 112). The analysis of neighborhoods, cities, suburbs and utopian communities; the examination of major trends in urbanization and the evaluation of urban and community policies.
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.

280 Mass Media and Culture (formerly BSS 315). Analysis of the relations between modern society and the mass media such as T.V., film, radio and the print media.

EDUCATION

CU 201 Education and Society.
Education and Society is concerned with the examination of the organization of culture, society, and human behavior within the context of education.

CU 252 Intelligence, Learning, and Education.
In this course, students will examine the contributions educational and psychological theories, research, and practices have made to our understanding of the processes and function of human intelligence.

CU 254 The Politics of Education.
In this course, students will examine the political processes which influence American educational systems.

CU 258 Education and Social Justice.
This course examines the place of education in the development of a just society. The topics may range from the criminal justice system in the United States to the struggle for independence experienced by Third World nations.

CU 311 Ethnicity and Education (not offered, 1981-82.)
This course will deal with the implications of ethnicity for educational phenomena, as it evolves in personal and/or familial relationships and as it interacts with organization, functions, and content of formal schooling.

Natural Science and Mathematics

The natural sciences are the means we have of discovering physical reality: the form and function of our universe. The work of scientists consists in making careful measurements on a defined and delimited system, creating a model of that system, comparing the behavior or properties of the artificial model with what is measured or observed in nature, and, so, evaluating the success of the model. The collection of all universally and rationally validated models is what we accept as the physical reality of our universe.

Whereas scientists create the model designs and patterns which reflect the order in our universe, mathematicians study the character of design and pattern itself. Mathematics is the language of science; it is also the paradigm of rational analysis. Together, mathematics and natural science are among the great adventures of the human mind.

These achievements by which we describe our universe are closely allied to technology or how we control the universe. From the beginning of human history, man, the tool-maker, has learned how to survive and prevail through technology. Today, during the Second Industrial Revolution, the impact of technology, mathematics, and natural science on each other and on society is no less important. We enjoy a high standard of living but worry about our environment; we use nuclear energy but worry about nuclear weapons and strategic missiles; we control infectious diseases but worry about overpopulation and famine. It is evident, for better or for worse, that our’s is a technical age. No educated person can fully participate in society today without knowing something about science, mathematics, and technology.

The program of Liberal Studies in the Division of Natural Science and Mathematics comprises selected courses from the Departments of the Biological Science, Chemistry, Computer Science, Mathematical Sciences, Physics, and the School of Education. On Level I these courses are chosen to
acquaint each student with the fundamental knowledge and the major historical and contemporary achievements of science. They provide him with opportunities to develop his analytical skills in computation and in analytical reasoning.

On Level II they offer him a chance to build on the first level courses by increasing his understanding of the historical origins of science or by exploring the relations among natural science, mathematics, and technology to better comprehend the origins and problems of modern society.

**Level I**

**BIOLOGY**

110 *Selected Topics in the Life Sciences* (formerly NSM 103). Special topics such as energy relations of cells/organisms, reproduction, development, physiology, genetics, evolution and ecology. 4 quarter hours.

**CHEMISTRY**

102 *Atoms and Molecules* (formerly NSM 102). Development of the basic concepts of chemistry and discussion of some applications of chemical methods to the study of nature and the modification of man's circumstances.

**COMPUTER SCIENCE**

110 *Elements of Computer and Information Science* (formerly NSM 110).

**MATHEMATICS**

112 *Elements of Probability and Statistics*. This course is intended to furnish students with an idea of the type of problem amenable to statistical reasoning and solution. It provides an introduction to the basic terminology of the field, to basic concepts of field (e.g., "random sample"), and to the method of statistical inference going as far as elementary hypothesis testing.

113 *Finite Mathematics*. Elementary logic, set theory, and counting principles.

114 *Euclidean Geometry*

**PHYSICS**

100 *The Nature of Science* (formerly NSM 100). The epistemology of scientific knowledge; science as a human activity; the creation of concepts and theoretical models and their relation to reality.

101 *Atomic and Nuclear Physics* (formerly NSM 101). A phenomenological description of the twentieth century physics of the sub-microscopic world. Concepts from Classical Physics are introduced as needed. Modern-day applications are discussed. (Prerequisite: two high school units in mathematics.)

104 *Astronomy* (formerly NSM 104). Descriptive physical astronomy with emphasis upon the solar system and stellar models.

113 *Concepts and Structure of Modern Physics* (formerly NSM 113). A quantitative description of twentieth century physics with emphasis upon the atom, the nucleus, relativity and the ways in which ideas are formulated into a intellectual and rational structure. (Prerequisite: three units of high school mathematics or Math 125 or 130.)
The following course sequences are also available at Level I.

**BIOLOGY**

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.)

**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 160 or consent.)

133 General Chemistry II. Continuation of Chemistry 131. (Prerequisite: 131 or 117 with consent.)

**MATHEMATICS**

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.)

**PHYSICS**

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.

170 General Physics I. Mechanics and fluids and heat. (Corequisites Mathematics 160.) Laboratory.

171 General Physics II. Heat, sound and light. (Prerequisite: 170 and Corequisite: Mathematics 161.) Laboratory.

172 General Physics III. Electricity and magnetism. (Prerequisite: 171 and Corequisite: Mathematics 152 and 157.) Laboratory.
Level II

BIOLOGY

205 Plants and Man (formerly NSM 305). The role of plants in maintaining man's environment; natural distribution of plants and the great agricultural regions of the world; plants as a source of medicine. 4 quarter hours.

CHEMISTRY

200 Problems in Technological Society: Special Topics (formerly NSM 303). Detailed discussion from the technological point of view of a problem or group of problems of current interest, such as: modern warfare and disarmament; environmental pollution; food additives; drugs. The course may be repeated for credit if the topic is different.

206 Resources and Man (formerly NSM 307). Concern for the technical aspects of resource problems, their importance and uses, their availability and demand. (Cross-listed with Physics 207.)

208 Science and Ethics (Honors) (formerly NSM 345 Honors). Study of selected scientific-technological problems affecting the person and society in an ethical context.

COMPUTER SCIENCE

250 Computers and Human Intelligence (formerly NSM 304 Man and Systems.) (Prerequisite: CSC 110 or CSC 149 or Acc. 130.) Students taking this course will study human problem-solving and its simulation by computers. Artificial intelligence, pattern recognition and learning programs will be discussed.

PHYSICS

201 The Atmosphere and the Oceans (formerly NSM 301). A study of the atmosphere, the earth and the oceans; their interactions; ecology and pollution.

202 Nuclear Energy (formerly NSM 302). The basis of fission and fusion; the nature of radiation, its effects and uses; nuclear power.

206 Sound and Acoustics (formerly NSM 306). Sound waves, their production, transmission and detection; applications to music, acoustics and noise pollution. Optional Lab.

208 Relativity (formerly NSM 112). The experimental evidences for Einstein's Special Theory of Relativity with emphasis upon concepts and the logic of the theoretical structure.

209 Physics and Society (formerly NSM 309). The scientific bases of selected technologies: the impacts of technology upon society; the control of technology.


225 Science and Ethics (Honors) (formerly NSM 345H). Ethical considerations of the nature of science and its technological application. Examples are drawn from the physical and life sciences. Comment: Course is team-taught by philosopher, biologist, and physicist, or chemist.

EDUCATION

CU 256 Science and Education (formerly NSM 345H).

Liberal Studies/25
ADMINISTRATION

Brother Leo V. Ryan, C.S.V., B.S., M.B.A., Ph.D.
    Dean
    Associate Dean
Jeanne M. Maloney
    Executive Assistant to the Dean
Mari Ann R. Curta, B.A.
    Administrative Assistant to the Dean
Abraham B. Gomez, B.A.
    Administrative Assistant to the Dean
Maria Bertola, B.S.
    Academic Advisor

LIBRARIES, FACILITIES, FACULTY

ADMISSIONS

BACHELOR OF SCIENCE IN COMMERCE

    Liberal Studies Program
    College Requirements
    Special Programs
        International
        Pre-Law
        Program Acceleration
        Double Major
    School of Accountancy
Business Administration
Economics
Finance
Management
Marketing
Business Law
Business Mathematics and Statistics
College of Commerce

DePaul University's College of Commerce was founded in 1912 and ranks as one of the oldest business schools in the United States. Since that time, the Undergraduate Division of the College of Commerce has placed primary emphasis upon maintaining high quality accredited programs of instruction. These programs are concerned with preparing men and women for entry-level positions in both the public and private sectors of the economy. Further, the college provides traditional programs of instruction for students who seek to upgrade their skills and positions but who can attend classes only in the evening.

The College serves students who seek higher education as a means of broadening their life experiences. In order to provide students with a broad understanding of the forces which shape the world in which they live, the College of Commerce concentrates a significant amount of their academic work in Liberal Studies. Thus, students in the College are provided with educational experiences in the Behavioral and Social Sciences, Philosophy, Religious Studies, Fine Arts, Literature, Natural Science, and Mathematics.

The College serves students who seek higher education as a means of increasing their opportunities for achieving upward social and occupational mobility. To achieve these goals the College offers professional education programs designed to provide the student with the latest behavioral, ethical, and technical knowledge required of men and women in business today. The high quality of DePaul University's business programs is demonstrated by the fact that both the undergraduate and masters programs are accredited by the American Assembly of Collegiate Schools of Business. This distinction is held by only approximately 10% of Schools of Business in the United States.

The College of Commerce offers the Bachelor of Science degree in both its full-time Day and Evening divisions. The Evening division—which also offers classes on Saturday—exists to meet the needs of both the degree seeking part-time student and the non-degree student who desires professional preparation and advancement.

LIBRARIES, FACILITIES, FACULTY

As an institution, the College is committed to an urban and a metropolitan identification and to the recognition that its past, present, and future are linked inextricably to the stability and vitality of the city of Chicago. For students in the College of Commerce, this means studying and working in one of the most dynamic business and financial centers in the world. For graduates of the College of Commerce, this means abundant career choices and opportunities after leaving DePaul.

Over 100 men and women serve on the faculty of the College. These individuals are committed to providing DePaul students with a challenging, high-quality classroom learning experience. This commitment has led over 80% of the faculty to earn Doctoral degrees in their respective disciplines. In addition, many of the faculty have demonstrated their technical competence by earning professional certifications in their special fields. Among the certifications held by the faculty are the following: Certified Public Accountant (CPA), Chartered Financial Analyst (CFA), Certificate in Management Accounting (CMA), Certificate in Data Processing (CDP).

The three DePaul Libraries contain approximately 350,000 volumes, 130,000 microform items, over 3,000 periodical subscriptions, and a varied audiovisual collection. The Lewis Center Library contains materials which support programs in the College of Commerce and contains core collections of materials in other areas. Among the collection strengths of the Law Library are Anglo-American Legal Journals, Administrative and Judicial Decisions, Congressional Hearings, Constitutional law, Federal Taxation, and Illinois Municipal Codes.

Commerce/29
ADMISSIONS

Candidates interested in admission to the College should direct all inquiries to the Office of Admissions, DePaul University, 25 E. Jackson Boulevard, Chicago, Illinois 60604. Telephone: (312) 321-7600. The Office of Admissions 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. For further information on the regulations and procedures governing admission, consult page 273 of the Bulletin.

Candidates seeking admission to the College must present credentials which demonstrate that they are capable of high academic achievement. Specifically, to succeed in the study of business, students must possess a number of academic qualities. They must be able to think analytically and reason to valid conclusions relying on both quantitative and non-quantitative information. Particular attention is therefore given to the mathematical and verbal abilities of candidates.

The number of students who will be admitted to the College of Commerce is limited. Consequently, candidates for admission to the college should apply early. In general, admission to the College of Commerce will be granted to those qualified students whose academic records demonstrate that they possess a high potential for success in the study of business. In addition to meeting the University-wide admission requirements, the following classes of students must have a Grade Point Average (GPA) of 3.0 in order to be accepted into the College.

Transfer students: students who have completed at least 12 semester or 16 quarter hours of college level work. With less than these hours the students follows the admissions procedures for freshmen.

Inter-college transfer students: degree-seeking students desiring the transfer from any college in the University. Students must have completed 16 quarter hours of college work at DePaul with a 3.0 G.P.A.

Non-degree-seeking students: students electing to transfer from non-degree-seeking status to degree-seeking status must have completed 16 quarters hours of college work with a 3.0 G.P.A.

The University will consider applications from a limited number of students whose G.P.A. is below 3.0 and above 2.5. Such students may be required to submit additional information which demonstrates that they possess both the ambition and ability to successfully complete the college's academic programs.

Bachelor of Science in Commerce

The student's course of study is comprised of two parts: study in the College and study in the Liberal Studies Program. Together these two parts contribute to the common purpose of all study in the College, namely professional preparation grounded in liberal education.

The student's course of study in the College is in turn comprised of a Common Core, courses required of all students regardless of major field, and a number of major field courses in either the School of Accountancy, or the Departments of Business Law, Economics, Finance, Management, or Marketing. The student should consult the entries which follow for a detailed description of the particular major field programs.
LIBERAL STUDIES PROGRAM

The student's course of study in the Liberal Studies Program is that part of his undergraduate program devoted to liberal education. The program seeks to balance and when necessary augment the student's course of study in his major field. In addition to the 16 quarter hours required in Common Studies, all students in the College are required to complete 14 courses distributed through 4 divisions in departments or Schools designated by the Liberal Studies Program. (For further information on the purposes and curriculum of the Liberal Studies Program—including a list of approved courses—consult page 11 of the Bulletin.) The particular requirements in each division are as follows.

Common Studies: 16 quarter hours are required, 4 quarter hours in College Writing and Research (112, 113), 8 quarter hours in World Civilizations (101, 102, 103), and 4 quarter hours of speech. The College Writing and World Civilizations courses are to be taken in the student's freshman year or in any case before the student begins his sophomore year of studies. They must be taken concurrently and in sequence.

Fine Arts and Literature: 3 Level I courses (12 quarter hours) in the Departments of English, Music, Art, or Modern Languages (or other departments designated by the Division). No more than one course in a department.

Philosophy and Religion: 4 courses (16 quarter hours) are required in the Departments of Philosophy and Religious Studies (or other departments designated by the Division). 2 Level I courses in different departments, 1 Level II course, and 1 additional Level II course in Business Ethics. This last course is specifically required of all students in the College.

Behavioral and Social Sciences: 4 courses (16 quarter hours) are required in the Departments of Psychology, Sociology, Political Science, Economics, or Geography (or other departments designated by the Division). 3 Level I courses in different departments and 1 Level II course. The student may also elect a 2 course sequence in a single department.

Natural Sciences and Mathematics: 3 courses (12 quarter hours) are required in the Departments of Chemistry, Computer Science, Biological Sciences, Mathematics, or Physics (or other departments designated by the Division). 2 Level I courses in different departments or 1 two course sequence in a single department, 1 Level II course.
COLLEGE REQUIREMENTS

Common Core

All students in the College must have the same general background in the areas of Accountancy, Mathematics, Economics, Business Law, Finance, Management, and Marketing. Courses in these departments are distributed in the following manner:

Freshman-Sophomore

Within the first two years of work all students must take the following courses (the minimum required for Junior Standing):

Accountancy: 101 Principles of Accounting I; 103 Principles of Accounting II; 130 Introduction to Computer Technology and Methodology. (104 Principles of Cost and Managerial Accounting is required for Accountancy students only.)

Business Math and Statistics: 125 Algebra with Applications to Business; 126 Calculus with Applications to Business; 142 Statistics I.

Economics: 103 Introduction to Economics; 104 Economics of the Market Place.

Junior-Senior

The final two years of study in the College include the following required courses:


Finance: 210 Corporate Finance.

Economics: 215 Money and Banking. (Students in the department of Finance must take Finance 220 Money and Banking.)


Academic Advisement

All degree seeking students receive academic advisement from advisors in the College. When the student formally declares his major field, he will be assigned a faculty advisor from the appropriate department. Declaration of the major field should occur by the middle of the Junior year. Students are encouraged to consult their academic advisor periodically during the year.

Adjustments in program 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.

Junior Standing

A prerequisite of "Junior Standing" means that the student must have completed a minimum of 88 quarter hours of coursework, including Accountancy 101, 103, and 130, Economics 103 and 104, Business Math and Statistics 125, 126, and 142. Students who have not earned Junior Standing may not register for courses to which the prerequisite applies.
Brother Leo V. Ryan, Dean

Pass-Fail Policy

A purpose of the Pass-Fail option is to encourage students to seek educational experiences in courses which are not required in the student’s program. In conformity with the University policy on Pass-Fail, therefore, students in the College of Commerce may enroll in Liberal Studies courses and elective Commerce courses on a Pass-Fail basis. They may not enroll in either Commerce Common Core or departmental required courses on this basis. Students in the College must enroll for a letter grade in all major field courses and all required College of Commerce courses.

SPECIAL PROGRAMS

Commerce International Program

The Commerce International Program (CIP) is designed to provide students with the opportunity to study international business operations of American and foreign multi-national firms. The CIP students examine the business problems of international businesses by meeting with 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 in fulfillment of the requirements for Management 304 and a major field course (or as a business elective). Students desiring to substitute CIP 200 or 201 for a major field course must obtain the prior approval of their major field advisor.
Pre-Law Study

Pre-Law Study in the College of Commerce allows a student to pursue a major in Business Administration, while at the same time preparing for the study of Law. For information concerning the purposes and curriculum of the Pre-Law program in Business Administration, consult page 41 of the Bulletin.

A student may also prepare for the study of Law while pursuing a degree in a department other than Business Administration. This may be done by using College electives to select from among the following suggested courses.

The Association of American Law Schools has identified certain skills which are essential for success in the study of Law, among them communication and computational skills. The following courses have been proven helpful in developing these skills and in promoting an understanding of business, social, and political institutions.

English: 208 Rhetoric I; 305 Creative Writing; 362 Realism & Naturalism in American Literature or 389 Topics in Comparative Literature.

Communications: 201 Public Speaking.

Philosophy: 301 Basic Logic or 303 Critical Thinking.

Pre-Law students should consult with the Pre-Law advisor for recommendations with respect to Liberal Studies courses which would be useful for them. Students are expected to earn and maintain a cumulative G.P.A. of at least 3.0 to participate in the program.

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 undergraduate student may apply for admission to the Master of Accountancy program during their junior year and complete the Masters degree by the end of their fifth year. In addition, the Master of Business Administration, Master of Accountancy, 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.

Double Major

It is possible for a student to obtain a double major by meeting the requirements for two of the major field 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.
School 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 School of Accountancy is planned to provide all students in the College of Commerce with (1) 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, or those who desire to enter the professional practice of accounting and secure, through examination, the status of Certified Public Accountant or Certified Management Accountant, and (4) adequate background to pursue further graduate studies and independent research.
FACULTY

Belverd E. Needles, Jr., Ph.D., C.P.A., C.M.A., Director
Melvin Adess, J.D., C.P.A., Lecturer
John T. Ahern, D.B.A., C.P.A., Associate Professor
Edmund Apel, J.D., C.P.A., Lecturer
Rolf K. Auster, LL.M., Ph.D., C.P.A., C.M.A., Professor
Richard J. Bannon, Ph.D., C.P.A., Adjunct Professor
Mark Benjamin, J.D., C.P.A., Lecturer
Benedict B. Bombera, M.B.A., Assistant Professor
Thomas R. Bretz, M.S.T., C.P.A., Adjunct Assistant Professor
Reginald Burton, M.B.A., C.P.A., Lecturer
Erlinda T. Clark, D.B.A., C.P.A., Associate Professor
Edwin Cohen, Ph.D., Professor
Clovis N. da Silva, Ph.D., Associate Professor
John A. Driscoll, M.B.A., C.D.P., Instructor
Roger D. Edwards, Ph.D., C.P.A., Assistant Professor
Howard Engle, M.S., C.P.A., Adjunct Assistant Professor
Robert Fisher, J.D., Lecturer
Edward C. Foth, Ph.D., C.P.A., Associate Professor
Elliott M. Friedman, J.D., C.P.A., Adjunct Assistant Professor
Mark L. Frigo, M.B.A., C.P.A., C.M.A., Assistant Professor
David R. L. Gabhart, Ph.D., Associate Professor
Marshall J. Gerber, J.D., C.P.A., Adjunct Assistant Professor
Errol G. Golub, LL.M., C.P.A., Adjunct Assistant Professor
John M. Goode, M.B.A., C.P.A., Assistant Professor
Thomas C. Gries, M.B.A., C.P.A., Lecturer
Lloyd S. Hale, M.B.A., C.P.A., Lecturer
Donald F. Istvan, D.B.A., C.P.A., Professor
D. Randall Jenkins, M. Ac., Assistant Professor
Howard A. Kanter, M.S.A., C.P.A., Assistant Professor
Leonore K. Ken, Ph.D., Assistant Professor
Robert M. Kenost, M.S.T., C.P.A., Lecturer
Fred F. Lang, M.B.A., C.P.A., Professor Emeritus
William F. Marutzky, J.D., C.P.A., Assistant Professor
Mark A. McCarthy, M.A.S., C.P.A., Instructor
Elizabeth A. Murphy, M.B.A., C.P.A., Instructor
Leo R. Newcombe, M.B.A., C.P.A., Assistant Professor
Robert M. Peters, Ph.D., C.P.A., Associate Professor
Gerard V. Radice, M.B.A., C.P.A., Instructor
Helene Ramanauskas, Ph.D., C.P.A., Professor
David J. Roberts, M.S.T., C.P.A., Instructor
Larry B. Rudman, M.S., C.P.A., Adjunct Assistant Professor
David Schappi, J.D., C.P.A., Lecturer
Seymour I. Sherman, LL.M., Lecturer
Milton D. Shulman, Ph.D., C.D.P., Professor
Gary Siegel, Ph.D., C.P.A., Associate Professor
Stanley A. Simunic, M.B.A., C.P.A., Lecturer
Robert S. Stevens, M.B.A., C.P.A., Lecturer
William P. Stevens, Ph.D., C.P.A., Assistant Professor
Eldred C. Strobel, M.Ph., C.P.A., Associate Professor
Mark J. Sullivan, Ph.D., C.P.A., Associate Professor
Vira Vanichtheeranont, M.B.A., C.P.A., Lecturer
Curtis V. Verschoor, Ed.D., C.P.A., C.M.A., Associate Professor
Ernest H. Weinwurm, LL.D., Professor Emeritus
Gemma M. Welsh, Ph.D., C.P.A., Associate Professor
Jack B. Wollman, Ph.D., C.P.A., Professor
Walter Young, M.B.A., C.P.A., Professor Emeritus
ACCOUNTANCY PROGRAM REQUIREMENTS

Accounting: 104 Principles of Cost and Managerial Accounting; 204 Intermediate Theory I; 206 Intermediate Theory II; 303 Advanced Topics in Cost and Managerial Accounting; 372 Auditing Theory I; 380 Taxes I; 383 Taxes II; 399 Current Problems in Accounting Practice.

Supporting Fields: Two electives in Commerce.

Adjustments in programs may be made on recommendation of advisors and upon agreement with the Director or designate. The "Commerce Elective" 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.

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.

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.

Belverd E. Needles, Jr.
SPECIAL PROGRAMS OR REQUIREMENTS

Admissions Policy

Member Status

Students are considered Members of the School of Accountancy when they have (1) met DePaul University and College of Commerce admissions requirements and (2) designated Accounting as their major field. Membership may be conferred prior to Junior Standing or Candidate Status.

Candidate Status

I. Qualifications for admission as a candidate to the School of Accountancy and for registration in Accountancy 204 are based on (1) the student's demonstrated ability in accountancy and (2) his overall academic performance.

II. The student's eligibility for candidacy is based upon the following criteria: (1) an average accounting grade point in Accountancy 101, 103, and 104 of 2.0 or above, and (2) a cumulative GPA of 2.3 in all academic work including accounting courses.

III. The following formula is applied to these criteria:

Accountancy Grade Point + Cumulative G.P.A. = 4.75 or above.

A person whose total score does not equal 4.75 or who does not meet the above criteria for candidacy is NOT eligible for admission.

IV. Examples:

<table>
<thead>
<tr>
<th>Eligible:</th>
<th>Not Eligible: GPA below 2.3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Accounting Grade Point</td>
<td>2.33</td>
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<tr>
<td>GPA</td>
<td>2.50</td>
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<td>4.83</td>
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</table>

<table>
<thead>
<tr>
<th>Not Eligible: AAGP below 2.0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Accounting Grade Point</td>
</tr>
<tr>
<td>GPA</td>
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<td></td>
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</tbody>
</table>

Master of Accountancy (MAcc)

DePaul undergraduate accounting majors who are accepted in the Master of Accountancy program take an integrated course of study that leads to both the BSC and MAcc degree in five years. The Master of Accountancy is a graduate degree which combines advanced training in Accounting with graduate business and management courses. In addition to advanced 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 School 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. The intern remains under the general guidance of the University through regularly scheduled meetings.

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 of 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. (Prerequisites: 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. (Prerequisite: 104 and Junior Standing.)

206 Intermediate Theory II. A companion and sequel to Accounting 204. Emphasis is placed on liabilities, owner's 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. (Prerequisite: 104 and Bus. Math. 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, charitable organizations and so forth. (Prerequisite: 206.)
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. (Prerequisites: 130 or Equivalent and Junior Standing.)

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.)

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.)

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, BMS 142, Junior Standing.)

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.)

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.)

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.)

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.

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.

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. (Prerequisite: 206 and Senior Standing. 310 is recommended but not required.)
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. 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.

Students interested in Pre-Law study should contact the department chairman for further information.

Alexander Devience, J.D., Acting Chairman

DEPARTMENTAL PROGRAM REQUIREMENTS

I. General Business

Business Law: 203 Business Organizations; and one course each from the departments of Economics, Finance, Management, and Marketing.

II. Pre-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 demonstrate competency 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 Accountancy, Economics, Finance, Management and Marketing are especially useful to the pre-law student. In addition, the following specific courses have proven to be particularly helpful:

Economics: 242 Statistics or 213 Business and Society.
Finance: 360 Principles of Insurance.
Management: 333 Labor Law & Legislation.
Marketing: 310 Consumer Behavior or 320 Principles of Advertising.

Pre-Law students should consult the Pre-Law advisor for recommendations with respect to which Liberal Studies courses would be most useful. Students are expected to earn and maintain a cumulative G.P.A. of at least 3.0 to participate in the program.
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. 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 studied.

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, and 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) analyzing consumer and capital goods markets, (3) analyzing cost/benefit relationships, (4) studying cost and price relationships, and (5) public relations.

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

William R. Waters, Ph.D., Professor and Chairman

David R. Allardice, Ph.D., Lecturer
Bala Batavia, Ph.D., Associate Professor
Frank J. Brown, Ph.D., Professor Emeritus
Donald L. Bumpass, Ph.D., Associate Professor
Richard B. Chalecki, Ed.D., Adjunct Professor
Desire Ciecka, M.A., Lecturer
James E. Ciecka, Ph.D., Associate Professor
James J. Diamond, Ph.D., Professor
Floyd R. Dill, Ph.D., Assistant Professor
Lowell A. Dunlap, Ph.D., Lecturer
Dale S. Drum, Lecturer
William M. Dugger, Ph.D., Associate Professor
Robert W. Faulhaber, Ph.D., Professor
Salvatore V. Ferrera, Ph.D., Associate Professor
Animesh Ghoshal, Ph.D., Associate Professor
Joseph S. Giganti, Ph.D., Professor Emeritus
William A. Hayes, Ph.D., Professor
Lynn Edward Jensen, Ph.D., Lecturer
Michael L. Klima, Ph.D., Assistant Professor
Adolph E. Mark, Ph.D., Associate Professor
Daniel S. Merilatt, M.A., Lecturer
Michael S. Miller, Ph.D., Assistant Professor
Margaret A. Oppenheimer, Ph.D., Associate Professor
Herman J. Ruether, M.A., Lecturer
William H. Sander, Ph.D., Assistant Professor
Kenneth W. Stikkers, M.A., Lecturer
Richard M. Thornton, Ph.D., Associate Professor
Richard J. Wiltgen, Ph.D., Associate Professor

DEPARTMENTAL PROGRAM REQUIREMENTS

Economics: 305 Pricing and Distribution Analysis; 306 National Income Analysis; and four electives.

CAREER CONCENTRATIONS

The following career concentrations are suggested by the faculty for students wishing to plan for a career in a specific area. Students are not required to follow a concentration.

I. Law


II. International


III. Urban

Economics: 218 Labor Economics and Organization; 242 Statistics for Economics; 310 Economics of the Urban Environment; 325 Economics of Poverty; 335 Energy and Environmental Economics; 368 Industrial and Commercial Location; 375 Introduction to Econometrics.

IV. Business Economics

V. Quantitative Economics
Economics: 242 Statistics for Economics; 307 Managerial Economics; 375 Introduction to Econometrics; 380 Mathematics for Economics and Business I.

IV. Labor

VII. Environmental or Resource
Economics: 242 Statistics for Economics; 307 Managerial Economics; 310 Economics of the Urban Environment; 335 Energy and Environmental Economics; 368 Industrial and Commercial Location; 375 Introduction to Econometrics.

Courses

All courses carry four hours of credit unless otherwise stated.

100 The Economy and Society (formerly BSS 113). Study of the nature of the economic sector and its relation to the society as a whole. (Prerequisite: None.)

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: Econ. 103.)

200 Introduction to Urban Economics (formerly BSS 306). Study of the economics of urban problems as viewed from an interdisciplinary perspective. (Prerequisite: Econ. 100 or 103 or 104.)

202 Problems in the Developing Nations (formerly BSS 302). Critical examination of the concept of development. A study of growth in developing nations. (Prerequisite: Econ. 100 or 103 or 104.)

210-211-212
Great Ideas, Behavior and Society (formerly BSS 210-211-212). A three-course sequence on the great ideas of human behavior and society as found in the text of the great writers of the Western World from the ancient Greeks to William James and Sigmund Freud.

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

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: Econ. 103, 104, and Junior Standing.)

216 European Economic History (formerly Econ. 316). Major factors and institutions which have influenced the economic development of European nations. Impact of these nations on U.S. development also discussed. (Prerequisite: Econ. 100 or 103 or 104.)
217 American Economic History (formerly Econ. 317). Major factors and institutions which have influenced the economic development of the United States. Empirical information and economic theory are employed. (Prerequisite: Econ. 100 or 103 or 104.)

218 Labor Economics and Organization (formerly Econ. 318). Historical and theoretical analysis of labor groups and labor market problems (including wage determination, unemployment and discrimination), with particular reference to the dynamic economy of the United States. (Prerequisite: Econ. 100 or 103 or 104.)

230 The Economics of Socialism (formerly Econ. 330). 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 economics in the various socialist nations. (Prerequisite: Econ. 104.)

240 Development of Economic Thought (formerly Econ. 340). 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: Econ. 104.)

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: Econ. 104 and Junior Standing.)

305 Pricing and Distribution Analysis. Continuation 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: Econ. 104.)

306 National Income Analysis. Continuation of Economics 103. Fiscal and monetary policy analyzed with the use of IS-LM curves. Current national economic controversies discussed. (Prerequisite: Econ. 103.)

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 cost analysis. (Prerequisite: Econ. 104.)

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

311 Business and Economic Forecasting. An introduction of quantitative and qualitative forecasting techniques: time series analysis, census decomposition methods, leading indicators, and econometric models. Also, computer analysis of forecasting problems. (Prerequisite: Econ. 104, BMS 142, or Econ. 242 and Junior Standing.)

320 Economics and the Common Good. Economic theories, systems, and problems 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: Econ. 100 or 103 or 104.)

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

335 Energy and Environmental Economics. The fundamental problems of resource depletion and environmental deterioration. Alternative methods 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: Econ. 104.)

359 The Theory of Economic Development. Major aspects of the theory of economic development. Theories of economic growth; role of land, capital, labor, and technology in the development process. (Prerequisite: Econ. 104 and Junior Standing.)
360 Economics of Underdeveloped Countries. Application of the analytic skills of the economist to the special problems of underdeveloped countries. The view that development requires authoritarian control by the state is contrasted with the position that it may be accomplished by private economic decision-making. (Prerequisite: 103, 104 or permission of Chairperson.)

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

368 Industrial and Commercial Location. An analysis of the factors involved in selecting locations for the development of commercial, retail, or industrial facilities. (Prerequisite: Econ. 104.) Cross-listed with Geog. 368 and Mkt. 368.

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

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

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

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: 103 and 104 or consent of instructor.)

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

The undergraduate division of the Department of Finance provides a curriculum which enables 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 activity. It also provides a strong foundation for students with career goals related to corporate financial management, securities management, real estate investment, commercial banking and non-banking financial institution administration, and government.

The aims of the department are to provide opportunities for the 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.
FACULTY

Thomas J. Kewley, Ph.D., C.F.A., Professor and Chairman

George V. Barrett, D.E.D., Associate Professor
Christopher M. Claxton, M.B.A., Lecturer
Nicholas J. DeLeonardis, M.A., Lecturer
Arthur A. Eubank, Ph.D., Professor
Michael D. Farrell, M.S., Assistant Professor
Richard T. Garrigan, Ph.D., Associate Professor
Gaylon E. Greer, Ph.D., Professor Emeritus
James A. Hart, J.D., Ph.D., Professor Emeritus
John L. Houston, Ph.D., Associate Professor
George M. Iwanaka, Ph.D., Associate Professor
Theodore Kelz M.S., Adjunct Assistant Professor

Carl F. Laft, Ph.D., Assistant Professor
Joseph G. Kvasnicka, Ph.D., Lecturer
John D. Markese, Ph.D., Associate Professor
John N. Mathys, Ph.D., Associate Professor
Larry R. Mote, B.A., Lecturer
Eugene J. Muldoon, M.B.A., Professor Emeritus
Howard K. Mueller, M.B.A., Lecturer
Norman D. Nicholson, Ph.D., Associate Professor
Gerald W. Perritt, D.B.A., Associate Professor
William M. Poppei, M.B.A., Associate Professor
Harvey Rosenblum, Ph.D., Lecturer
Daniel G. Welter, J.D., Lecturer

DEPARTMENTAL PROGRAM REQUIREMENTS

Finance: 220 Money and Banking; 330 Investments; Securities and Markets; 340 International Finance; and four electives.

CAREER CONCENTRATIONS

The following career concentrations are suggested by the faculty for students wishing to concentrate in a specific career area. Students are not required to follow a concentration.

I. Corporate Management


II. Securities Management

Finance: 333 Financial Statements and Security Analysis; 335 Portfolio Management.

III. Banking and Financial Institutions

Finance: 321 Monetary and Fiscal Policy I; 331 Money and Capital Markets.

IV. Government

Finance: 324 Public Finance.

V. Real Estate

Finance: 350 Real Estate Analysis; 352 Real Estate Finance; 353 Real Estate Investment; 354 Real Estate Valuations I; 355 Real Estate Valuations II.

VI. Insurance

Finance: 360 Principles of Insurance; 362 Risk Management.

48/Finance
SPECIAL PROGRAMS OR REQUIREMENTS

Declaration of Major

For a student to become a major in the Department of Finance, the following conditions must be met: (1) the student must possess a cumulative GPA of 2.3 and have earned a 3.0 in 210 Corporate Finance or (2) possess a cumulative GPA of 2.7 and have earned a 2.0 in 210 Corporate Finance. In addition, the student must declare by the end of the Fall quarter of the junior year.

Courses

All courses carry four hours of credit unless otherwise stated.

210 Corporate Finance. Development of the student's logic and methodology in identifying significant factors in corporate financial decision making situations and in analyzing those factors to reach supportable conclusions compatible with the objectives of the corporation. Capital budgeting, capital structure and costs; dividend policy and current asset management. (Prerequisite: Junior Standing.)

220 Money and Banking. Study of money and banking as a means to understanding how operations of our financial institutions affect functioning of our economic system and evaluation of monetary policies designed to facilitate attainment of goals for which society expresses a desire. (Prerequisite: Declared Finance Major.)

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 or permission.)

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 inter-governmental fiscal relationships; current trends in government financial policy. (Prerequisite: 220 or permission.)

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 or permission.)

333 Financial Statements and Security Analysis. Corporate performance and its effects on outstanding securities. Evaluation and interpretation of financial soundness of an enterprise. Economic, management and corporate financial factors as they affect specific security issues. (Prerequisite: 210.)
335 Portfolio Management. Theories and techniques to achieve superior selection and management of securities portfolios. Review and evaluation of significant literature. Problems of timing and strategies in response to changing economic and financial conditions. (Prerequisite: 330.)

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 or permission.)

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.)

362 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.)

399 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 experience among the participants. (Prerequisite: Senior standing.)

50/Finance
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 in order 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 and transferable to all functional areas of organization.

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 the flexibility of curricula. Individual programs of study are 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 three courses required of all management majors—Management 200, 201, and 304. The faculty recommends that the student follow one of the three concentrations outlined below. Each concentration has two or three courses considered by the Management faculty to be basic to that area. A student should consult his department advisor regarding both the content of each concentration and the courses taken outside the concentration. The student should be aware that Commerce electives can be taken within the major field or used to develop a double major.
FACULTY

F. James Staszak, Ph.D., Associate Professor and Chairman

Adnan J. Almaney, Ph.D., Professor
Abdul J. Alwan, Ph.D., Professor
Charles A. Aubrey, M.B.A., Lecturer
Mary Soptic Bahr, Ph.D., Assistant Professor
David K. Banner, Ph.D., Assistant Professor
James A. Belohlav, Ph.D., Assistant Professor
Richard J. Biehl, M.A., Lecturer
John E. Burns, M.B.A., J.D., Professor Emeritus
Cameron Carley, Ph.D., Associate Professor
Dean C. Dauw, Ph.D., Associate Professor
Charles F. Douds, Ph.D., Associate Professor
David E. Drehmer, Ph.D., Assistant Professor
John E. Ettlilie, Ph.D., Associate Professor
Karen Giddens-Emig, M.B.A., Assistant Professor
Edwin A. Giemak, M.B.A., C.A.S, Lecturer
Richard W. Gillum, Lecturer
Jack H. Grossman, Ph.D., Associate Professor
Roy E. Horton, Ph.D., Associate Professor
Loretto Hoyt, Ph.B., A.M., Professor Emeritus
Melvin Jaffe, M.B.A., Lecturer
Helen N. LaVan, Ph.D., A.P.S., Associate Professor
Irwin P. Lazarus, Ph.D., Assistant Professor
Michael Z. Massel, Ph.D., Professor Emeritus
John P. Masterson, Ph.D., Professor
Nicholas J. Mathys, Ph.D., Associate Professor
Clarence Maxwell, M.S., Lecturer
Robert C. Morris, Ph.D., Associate Professor
Michael A. Murray, Ph.D., Professor
Michael W. Osesek, M.B.A., Lecturer
Dominic G. Parisi, Ph.D., Professor
George J. Polli, M.B.A., Lecturer
Leo V. Ryan, C.S.V., Ph.D., Professor
Owais, R. Succari, Ph.D., Associate Professor
William M. Sukel, Ph.D., Associate Professor
Howard A. Sulkin, Ph.D., Professor
Neal B. Thomsen, M.B.A., Lecturer
Armando R. Triana, Ph.D., Assistant Professor
Harold P. Welsch, Ph.D., Associate Professor
Earl C. Young, Ph.D., Assistant Professor

DEPARTMENTAL PROGRAM REQUIREMENTS

I. Human Resource Concentration

Management: 202 Human Resources Administration I; 212 Human Resources Administration II; 353 Administrative Practices, and three from among the following: 210 Fundamentals of Industrial and Business Psychology; 231 Communications; 303 Organizations; 313 Human Relations in Administration; 333 Labor Law and Legislation; 334 Collective Bargaining; 320 Psychology of Personnel; 335 Wage and Salary Administration.

Supporting Fields: Four courses in Commerce.

II. Operations Management Concentration

Management: 202 Human Resources Administration I; 211 Operations Management; 351 Operations Research for Management, and three from among the following: 203 Office Management; 305 Systems and Procedures I; 323 Purchasing; 335 Wage and Salary Administration.

Supporting Fields: Four courses in Commerce.

III. Systems Concentration

Management: 202 Human Resources Administration I; 305 Systems and Procedures I; 306 Systems and Procedures II; 310 Advanced Systems Analysis; and two from among the following: 203 Office Management; 211 Operations Management II; 231 Communication; 335 Wage and Salary Administration; 351 Operations Research for Management.

Supporting Fields: Four courses in Commerce.

52/Management
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. 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.)
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 sections of our economy as well as private enterprise. (Prerequisite: 200.)

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.)

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.)

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.)

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.)

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.)

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

Wage and Salary Administration. Wage practices, including job evaluation, wage surveys and financial wage incentive plans. Theory and practice are combined in practical projects. (Prerequisite: 200.)

Operations Research for Management. Application of scientific and mathematical techniques such as linear programming, queuing theory and game theory in the solution of management problems. The objective is a more quantitative basis for executive decision making. This course is designed for business executives. (Prerequisite: 201 or Permission.)

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

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

Independent Study. (Students should consult appropriate faculty member and obtain written permission of Chairman.)
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, second, to provide a foundation for entrepreneurs and, third, 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. Marketing 300 (Marketing Research), 310 (Consumer Behavior), and 358 (Advanced Marketing Management) are required of all marketing students. A student should consult his or her Marketing Department advisor on the courses taken in addition to the required courses.

The student should be aware that Commerce electives can be taken within his major field or used to develop a double major. They may also be chosen from among the "non-business electives" developed and approved by the department. A list of these may be obtained in the Marketing Department office.

FACULTY

J. Steven Kelly, D.B.A., Associate Professor and Chairman

Bruce H. Allen, Ph.D., Associate Professor
Julian Andorka, Ph.D., Associate Professor
Roger J. Baran, Ph.D., Associate Professor
Robert J. Boevadt, Ph.D., Associate Professor
Petr G. Chadraba, Ph.D., Associate Professor
James B. Cloonan, Ph.D., Associate Professor
Stephen C. Cosmas, Ph.D., Associate Professor
Helena M. Czepieci, Ph.D., Assistant Professor

John R. Hewitt, Ph.D., Associate Professor
Michael S. Meyers, M.S., Adjunct Assistant Professor
Robert D. O'Keefe, Ph.D., Professor
J. Irwin Peters, Ph.D., Associate Professor
Anthony C. Petto, Ph.D., Associate Professor
Hilda C. Wasson, D.B.A., Professor
David B. Wixon, M.S.B.A., Assistant Professor

DEPARTMENTAL PROGRAM REQUIREMENTS

Marketing: 300 Introduction to Marketing Research; 310 Consumer Behavior; 358 Advanced Marketing Management; and three electives.

CAREER CONCENTRATIONS

The following career concentrations are suggested by the faculty for students wishing to concentrate in a specific career area. Students are not required to follow a concentration and may apply any Marketing course toward their major.

1. Marketing Communications

II. Marketing Research
Marketing: 381 Marketing Research Methods; 382 Marketing Research Field Project.

III. Marketing Management
Marketing: 331 Retail Management; 352 Product Management; 355 Channels Management; or 371 Sales Management and Sales Force Administration.

IV. Sales Management
Marketing: 365 Industrial Marketing (Recommended); 370 The Behavioral Sciences and Personal Selling; 371 Sales Management and Sales Force Administration.

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.)
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. Considered a cap-stone course for marketing majors. 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. Stresses intensive case instruction. (Prerequisite: 202, Senior standing, and marketing major.)

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. Involves cases and lecture on industrial marketing problems. (Prerequisite: 202.)

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

370 The Behavioral Sciences and Personal Selling. Application of the behavioral sciences to personal selling; new perspectives to the personal selling process. (Prerequisite: 202.)
371 Sales Management and Sales Force Administration. Problems of putting an effective sales force out in the field with proper direction. Review of related policies to facilitate the work of the sales force in integrating its efforts into a marketing program. (Prerequisite: 202.)

375 Sales Forecasting. The purpose of this course is to compare and evaluate various quantitative and qualitative sales forecasting methods. Focus is on practical methods; student not assumed to have any special mathematical or statistical background. Students will learn to use the interactive computer package. (Prerequisite: Marketing 202.)

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

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

398 Marketing Intern Program. Entry into this is on an individual basis. Student receives credit for working in a specific program for a community business or organization. This program must be approved, in advance, by the Department Chairman. Student works with and is evaluated by the Student Intern Faculty Advisor. Only one Marketing 390 is granted per student. (Prerequisite: Marketing major, Senior standing, permission.)

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

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.

FACULTY

Alexander Devience, J.D., Assistant Professor and Acting Chairman
Douglas Drenk, J.D., Lecturer
David P. Duff, J.D., Assistant Professor
Samuel B. Garber, J.D., Assistant Professor
William Hannay, J.D., Lecturer
John Hillery, LL.B., Lecturer
Samuel Polsky, J.D., Assistant Professor
Michael M. Silbert, J.D., Assistant Professor
James E. Staruck, J.D., Assistant Professor
Thomas J. Wynn, J.D., Professor

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 and persons, including contracts 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 through Articles II and III of the Uniform Commercial Code; discussions of promissory notes, drafts, sales, bulk sales, 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.)

204 Government Regulation of Business. A study of government regulation of business transactions evolving from a common law, legislative policies and administration and judiciary interpretation of regulatory laws. Legislative statues and agency such as Sherman Anti-Trust Act, Clayton Act, Federal Trade Commission, and Environmental Laws are discussed. (Prerequisite: 201 and Junior Standing.)

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.

FACULTY

Walter R. Pranger, Ph.D., Professor and Chairman

J. Marshall Ash, Ph.D., Professor
William Black, Ph.D., Lecturer
John Bulanda, M.S., Lecturer
Barbara Cortzen, Ph.D., Assistant Professor
John Duddy, Ph.D., Assistant Professor
Susanna Epp, Ph.D., Associate Professor
Thomas Farrell, Ph.D., Lecturer
Constantine Georgakis, Ph.D., Associate Professor

Lawrence Gluck, Ph.D., Associate Professor
Sigrun Goes, Ph.D., Associate Professor
Jerry Goldman, Ph.D., Professor
Steven Homer, Ph.D., Assistant Professor
Roger Jones, Ph.D., Associate Professor
Jeanne LaDuke, Ph.D., Associate Professor
Charles Lindblad, Ph.D., Lecturer

Everett McClane, M.S., Professor Emeritus
Effat Moussa-Hamoud, Ph.D., Associate Professor
Carolyn Narasimhan, Ph.D., Assistant Professor
George Royce, M.S., Lecturer
Daniel Seiden, M.B.A., Lecturer
Arthur Svoboda, M.S., Professor Emeritus
Jacob Towber, Ph.D., Professor
Stephen Vagi, Ph.D., Professor
Michael Wichman, Ph.D., Associate Professor
Yuen-Fat Wong, Ph.D., Professor
Shiham Zitzler, Ph.D., Lecturer

60/Business Mathematics & Statistics
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. Honors. Graphical analysis of linear and quadratic models, exponential and logarithmic models. Derivatives and rate of change, applications to finance and accounting, including present and accumulated value of investment and annuities. Linear programming matrix algebra, and combinatorial methods. (Prerequisite: Adequate performance on placement exam.)

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

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

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 or 157.)
COLLEGE
OF
LIBERAL ARTS
AND
SCIENCES
ADMINISTRATION
Edwin J. Schillinger, Ph.D.
  Acting Dean
Robert E. Brewer, Ph.D.
  Associate Dean
Thomas C. Malueg, M.A.
  Assistant Dean
Ben Richardson
  Assistant to the Dean
Gerald Paetsch
  Administrative Assistant to the Dean
Jacqueline Sennott
  Counselor

LIBRARIES, FACILITIES, FACULTY

ADMISSIONS

ACADEMIC DEPARTMENTS AND PROGRAMS
  Art
  Biological Sciences
  Chemistry
  Communications
  Computer Science
  Economics
  English
  Geography
  History
  Honors Programs
  Jewish Studies
  Latin American Studies
  Mathematical Sciences
  Medical Technology
  Military Science
  Modern Languages
  Music
  Nursing
  Philosophy
  Physics
  Political Science
  Pre-Law Study
  Psychology
  Radiologic Technology
  Religious Studies
  Sociology
  Social Sciences
College of Liberal Arts and Sciences

The programs of study offered by the College of Liberal Arts and Sciences are both traditional and contemporary. They are traditional in their firm dedication to intellectual inquiry in those areas of deep and enduring concern: the relation of one’s self to others, to the Judaic-Christian tradition, to the natural universe, and to our cultural heritage. They are contemporary in their commitment to extended study, in both depth and breadth, of the various disciplines which comprise the baccalaureate programs of the College. In all of this the College claims for itself a high degree of uniqueness in its dedication to an education which stresses both personalism and social responsibility.

The College is committed to a view of education which stresses the study of modes of inquiry and the nature of knowledge. It does not view education merely as an collection of facts or conventional responses. Knowledge is perceived as vital, evolving as important questions evolve, tentative, but always as the most significant goal of all persons dedicated to the improvement of themselves and others. Further, the curriculum of the College is designed to encourage every student to probe, analyze and synthesize, and, where appropriate, criticize. It is designed to encourage all students to accept an increasing responsibility for their own education, an education which must provide the basis for continued learning throughout their lives. In sum, the educational programs of the College of Liberal Arts and Sciences are conceived so that all students will develop a consciousness of their role and potential in life, with a clear understanding of the search for scholarly excellence as a humanizing and satisfying experience.

LIBRARIES, FACILITIES, FACULTY

The College of Liberal Arts and Sciences offers programs of study in both Day and Evening divisions on both the Lincoln Park and Lewis Center campuses. The Day division serves those students who can attend full-time and who seek the more traditional four-year undergraduate program. The Evening division, on the other hand, serves those students who are employed or for other reasons can only attend part-time in the evening and on weekends. Courses in both divisions, however, are available to all students, and the student may adjust his academic schedule to best accommodate the demands of employment and study. Both the Bachelor of Arts and Bachelor of Science degrees may be earned in either division. However, programs in the natural sciences which require extensive laboratory coursework are available in the Day division only.

The College offers the student a well-prepared and dedicated faculty working in a coherent curriculum. All students have the opportunity to work closely with faculty and staff in their major field, for the College takes seriously the importance of academic advisement to the success of liberal education. Although the student must make his own judgments concerning his personal values and career goals, the College reserves the right to make the academic decisions upon which the quality of the student’s education depends.

In support of the faculty and curriculum, the University offers many advantages of location and facility which enrich the educational experiences of the student. The University is centrally located and draws upon the cultural wealth of metropolitan Chicago. It also offers the student extensive libraries on each campus as well as the use of the libraries of other associated universities in the area. For further information on the location, facilities, and libraries of the University, consult page 269 of the Bulletin.

Liberal Arts and Sciences/65
ADMISSIONS

Candidates interested in admission to the College should direct all inquiries to the Office of Admissions, DePaul University, 25 E. Jackson Boulevard, Chicago, Illinois, 60604. Telephone: (312) 321-7600. The Office of Admissions 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. For further information on the regulations and procedures governing admission, consult page 273 of the Bulletin.

COMPETENCE IN EXPRESSION, READING, AND MATHEMATICS

In addition to the general admissions requirements the College expects all entering students to be competent in mathematics, reading, and composition in English and to demonstrate this competence on tests. Upon admission, therefore, all degree seeking freshman (and transfer students) are required to take a number of placement examinations designed to identify skills deficiencies and to place students in courses appropriate to their skills level. Students who do not meet College 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.
**Curriculum**

The College of Liberal Arts and Sciences offers programs of study leading to the Bachelor of Arts and Bachelor of Science degrees. If these programs are pursued through the Honors Program, "Honors Degrees" are awarded. For more information on the Honors Program, the student should consult page 122 of the Bulletin.

The following departments offer degree programs in the College:

- Art
- Biological Sciences
- Chemistry
- Computer Science
- Economics
- English
- Geography
- History
- Mathematical Sciences
- Modern Languages (French, German and Spanish)
- Nursing
- Philosophy
- Physics
- Political Science
- Psychology
- Religious Studies
- Sociology

In addition, departments administer degree programs in Communications, Medical Technology, Music, and Radiologic Technology and pre-professional programs in medicine, dentistry, law, engineering, and others. Most departments offer programs in secondary teacher education in cooperation with the School of Education. Some departments have structured five-year programs in which qualified students may earn both the Bachelor's and Master's degree. The College also offers programs of study in Jewish Studies, Latin-American Studies, and the Social Sciences. For specific information on the degree requirements of programs in the College, consult the departmental and program entries which follow.

The curriculum is designed to allow each student to proceed at a pace consistent with his or her ability and at a level governed by the student's background, interest, and willingness to accept challenge. Many departments provide opportunities for enrichment through independent study and research courses. Permission to pursue these options must be obtained from departmental chairmen.

Generally, the College operates on an optional attendance plan, that is, students bear the responsibility for allocating their time for class study, library work, and other preparation. They assume the responsibility of meeting all the course requirements. Courses which involve group activities, such as laboratory and discussion, of course require attendance.

**STUDY IN THE MAJOR FIELD**

The student's course of study in the College consists of two parts: the major field and the Liberal Studies Program. Together these two parts contribute to the common purpose of all study in the College, namely the liberal education of the student. By "liberal education" the College understands not only a deep and thorough knowledge of a particular area of study but a knowledge of the diverse areas of study represented by criticism, history, the behavioral and social sciences, philosophy, religious studies, the natural sciences, and mathematics.

The student's course of study in the major field in turn consists of two parts: a program of major field courses and a number of supporting or allied fields requirements. The major field program generally is built upon a set of core courses and a specialized "concentration" designed for career preparation. While the extent of a major varies by department, all students are counseled to go beyond the minimum requirements by electing other courses which will both broaden and deepen their understanding of their chosen discipline.

No academic major program is built in isolation from closely allied departments. Students are therefore required to pursue a number of courses in supporting fields. For the most part, the major
and supporting fields requirements can be augmented by electives of the student's choice. The inherent flexibility of this curriculum demands that the student consult an academic advisor at each stage in the total program and at least once prior to each registration.

Most departments offer minor concentrations of study. Students may elect a minor to provide overall breadth to their collegiate program or to enrich their experiences in disciplines allied to their major field. Generally, a minor consists of a set of courses introductory to the field plus another set designed to meet individual student interests and needs. Frequently, these will be specially constructed by the principal advisor, the student, and a faculty member from the minor department. Some students may decide to broaden and enrich their collegiate programs to the point of pursuing a double major, usually in related fields.

While majors and minors are commonly chosen with an eye to career preparation, both contribute significantly to liberal education through their concern for issues of enduring interest and significance. It is here that intellectual development in analysis, synthesis, and evaluation is tested by problems which demand of the student mastery of the totality of his or her previous education.

The student should consult the departmental entries which follow for a detailed description of major and minor fields programs.

LIBERAL STUDIES PROGRAM

The student's course of study in the Liberal Studies Program is that part of the undergraduate program devoted exclusively to liberal education. The program seeks to balance and, when necessary, augment the student's course of study in the major field. For this reason the number and distribution of courses varies according to the major field. (The student should consult the departmental entries for the liberal studies requirements of his major field. See also Course Reduction below.)

In addition to the 12 quarter hours required in Common Studies, all students in the College are required to complete 16 courses (64 quarter hours) distributed through 4 disciplinary divisions in departments or Schools designated by the Liberal Studies Program. For information concerning the purposes and curriculum of the Liberal Studies Program—including a list of approved courses—consult page 11 of the Bulletin. The number and distribution of courses in each of the divisions are as follows:

Common Studies: 12 quarter hours are required, 4 quarter hours in College Writing and Research (112, 113) and 8 quarter hours in World Civilizations (101, 102, 103). These courses are to be taken in the student's freshman year or in any case begun before entering the sophomore year of studies. The College Writing and Research and World Civilizations courses must be taken concurrently.

Fine Arts and Literature: 4 courses are required in the Departments of English, Music, Art, or Modern Languages (or other departments designated by the Division). 3 Level I courses in different departments and 1 Level II course.

Philosophy and Religion: 4 courses are required in the Departments of Philosophy and Religious Studies (or other departments designated by the Division). 2 Level I courses in different departments and 2 Level II courses in different departments.

Behavioral and Social Sciences: 5 courses are required in the Departments of Psychology, Sociology, Political Science, Economics, or Geography (or other departments designated by the Division), 3 Level I courses in different departments and 2 Level II courses.

Natural Sciences and Mathematics: 5 courses are required in the Departments of Biological Sciences, Chemistry, Computer Science, Mathematics, or Physics (or other departments designated by the Division), 3 Level I courses in different departments or an approved three-course sequence in a single department and 2 Level II courses.
Course Reduction

While the equivalent of 21 courses is listed in the Liberal Studies section (above), only 19 are required as a consequence of the “course reduction” feature of the Program. Each student may reduce, by two, the number of courses in the division in which the major field falls. This effort to integrate Liberal Studies with the major makes it imperative to declare a major as early as possible.

Students who have declared their major field should consult the departmental entry for a description of the liberal studies requirements of the major field. The departmental entry describes in detail the course reduction as applied to the student’s major field. Since liberal studies requirements vary from one major field to another, the student should not assume that courses which satisfy the liberal studies requirements for one major field satisfy the requirements for another, especially when the major field falls within another division. The student should be certain to consult his academic advisor before taking courses in the Liberal Studies Program. Academic advisement is an integral part of the Liberal Studies Program and necessary for the integration of the program with the requirements of the student’s major field.

Modern Language Option

Students who wish to study a modern language in the College, either for their own interest or for the requirements of their major field, may substitute a three course sequence for one Level II course in any three divisions of the Liberal Studies Program. Interested students should contact their academic advisor for information concerning the regulations and procedures governing the exercise of this option.

ACADEMIC ADVISEMENT

The College believes that academic advisement is necessary for the vitality and success of the student’s undergraduate education. The purposes of liberal education require that the education of the student form a coherent whole, respecting the activities which comprise both the intellectual world and the intellectual growth of the student. Consequently, the requirements of the Liberal Studies Program and, to a degree the major field, are determined by the individual student’s intellectual interests, needs, and abilities.

Academic approval of a course of study is required of all students in the College. Students who have not declared a major field must consult their academic advisor in the College before registering for courses. Students who have declared their major field must consult their faculty advisor assigned by the department. Once a student has declared a major field, the faculty advisor in the department has principal responsibility for the academic program of the student. The student should not expect that courses selected without the advise and consent of his academic advisor will satisfy the requirements of the College.

DECLARATION OF MAJOR

All students in the College are required to declare a major field prior to beginning their junior year.

To declare a major field, the student should apply to the department through the College for permission to enter a degree program. At that time an interview will be arranged with the department chairman, and the student’s previous work in the College will be reviewed and evaluated. If it is found acceptable, the student will be formally accepted into the degree program and assigned a faculty advisor. All further academic advisement is then the responsibility of the advisor. If it is not acceptable, the student either will be asked to improve his or her academic record or will be denied admission.

To change major fields, the student must repeat the procedure described above. However, for the purpose of exploring the possibility of changing his major field, the student should consult an academic advisor in the College.
The Department of Art 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 curriculum emphasizes fundamental artistic concepts through problem solving and experimentation in studio courses and through research and analysis in art history.

Two areas of concentration are offered: 1) a studio practice concentration designed to develop artistic skills and abilities, and 2) a history of art concentration designing to develop proficiency in art historical analysis and theory.

In addition, the department offers a minor in studio art or art history for students majoring in other fields. Through individualized counseling, and a choice of electives, students are aided in planning for graduate school or a diverse group of art-related careers.

FACULTY
William Conger, M.F.A., Professor and Chairman

Hugo N. Amico, J.C.D., S.T.D., Lecturer
Emily Aquila, M.A., Lecturer
Deborah Bright, M.F.A., Lecturer
Sally Kitt Chappell, Ph.D., Professor
Robert Donley, M.F.A., Associate Professor
Sally Garen, M.A., M.F.A., Lecturer
Johnnie Johnson, M.F.A., Lecturer

Kathryn Lehar, M.F.A., Lecturer
Gerald Lietz, Ph.D., Lecturer
Stephen Luecking, M.F.A. Assistant Professor
Patrick O'Brien, C.M., S.T.D., Lecturer
Alice Piron, M.A., Lecturer
Simone Zurawski, Ph.D., Assistant Professor

William Conger
Bachelor of Arts in Art

LIBERAL STUDIES PROGRAM

In addition to the 12 quarter hours required in Common Studies, all students are required to complete 16 courses distributed through 4 divisions as part of their Bachelor of Arts in Art. For information concerning the purposes and curriculum of the Liberal Studies Program—including a list of approved courses—consult page 11 of the Bulletin. The number and distribution of courses in each of the divisions are as follows:

Common Studies: 12 quarter hours are required, 4 quarter hours in College Writing and Research (112, 113) and 8 quarter hours in World Civilizations (101, 102, 103).

Fine Arts and Literature: 2 courses in the Departments of English, Music, or Modern Languages or other departments designated by the Division (Level I only).

Philosophy and Religion: 4 courses (2 Level I and 2 Level II).

Behavioral and Social Sciences: 5 courses (3 Level I and 2 Level II).

Natural Sciences and Mathematics: 5 courses (3 Level I and 2 Level II).

Since study in the Department of Art contributes to a student's liberal education, the student should enroll only in those courses in the Division of Fine Arts and Literature offered by the Departments of English, Music, or Modern Languages (or other departments designated by the Division). A significant component of a student's liberal education is the knowledge of the methods and principles of criticism as applied to compositions in music and language. Consequently, for students majoring in art, courses in the Department of Art will not be applied toward the requirements of the Division.

DEPARTMENTAL PROGRAM REQUIREMENTS

Common Core

Art: 105 Foundation Design; 110 Foundation Painting; 205 Three-Dimensional Design; 308 Ancient and Medieval Art; 340 Renaissance, Baroque and Rococo Art; 346 19th and 20th Century Art

I. Studio Concentration

Art: Common Core plus six additional Studio Practice courses and one additional History of Art course to be chosen in consultation with departmental advisor. Students planning to attend graduate school should have 72 hours of course work in art.

Supporting Fields: 14 courses with a minimum of two electives in Art is strongly recommended. Courses are to be chosen in consultation with the student's departmental advisor. The courses generally are in the fields of English, History, Philosophy, and Sociology, but any other area may be appropriate. Students may also fulfill requirements for a minor in other departments.

II. History of Art Concentration

Art: Common Core plus six additional History of Art courses and one additional Studio Practice course to be chosen in consultation with departmental advisor.
Supporting Fields: 14 courses with a minimum of two electives in Art is strongly recommended. Courses are to be chosen in consultation with the student's departmental advisor. The courses generally are in the fields of English, History, Philosophy, and Sociology, but any other area may be appropriate. Students may also fulfill requirements for a minor in other departments.

SPECIAL PROGRAMS

Art Minor

Students majoring in other fields may select a minimum of five Art courses in Studio Practice or History of Art as a minor field.

SAMPLE PROGRAM: STUDIO ART CONCENTRATION

<table>
<thead>
<tr>
<th>Freshman Level</th>
<th>Sophomore Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art: 105, 110, 205, 308</td>
<td>Art: 106, 210, 340</td>
</tr>
<tr>
<td>Supporting Fields: 3 courses</td>
<td>Supporting Fields: 4 courses</td>
</tr>
<tr>
<td>Liberal Studies: 4 courses</td>
<td>Liberal Studies: 5 courses</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Junior Level</th>
<th>Senior Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art: 206, 215, 346</td>
<td>Art: 310, 315, 322</td>
</tr>
<tr>
<td>Supporting Fields: 4 courses</td>
<td>Supporting Fields: 3 courses</td>
</tr>
<tr>
<td>Liberal Studies: 4 courses</td>
<td>Liberal Studies: 5 courses</td>
</tr>
</tbody>
</table>

Courses

All courses carry 4 quarter hours credit unless otherwise noted. Students majoring in Art may elect Level I courses offered in liberal studies for elective credit only. Titles of courses offered in the Liberal Studies Program are italicized.

GENERAL ART

102 Principles of Art & Art History (formerly Humanities 110). A stylistic and thematic survey of major art forms in historic context.

104 Creating Art. (formerly Art 100 Art for Non-Majors). A studio course that develops creative and perceptual abilities and relates them to principles, concepts of art in historic context.

STUDIO PRACTICE

Design

Development of perceptual ability through analysis of two and three dimensional concepts of line, shape, value, texture, color, form, and space.

105 Foundation Design. Core course, materials fee of $7.50.

205 Three-Dimensional Design. Core course, materials fee of $7.50.
Drawing

Varied media related to representational and expressive rendering and techniques of spatial organization.

106 Foundation Drawing.
206 Intermediate Drawing.
207 Advanced Drawing.
107 Drawing. (Especially for Goodman students, 2 credit hours.)
208 Drawing. (Especially for Goodman students, 2 credit hours.)
209 Drawing. (Especially for Goodman students, 2 credit hours.)

Painting

Techniques of oil painting and pictorial composition in both representational and non-representational modes.

110 Foundation Painting. Core course.
210, 211 Intermediate Painting.
310, 311 Advanced Painting.

Photography

Principles of photography, color, light and processes and techniques of photography as a fine art.

223 Light, Color, Photography, Optional Laboratory. Cross-listed with Physics 223.
225 Photography. Materials fee, 35 mm camera required.

Printmaking

Concepts and techniques of serigraphy and intaglio.

330 Etching. Materials fee of $7.50.
331 Serigraphy. Materials fee of $7.50.

Sculpture

Sculptural techniques and processes exploring a variety of conceptual directions and their implications as sculptural form.

115 Foundation Sculpture. Core course, materials fee of $7.50.

ADVANCED STUDIO PRACTICE TOPICS

395 Special Topics in Studio Practice. See current schedule for specific topics. Credit: 2 or 4 hours.
399 Independent Study. Available to students of demonstrated capability for intensive independent work.

History of Art

Study and critical analysis of stylistic development in painting, sculpture, architecture, and other forms of art from pre-history to the present.

308 Ancient and Medieval Art. Core course.
320 American Art.
322 *Contemporary Art.*
324 *History of Architecture.*
325 *Oriental Art.*
326 *Film Art as Visual Art* (formerly Humanities 304).
327 *African and Oceanic Art.*
340 *Renaissance, Baroque and Rococo Art.* Core course.
346 *19th & 20th Century Art* (formerly Humanities 302). Core course.
347 *The Artist as Humanist (Honors)* (formerly Humanities 357H).
348 *Kinship of the Arts (Honors)* (formerly Humanities 322H).

**Art & Religious Themes**

Study of art in relation to iconography and religious themes.


**ADVANCED HISTORY OF ART TOPICS**

396 *Internship.* Arranged fieldwork or employment in field of study, i.e., museum curatorship, etc., up to 12 hours credit. Not always available. By application to department committee. Prerequisites.

397 *Special Topics in History of Art.* See current schedule for specific topics. Credit: 2 or 4 hours.

399 *Independent Study.* Available to students of demonstrated capability for intensive independent work in the history of art.
The Department of Biological Sciences provides courses for both biology and non-biology majors. For its majors, the department provides a broad yet in-depth core program consisting of lecture and lecture/laboratory courses. Beyond the core program, the department offers a number of courses which permit a moderate degree of specialization in any one of several areas.

Typically, students who intend to enter medicine or medical professions such as Dentistry, Veterinary Medicine, Osteopathic Medicine, Podiatry, or Optometry find it most appropriate to major in biology, following the Standard Biological Sciences Concentration. The Department provides specialized academic counseling for students pursuing any one of these professions.

In addition, the School of Education and the Department of Biological Sciences offer a program that prepares students for a career in teaching biology at the Secondary School level. The Biology/Education Concentration culminates in certification by the State of Illinois. The departmental course requirements in the Standard Biological Sciences Concentration and in the Biology/Education concentration are listed below.

The Department of Biological Sciences also administers a Medical Technology program similar to the Standard Biological Sciences Concentration. Upon completing the requirements for the baccalaureate, the student may enroll in one of several hospital schools of Medical Technology associated with DePaul for a year of specialized study.

Finally, the Department provides courses for non-biology majors (students in 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, and Dietetics. The Department of Biological Sciences provides the latter students with both academic and career counseling during their one or more years at DePaul University. Some students choose to remain at DePaul to complete the B.S. degree prior to entering one or another of these specialized programs.

**FACULTY**

Robert A. Griesbach, Ph.D., Associate Professor and Chairman

Robert A. Anderson, Ph.D., Assistant Professor
John R. Cortelyou, C.M., Ph.D., Professor
Charlene Denys, Ph.D., Assistant Professor
Lester Fischer, D.V.M., Adjunct Associate Professor, (Lincoln Park Zoo)
Daniel Gibbs, Ph.D., Assistant Professor
Danute S. Juras, Ph.D., Associate Professor
Dolores J. McWhinnie, Ph.D., Associate Professor
Mary A. Murray, Ph.D., Associate Professor

Robert L. Novak, Ph.D., Associate Professor (joint appointment with Chemistry)
Daniel G. Oldfield, Ph.D., Associate Professor
Joseph E. Semrad, Ph.D., Professor Emeritus
Robert C. Thommes, Ph.D., Professor
James E. Woods, Ph.D., Professor

*Biological Sciences/75*
Bachelor of Science in Biological Sciences

LIBERAL STUDIES PROGRAM

In addition to the 12 quarter hours required in Common Studies, all students are required to complete 16 courses distributed through 4 divisions as part of their Bachelor of Science in Biological Sciences. For information concerning the purposes and curriculum of the Liberal Studies Program—including a list of approved courses—consult page 11 of the Bulletin. The number and distribution of courses in each of the divisions are as follows:

Common Studies: 12 quarter hours are required, 4 quarter hours in College Writing and Research (112, 113) and 8 quarter hours in World Civilizations (101, 102, 103).

Fine Arts and Literature: 4 courses (3 Level I and 1 Level II).
Philosophy and Religion: 4 courses (2 Level I and 2 Level II).
Behavioral and Social Sciences: 5 courses (3 Level I and 2 Level II).
Natural Sciences and Mathematics: 3 courses in the departments of Physics, Mathematics, Computer Science, or Chemistry or other departments designated by the Division (2 Level I and 1 Level II).

Since study in the department of Biological Sciences contributes to a student’s liberal education, the student should enroll only in those courses offered in the Division of Natural Sciences and Mathematics by the Departments of Physics, Mathematics, Computer Science, or Chemistry (or other departments designated by the Division). A significant component of a student’s liberal education is the knowledge of the methods and principles of the natural sciences and the exact science of mathematics. Consequently, courses in the department of Biological Sciences will not be applied toward the requirements of the division.

DEPARTMENTAL PROGRAM REQUIREMENTS

I. Standard Concentration

Biological Sciences: 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. (Bio. 110, 111, 112, 202, and 205 do not generate credit toward the major.)

Chemistry: 117 Basic Chemistry I; 119 Basic Chemistry II; 121 Organic Chemistry I; 123 Organic Chemistry II; 125 Organic Chemistry III; and 127 Quantitative Analysis. (Unless special permission is granted by the Biology Department, students are required to take the first-year chemistry courses simultaneously with Biology 101, 102, and 103.)

Physics: 150 General Physics; 151 General Physics; and 152 General Physics. (In place of the above specified Chemistry and Physics courses, students may take comparable sequences of courses designed for Chemistry and Physics majors, respectively. Also, in lieu of Physics 150, 151 and 152, students may take Physics 155 and 156, offered summers only.)
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 DePaul.

SPECIAL PROGRAMS

Biology Minor

A student wishing to obtain a minor in Biology must take six courses designed primarily for the major. In addition to Biology 101, 102, and 103, three additional courses are to be recommended on the basis of the student's career goal choice.

Master of Science Degree Program

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.

Post Graduate Concentration

A fifth year level program is available through internships at an associated Hospital School of Medical Technology.

SAMPLE PROGRAM: STANDARD CONCENTRATION

Freshman Level

Biology: 101, 102, 103
Chemistry: 117, 119, 127
Mathematics: 3 courses
Liberal Studies: 5 courses

Junior Level

Biology: 3 courses
Physics: 150, 151, 152
Liberal Studies: 6 courses

Sophomore Level

Biology: 3 courses
Chemistry: 121, 123, 125
Mathematics: 2 courses
Liberal Studies: 4 courses

Senior Level

Biology: 2 courses
Liberal Studies: 6 courses
Supporting Fields: 1 course
Courses

All courses carry 5 quarter hours credit unless otherwise specified. The titles of courses offered in the Liberal Studies Program are italicized.

FOUNDATION COURSES

110 Selected Topics in the Life Sciences (formerly NSM 103). Special topics such as energy relations of cells/organisms, reproduction, development, physiology, genetics, evolution and ecology. 4 quarter hours.

111 Biology I. Selected topics in the life sciences. 4 quarter hours. (Prerequisite: Business Mathematics 125.)

112 Biology II. Selected topics in the life sciences, a continuation of Biology I. 4 quarter hours. (Prerequisite: Biology 111.)

205 Plants and Man (formerly NSM 305). The role of plants in maintaining man's environment; natural distribution of plants and the great agricultural regions of the world; plants as a source of medicine. 4 quarter hours.

MAJOR FIELD COURSES

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 Biology and Chemistry 125 or 175 or consent of instructor.)
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.)

317 Aquatic Biology. The study of physical, chemical and biological phenomena in fresh water environments. Lecture only/4 quarter hours; Lecture-Laboratory/5 quarter hours. (Prerequisite: Biology 103 and Chemistry 127.)

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. (Prerequisites: 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.)

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

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

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

370 Immunobiology. Basic factors governing immune phenomena and antigen-anti-body 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.)

382 Photobiology. Study of interaction of light and biological systems including photochemistry, photosynthesis, circadian rhythms, vision, environmental photobiology and bioluminescence. Lecture only/4 quarter hours; Lecture-Laboratory/5 quarter hours. (Prerequisite: Junior/Senior Biology standing 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.)

398 Readings and Research. 1-4 quarter hours. (Prerequisite: consent of instructor and department.)

399 Independent Study. 1-4 quarter hours. (Prerequisite: consent of instructor and department.)
Chemistry

The Department of Chemistry has three fundamental responsibilities. They are (a) to provide the instruction and laboratory experience necessary for students who wish to make chemistry their livelihood or who wish to study for an advanced degree, (b) to provide the training necessary for students who wish to use chemistry as background in an allied profession, and (c) to contribute to the understanding of the nature and results of scientific exploration of physical reality by providing students not majoring in the subject with up-to-date instruction in the principles of chemistry and the methods of scientific inquiry.

In meeting these three 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 students choosing this concentration continue their studies in chemistry towards advanced degrees.

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

FACULTY

Jurgis A. Anysas, Ph.D., Associate Professor and Chairman
Avrom A. Blumberg, Ph.D., Professor
Fred W. Breitbeil, III, Ph.D., Professor
Sanat K. Dhar, Ph.D., Professor
Sara Steck Melford, Ph.D., Associate Professor
Edwin F. Meyer, Ph.D., Professor
Thomas J. Murphy, Ph.D., Associate Professor

Robert L. Novak, Ph.D., Associate Professor
(Joint Appointment with Biological Sciences)
William R. Pasterczyk, Ph.D., Professor
Franklin S. Prout, Ph.D., Professor

Jurgis A. Anysas

80/Chemistry
Bachelor of Science in Chemistry

LIBERAL STUDIES PROGRAM

In addition to the 12 quarter hours required in Common Studies, all students are required to complete 16 courses distributed through 4 divisions as part of their Bachelor of Science in Chemistry. For information concerning the purposes and curriculum of the Liberal Studies Program—including a list of approved courses—consult page 11 of the Bulletin. The number and distribution of courses in each of the divisions are as follows:

Common Studies: 12 quarter hours are required, 4 quarter hours in College Writing and Research (112, 113) and 8 quarter hours in World Civilizations (101, 102, 103).

Fine Arts and Literature: 4 courses (3 Level I and 1 Level II).

Philosophy and Religion: 4 courses (2 Level I and 2 Level II).

Behavioral and Social Sciences: 5 courses (3 Level I and 2 Level II).

Natural Sciences and Mathematics: 3 courses in the Departments of Physics, Biological Sciences, Computer Science, and Mathematics or other departments designated by the Division (2 Level I and 1 Level II).

Since study in the Department of Chemistry contributes to a student's liberal education, the student should enroll only in those courses offered in the Division of Natural Science and Mathematics by the Departments of Biological Sciences, Physics, Computer Science, and Mathematics (or other departments designated by the Division). A significant component of a student's liberal education is a knowledge of the methods and principles of the Natural Sciences and the exact science of mathematics. Consequently, courses in the Department of Chemistry will not be applied toward the requirements of the Division.

In addition, the Department of Chemistry recommends that students who are seeking accreditation by the American Chemical Society fulfill their language requirement in German in the Liberal Studies Program. One Level II course in the Divisions of Humanities, Philosophy and Religion, and Behavioral and Social Sciences may be substituted for each of the three required German language courses. (For further information on the Modern Language Option of the Liberal Studies Program, consult page 69 of the Bulletin.)

DEPARTMENTAL PROGRAM REQUIREMENTS

Common Core

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 Chemistry I (or 121 Organic Chemistry I); 173 Mechanistic Organic Chemistry II (or 123 Organic Chemistry II); 175 Mechanistic Organic Chemistry III (or 125 Organic Chemistry III); 192 Mathematical Methods of Chemistry; 210 Physical Chemistry I; 211 Physical Chemistry II; 215 Physical Chemistry III; 260 Analytical Equilibrium Chemistry; 261 Instrumental Analysis.

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

Mathematics: 160 Calculus for Science Majors I; 161 Calculus for Science Majors II; 162 Calculus for Science Majors III.
I. Standard Concentration

Common Core in Chemistry, Physics, and Mathematics plus:
  Chemistry 321 Intermediate Inorganic Chemistry; one course from among the following 265
  Air Chemistry, 267 Aqueous Chemistry, or 325 Solid Waste Chemistry. In addition, a
  student may take a minimum of nine courses in advanced chemistry or allied subjects.

American Chemical Society Accreditation

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: 312 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 393 Mathematics
  for Physical Scientists I, and Physics 394 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

Common Core in Chemistry, Physics and Mathematics plus:
  Chemistry 340 Biochemistry I; 342 Biochemistry II; 344 Biochemistry III; 341 Experimental
  Biochemistry I; 343 Biochemistry II.

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

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

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

III. Environmental Concentration

Common Core in Chemistry, Physics and Mathematics plus:
  Chemistry 265 Air Chemistry; 267 Aqueous Chemistry; 269 Industrial Chemical Hazards; 321
  Intermediate Inorganic Chemistry; 325 Solid Waste Chemistry; and 356 Spectral Interpreta-
  tion.

Geography: 225 Weather, Climate, and Man or equivalent.

Computer Science: 149 Introduction to Computer Science Using BASIC or 305 FORTRAN
  Programming or equivalent.

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.

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V. Concentration in Science Related Allied Fields

For students who desire a B.S. in Chemistry with a minor in a field such as marketing, patent law, criminology, education, clinical chemistry, technical writing, or who plan to obtain a Masters degree 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 double major in Physics or Mathematics.

SPECIAL PROGRAMS

Master of Science Degree Program

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.

Chemistry Minor

A student wishing to obtain a minor in chemistry must take six courses in the department from among the following: Chemistry 131 (or 117), 133 (or 119), 147 (or 127), 171 (or 121), 173 (or 123), and 210 or 340.

SAMPLE PROGRAM: STANDARD CONCENTRATION

Freshman Level
Chemistry: 131 (or 117), 133 (or 119), 147 (or 127)
Physics: 170, 171, 172
Mathematics: 160, 161, 162
Liberal Studies: 3 courses

Sophomore Level
Chemistry: 171 (or 121), 173 (or 123), 175, (or 125), 192, 210, 211, 215
Liberal Studies: 5 courses

Junior Level
Chemistry: 260, 261
Electives: 5 courses in Advanced Chemistry or allied fields
Liberal Studies: 5 courses

Senior Level
Chemistry: 321
Electives: 5 courses in Advanced Chemistry or allied fields
Liberal Studies: 6 courses

Courses

All courses carry 4 quarter hours of credit unless otherwise specified. All odd numbered courses, except 399, include a laboratory and are assessed a laboratory fee and a breakage deposit. Titles of courses offered in the Liberal Studies Program are italicized.

FOUNDATION COURSE

102 Atoms and Molecules (formerly NSM 102). Development of the basic concepts of chemistry and discussion of some applications of chemical methods to the study of nature and the modification of man's circumstances.
GENERAL AND INORGANIC CHEMISTRY

104 Modern Chemistry I. Quantitative development of the basic concepts of chemistry and applications of chemistry to industrial and/or natural process. (Prerequisite: Mathematics 125.)

106 Modern Chemistry II. Continuation of Chemistry 104.

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 160 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, 210 or consent; 312 strongly recommended.)

SPECIAL TOPICS

200 Problems in Technological Society: Special Topics (formerly NSM 303). Detailed discussion from the technological point of view of a problem or group of problems of current interest, such as: modern warfare and disarmament; environmental pollution; food additives; drugs. The course may be repeated for credit if the topic is different.

202 Industrial Chemistry. Discussion of the chemistry of selected industrial processes used in the manufacture of chemicals of great interest.

206 Resources and Man (formerly NSM 307). Concern for the technical aspects of resource problems, their importance and uses, their availability and demand. (Cross-listed with Physics 207.)

208 Science and Ethics (Honors) (formerly NSM 345 Honors). Study of selected scientific-technological problems affecting the person and society in an ethical context.

300 Forensic Science (formerly Chem. 390). The application of modern science to problems in criminology, evidence, art and archaeology.

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. Lecture and laboratory course on analytical techniques in the clinical laboratory. (2 quarter hours.) (Prerequisite: 127 or 147; 121 or 171; or consent.)

260 Analytical Equilibrium Chemistry. Lecture course dealing with equilibria involved in quantitative analysis. (Prerequisite: 147 or 127 or consent.)

261 Instrumental Analysis. Lecture and laboratory course dealing with the use of modern instrumentation in chemical analysis. (Prerequisite: 215.)

ORGANIC CHEMISTRY

121 Organic Chemistry I. Chemistry of 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 Chemistry I. Introduction to organic chemistry: Stereochemistry, free radical substitution and electrophilic addition. (Prerequisite: 133 or consent.)
173 Mechanistic Organic Chemistry II. Aromaticity and electrophilic and nucleophilic substitution. (Prerequisite: 171.)
175 Mechanistic Organic Chemistry III. Carbamions and the preparation and reactions of many organic compounds including those of biological interest. (Prerequisite: 173.)
356 Spectral Interpretation. Interpretation of the different types of spectra obtained from organic compounds. (Prerequisite: 125 or 175, 261, or consent.)

PHYSICAL CHEMISTRY

192 Mathematical Methods of Chemistry. A problem-solving course concentrating on mathematical techniques needed for chemical calculations. (Prerequisite: Math. 162.) 2 quarter hours.
210 Physical Chemistry I (formerly Chemistry 196). Thermodynamics: Concepts of heat, work and energy; meaning of enthalpy; free energy and entropy; equilibrium constants, dependence of thermodynamic properties on temperature. (Prerequisite: 119 or 133; Mathematics 162; or consent.)
211 Physical Chemistry II. Thermodynamics continued; electrochemistry, transport processes and crystal structure. (Prerequisite: 147 or 127; 210; 192 or consent.)
215 Physical Chemistry III. Surface chemistry, statistical thermodynamics, kinetics. (Prerequisite: 211.)
312 The Chemical Bond (formerly Chemistry 212). Quantum chemistry, electronic structure of atoms and molecules, molecular spectroscopy. (Prerequisite: 211 or consent.)

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 air. (Prerequisite: 127 or 147 and 125 or 175.) 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: 210.) Offered in the Winter Quarter of odd-numbered years.

BIOCHEMISTRY

228 Medical Biochemistry (formerly Chem. 128). An introduction to the molecular basis of disease. (Prerequisite: 106 or 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. Cross-listed with Chem. 440. (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: consult).
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; some programs in the major will include studies in mathematics and art. The goals of the major in communications are threefold: 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 students whose plans include advanced studies in law, journalism, or communications.

FACULTY

Kristin Brady, Ph.D., English, Assistant Professor
Jerry Carlson, M.A., English, Instructor
William Conger, M.F.A., Art, Associate Professor
Joanne Devine, Ph.D., English, Assistant Professor
Hugh J. Ingrasci, Ph.D., English, Associate Professor
Martin Kalin, Ph.D., Philosophy, Professor
Mary Jane Larrabee, Ph.D., Philosophy, Assistant Professor
Helen Marlborough, Ph.D., English, Assistant Professor
Lavon Rasco, Ph.D., English, Associate Professor
Lynn Rein, Ph.D., Speech, Assistant Professor
Jacqueline Taylor, Ph.D., Speech, Assistant Professor

Bachelor of Arts in Communications

LIBERAL STUDIES PROGRAM

In addition to the 12 quarter hours required in Common Studies, all students are required to complete 16 courses distributed through 4 divisions as part of their Bachelor of Arts in Communications. For information concerning the purposes and curriculum of the Liberal Studies Program—including a list of approved courses—consult page 111 of the Bulletin. The number and distribution of courses in each of the divisions are as follows:

Common Studies: 12 quarter hours are required, 4 quarter hours in College Writing and Research (112, 113) and 8 quarter hours in World Civilizations (101, 102, 103).

Fine Arts and Literature: Concentration I requires 2 courses in the Departments of Art and Music or other departments designated by the Division (2 Level I courses in different departments); Concentrations II and III require 3 courses in the Departments of Art, English, and Music or other departments designated by the Division (3 Level I courses in different departments).

Philosophy and Religion: 4 courses (2 Level I and 2 Level II).
Behavioral and Social Sciences

- Concentration I requires 5 courses in the Departments of Political Science, Geography, Psychology, Sociology, or Economics or other departments designated by the Division (3 Level I courses in different departments and 2 Level II courses).

- Concentration II requires 5 courses in the same departments or 4 if the student completes 5 courses in the Division of Natural Sciences and Mathematics, selected from departments that contrast with the student's major field (3 Level I courses in different departments and 1 or 2 Level II courses).

- Concentration III requires 4 courses in the same departments (3 Level I courses in different departments and 1 Level II course).

Natural Sciences and Mathematics

- Concentrations I and III require 5 courses in the Departments of Physics, Biological Sciences, Chemistry, Computer Science, or Mathematics or other departments designated by the Division (3 Level I courses in different departments or a three course sequence in a single department and 2 Level II courses).

- Concentration II requires 5 courses in the same departments or 4 if the student completes 5 courses in the Division of Behavioral and Social Sciences, selected from departments that contrast with the student's major field. (3 Level I courses in different departments or a three course sequence in a single department and 2 Level II courses).

PROGRAM REQUIREMENTS

Common Core

Three skills courses: Eng. 300 Composition and Style; Phil. 303 Critical Thinking; and one from either Com. 201 Public Speaking or Com. 309 Topics in Journalism. Four theory courses: Com. 100 Introduction to Speech Communication; Eng. 202 Introductory Language Studies; Com. 207 Introduction to Communications; and Com. 310 Culture and Media.

I. Literary Arts Concentration

Common Core plus Eng. 120 Understanding Literature; Eng. 328 Shakespeare; three historical surveys of English and/or American literature from Eng. 310 English Literature to 1500; Eng. 320 English Renaissance Literature; Eng. 330 Restoration and Eighteenth Century Literature; Eng. 340 Nineteenth Century English Literature; Engl. 350 Modern British Literature; Eng. 360 Early American Literature; Eng. 361 Romanticism in American Literature; Eng. 362 Realism and Naturalism in American Literature; and one additional 300-level course in English or Communications.

II. Language and Systems Concentration

Common Core plus four courses from Math. 242 Elements of Statistics; CSC 149 Introduction to Computer Science using BASIC; CSC 203 COBOL Programming; Phil. 305 Philosophy of Language; Art 105 Foundation Design; Phil. 390 Selected Topics, when "Symbol Systems" or "Philosophy and Technology" are considered; Com. 204 Specialized Writing; and two additional 300-level courses in English or Communications.
III. Speech Communication Concentration

Common Core plus Com. 203 Performance of Literature; four courses from Com. 201 Public Speaking (included here if not among the student's core courses); Com. 300 Rhetorical Criticism; Com. 302 Group Dynamics; Com. 304 Studies in American Public Address; Com. 305 Interpersonal Communication; Com. 306 Rhetoric of Social Movements; Com. 318 Popular Criticism; Com. 319 Performance of Fiction; Com. 320 Performance of Poetry; Com. 321 Performance of Drama; Com. 322 Group Performance; and one additional 300-level course in Communications or English.

Supporting 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 should aim for breadth of general knowledge about the world of business. Students preparing for a career in law should elect courses in the prelaw program (see the section headed "Prelaw Study: Preparation for Law School"). Students interested in journalism or media careers should elect six courses in the College of Liberal Arts and Sciences, including course work in History, Art, and Philosophy.

Modern Language Requirement

 Majors in the Literary Arts, Language and Systems, and Speech Communication concentrations must demonstrate competence in a foreign language, either by two years of study at the high school level or by 12 quarter hours credit at the college level.

Courses

All courses carry 4 quarter hours credit. Titles of courses offered in the Liberal Studies Program are italicized.

100 Introduction to Speech Communication (formerly Speech 100). Studies in rhetorical theory, public speaking, interpersonal and nonverbal communication, and group dynamics.

200 Expository Writing.
201 Public Speaking (formerly Speech 204).
204 Specialized Writing. Alternating emphasis in technical writing, writing for advertising, business writing, and writing for the sciences.
207 Introduction to Communications. Logical and rhetorical analysis of theories of communication.
300 Rhetorical Criticism. Selected approaches to the study and practice of rhetorical theory and criticism.
302 Group Dynamics (formerly Speech 202). The study of process in small group communication.
304 Studies in American Public Address (formerly Speech 300). Historical analysis of speech-making in American society. (Recommended prerequisite: Com. 300.)
305 Interpersonal Communication (formerly Speech 205). Verbal and nonverbal communication behavior in unstructured settings.
306 Rhetoric of Social Movements. (Recommended prerequisite: Com. 300.)
307 Topics in Communications. (See schedules for current offerings.)
309 Topics in Journalism.
310 Culture and Media (formerly Com. 210). Theory from sociology, psychology, and aesthetics, with analysis of selected media. (Prerequisite: Com. 207.)

312 Mass Media: Newspapers and Periodicals (formerly Com. 212). (Prerequisite: Com. 207.)

314 Mass Media: Radio and Television (formerly Com. 214). (Prerequisite: Com. 207.)

316 Mass Media: Film (formerly Com. 216). (Prerequisite: Com. 207.)

317 Sociolinguistics. The study of language use in a social context. (Recommended prerequisite: Eng. 202.)

318 Popular Criticism. Analysis of rhetorical strategies in popular criticism. (Prerequisite: Com. 300.)

319 Performance of Fiction (formerly Speech 310). Advanced work in the study of fiction through performance. (Prerequisite: Com. 203.)

320 Performance of Poetry. Advanced work in the study of poetry through performance. (Prerequisite: Com. 203.)

321 Performance of Drama. Advanced work in the study of drama through performance. (Prerequisite: Com. 203.)

322 Group Performance (formerly Speech 322). Adapting and producing group performances of literature. (Prerequisite: Com. 203.)

330 Radio Drama. Radio drama and adaptation of fiction for radio. (Prerequisite: Com. 203.)

331 Contemporary Culture. Analysis of rhetorical strategies in aspects of contemporary culture.

335 Language Acquisition. The processes of first and second language development. (Prerequisite: Eng. 202.)

340 Film and Literature. Studies of film and literature as narrative. (Prerequisite: Eng. 120.)

350 Semiotics (formerly Hum. 204; cross-listed in P&R, BSS, and NSM). Nonverbal codes and their implications for understanding cultures. (Prerequisite: Eng. 120.)

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

399 Independent Study. (Written permission of supervising faculty member and of departmental chairman is necessary before registration.)
Computer Science

The Department of Computer Science 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 programs are designed to serve the needs of students preparing to enter a computer profession in business, industry, or scientific research. The department offers the student the choice of two study concentrations: Computer Science and Computer Information Systems. These curricula are oriented toward equipping the student with the expertise necessary not only to enter but to excel in a computer related career.

FACULTY

Helmut Epp, Ph.D., Associate Professor and Chairman

Gary Andrus, Ph.D., Assistant Professor
Ronald Benjamin, M.S., Adjunct Assistant Professor
Richard Courtheoux, M.S., Lecturer
Robert Fisher, Ph.D., Associate Professor
Gerald Gordon, Ph.D., Associate Professor
Henry Harr, M.S., Instructor
James Kenevan, M.S., Instructor

George Knaf, Ph.D., Assistant Professor
Glenn Lancaster, Ph.D., Associate Professor
Peter Logothitis, M.B.A, Lecturer
Danid Miller, Ph.D., Assistant Professor
Dean Mouzakiotis, M.S., Lecturer
Hardin Rathgeber, M.S., Lecturer
Stephen Samuels, M.S., Lecturer

Helmut Epp
Bachelor of Science in Computer Science

LIBERAL STUDIES PROGRAM

In addition to the 12 quarter hours required in Common Studies, all students are required to complete 16 courses distributed through 4 divisions as part of their Bachelor of Science in Computer Science. For information concerning the purposes and curriculum of the Liberal Studies Program—including a list of approved courses—consult page II of the Bulletin. The number and distribution of courses in each of the divisions are as follows:

Common Studies: 12 quarter hours are required, 4 quarter hours in College Writing and Research (112, 113) and 8 quarter hours in World Civilizations (101, 102, 103).

Fine Arts and Literature: 4 courses (3 Level I and 1 Level II).

Philosophy and Religion: 4 courses (2 Level I and 2 Level II).

Behavioral and Social Sciences: 5 courses (3 Level I and 2 Level II).

Natural Sciences and Mathematics: 3 courses in the Departments of Physics, Biological Sciences, Mathematics, or Chemistry or other departments designated by the Division (2 Level I and 1 Level II).

The student should enroll only in those courses offered in the Division of Natural Science and Mathematics by the Departments of Physics, Biological Sciences, Chemistry, or Mathematics (or other departments designated by the Division). A significant component of a student’s liberal education is the knowledge of the methods and principles of the natural sciences and the application of mathematics to the study of physical reality. Consequently, courses in both the natural sciences and mathematics are required.

DEPARTMENTAL PROGRAM REQUIREMENTS

Common Core

Computer Science: 210 Programming with PL/1 or 220 Programming with Pascal; 310 Principles of Computer Science I; 311 Principles of Computer Science II; 343 Introduction to Operating Systems; 344 Assembly Language Programming I; 394 Software Projects.

Communications: 204 Specialized Writing or English 300 Advanced Composition or equivalent.


I. Computer Science Concentration

Common Core in Computer Science, Communications, and Mathematics plus six courses consisting of 342 Data Structures and File Processing; 345 Computer Architecture; 347 Concepts of Programming Languages; 350 Design and Analysis of Algorithms; and two Computer Science electives approved by a Computer Science counselor.

Mathematics: 152 Calculus III and 220 Linear Algebra with Application I.

Supporting Fields: Eight courses to be taken in consultation with departmental advisor.
II. Computer Information Systems Concentration

Common Core in Computer Science, Communications, and Mathematics: 203 COBOL Programming, 204 Advanced Topics in COBOL; 349 Data Bases and Data Management; 374 Information Systems Analysis and Design I; 375 Information System Analysis and Design II; and one computer science elective approved by a computer science counselor.

Accounting: 101 Principles of Accounting I; 103 Principles of Accounting II.

Economics: 103 Principles I: Introduction to Economics; 104 Principles II: Economics of the Market Place.

Management: 200 Management and Organization Principles and Practice; 305 Systems and Procedures I.

Supporting Fields: Four courses to be chosen in consultation with the departmental advisor. A student who intends to enter a M.B.A. program should consider the following recommended courses as electives: Finance 210 Corporate Finance; Marketing 200 Principles of Marketing; and Business Law 201 Contracts and Agency.

SPECIAL PROGRAMS

Computer Science Minor

Computer Science: 210 Programming with PL/1 or 220 Programming with Pascal; 310 Principles of Computer Science I; 311 Principles of Computer Science II; 342 Data Structures and File Processing; 343 Introduction to Operating Systems.

Mathematics: 150 Calculus I; 151 Calculus II.

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: 210 or 220 (recommended for Spring quarter)
Mathematics: 150, 151, 152
Supporting Fields: 3 courses
Liberal Studies: 5 courses

Sophomore Level

Computer Science: 310, 311, 342
Mathematics: 215, 220, 348
Supporting Fields: 1 course
Liberal Studies: 5 courses

Junior Level

Computer Science: 343, 344, 345
Supporting Fields: 4 courses
Liberal Studies: 5 courses
Communications: 204 or equiv.

Senior Level

Computer Science: 347, 350, 394
Supporting Fields: 2 courses
Liberal Studies: 4 courses
SAMPLE PROGRAM: INFORMATION SYSTEMS

Freshman Level
Computer Science: 203, 204, 210 or 220
Mathematics: 150, 151
Liberal Studies: 5 courses
Accounting: 101, 103

Sophomore Level
Computer Science: 310, 311
Mathematics: 215, 348
Supporting Fields: 1 course
Liberal Studies: 5 courses
Economics: 103, 104

Junior Level
Computer Science: 343, 344, 349
Supporting Fields: 2 courses
Liberal Studies: 5 courses
Communications: 204 or equivalent
Management: 200, 305

Senior Level
Computer Science: 374, 375, 394
Supporting Fields: 2 courses
Liberal Studies: 4 courses

Courses

All courses carry 4 quarter hours of credit unless otherwise specified. Titles of courses offered in the Liberal Studies Program are italicized.

110 Elements of Computer and Information Science (formerly NSM 110). This course provides the student with a general introduction to computer science and information processing, including a brief sketch of the history of the field, its impact on modern society, and a look toward the future. The rest of the course will consist of studying a number of the many problems which computers can be used to solve. This will be done by giving the students hands-on computer experience. (This course may not be taken for credit by a student who has previously taken CSC 149, Math 149, Psy. 368, Acc. 130 or equivalent.)

145 RPG II Programming. An introduction to the Report Program 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. (Prerequisite: Math. 101 or equivalent.) Laboratory fee.

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

204 Advanced Topics in COBOL (formerly CSC 304). File management, tape and direct access storage devices. Access methods. Data base applications. Subprograms, sort/merge feature, dumps and introduction to JCL. (Prerequisite: 204.) Laboratory fee.

205 FORTRAN Programming (formerly CSC 305). An introduction to programming in the widely used scientific language FORTRAN. Input and output including format, branching, looping, subscripted variable, functions, subroutines, non-numerical procedures, algorithm construction and problem solving. (Prerequisite: Math. 101 or equivalent.) Laboratory fee.

210 Programming with PL/1. An introduction to structured computer programming using the language PL/1. Topics include: simple data types, control structures, character string processing, array processing, procedures and functions.

94/Computer Science
220 Programming with Pascal. An introduction to structured computer programming using the language Pascal. Topics include: elementary data types, program control structures, character strings, array processing, procedures and functions, and an introduction to user defined data types.

250 Computers and Human Intelligence (formerly NSM 304 Man and Systems.) (Prerequisite: CSC 110 or CSC 149 or Acc. 130.) Students taking this course will study human problem-solving and its simulation by computers. Artificial intelligence, pattern recognition and learning programs will be discussed.

310 Principles of Computer Science I (formerly CSC 340). Conceptual models of a computer, machine and assembly language. Internal data representation, programming methods, recursion. (Prerequisite: 210 or 220 or consent.)

311 Principles of Computer Science II (formerly CSC 341). Basic data structures, stacks, queues, linked lists. Trees, tree searches and string processing.

323 Data Analysis and Statistical Software I. Introduction to data analysis. Elementary statistical inference. Regression and correlation analysis. These topics will be supported by a thorough introduction to computer packages including BMDP, IDA, MINITAB, SPSS and SPSSHP. The emphasis will be on actual experience with both on-line and batch processing packages. (Prerequisite: an introductory statistics course.) Cross-listed with Math. 323.


333 Computer Simulation. Computer simulation of social, biological and physical systems. Simulation languages GPSSII, GASPOP, SIMSCRIPT, SIMPAC, SLAM, and SIMULATE. (Prerequisite: a programming language.)

342 Data Structures and File Processing. File processing environment and file manipulation techniques. Algorithms for manipulating linked lists, binary, B and B* trees. Algorithms and techniques for implementing inverted lists, multilists, indexed sequential and hierarchical structures. ISAM and VSAM will be discussed. Programming projects will be assigned using PL/I on the IBM-370. (Prerequisite: CSC 311.) Laboratory fee.

343 Introduction to Operating Systems. Job control language, utilities, linkage editor, memory dumps, private libraries, assembler and machine language fundamentals, I/O devices and channels. Emphasis is on IBM operating systems. (Prerequisite: CSC 204 or CSC 342.)

344 Assembly Language Programming I. Data representation, addressing schemes and instruction formats, introduction to IBM 360/370 assembly language. (Prerequisite: 310 or equivalent.) Laboratory fee.

345 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.)

347 Concepts of Programming Languages. A comparative study of computer languages such as ALGOL, PL/I, FORTRAN, APL, COBOL, LISP, and SNOBOL. Information binding, semantics, context free grammars. (Prerequisite: 311 or consent.)

349 Data Bases and Data Management. Integrated data bases, architecture of data base systems, storage structures, integrated management systems, on line file organization, teleprocessing. (Prerequisite: 342 or 204 or consent.) Laboratory fee.

350 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. (Prerequisites: CSC 311, 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.


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 311 and course in statistics.)


Information Systems Analysis and Design I. Structured specifications for computer systems: User need analysis, dataflow diagrams, development of logical data structures and normalization of data, system model construction, presentation of system proposal. (Prerequisite: MGT 305, or Senior standing or consent.)

Information Systems Analysis and Design II. Design, implementation and evaluation of computer systems. Topics covered will include adherence to structured specifications, development of system implementation schedules, planning and design of programming phases, structured design techniques, interface with data communications and data base systems, acceptance testing and systems performance evaluation. (Prerequisite: 374 or consent.)

Data Processing-A Legal Perspective.


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.

Operations Research II: Optimization Theory. Integer programming; non-linear programming; dynamic programming; queueing theory; game theory. (Prerequisite: 387.) Cross-listed with Math 388.

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.)

Computer Logic Design. Combinational and sequential circuits, memories, digital design languages. Hardware computer organization. (Prerequisite: CSC 345 or consent.)

Microprocessors. An introduction to the hardware and software aspects of microprocessors. Digital electronics, microprocessors, programming, interfacing. Laboratory work will involve hands-on work with microprocessor systems. (Prerequisite: 345 or consent of instructor.) Cross-listed with Physics 396. Laboratory fee.

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. Database implementation. ISAM and VSAM. (Prerequisites: Math 152 and 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: 343, 345 or consent of instructor.)
Economics

The Department of Economics seeks to prepare students majoring in economics for careers in business, law, and government as well as for graduate work in economics and business administration. Economics course offerings within the College of Liberal Arts and Sciences integrate business and liberal arts subjects—especially the social and mathematical sciences—in order to facilitate the attainment of a complementary major in allied fields such as political science, sociology, or mathematics. Students may elect a special interdisciplinary major focusing on "urban studies."

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

The Department also offers courses as a part of the Liberal Studies Program. Although these Liberal Studies courses include economic analysis, as do the more specialized courses, they are designed to encompass economic aspects of broader social and historical developments. These courses address such problems as inflationary periods, depressions, structural economic change, international financial conflicts, economic factors in war, government regulation, etc.
Bachelor of Arts in Economics

LIBERAL STUDIES PROGRAM

In addition to the 12 quarter hours required in Common Studies, all students are required to complete 16 courses distributed through 4 divisions as part of their Bachelor of Arts in Economics. For information concerning the purposes and curriculum of the Liberal Studies Program—including a list of approved courses—consult page 11 of the Bulletin. The number and distribution of courses in each of the divisions are as follows:

Common Studies: 12 quarter hours are required, 4 quarter hours in College Writing and Research (112, 113) and 8 quarter hours in World Civilizations (101, 102, 103).

Fine Arts and Literature: 4 courses (3 Level I and 1 Level II).

Philosophy and Religion: 4 courses (2 Level I and 2 Level II).

Behavioral and Social Sciences: 3 courses in the Departments of Political Science, Geography, Sociology, and Psychology or other departments designated by the Division (2 Level I and 1 Level II).

Natural Sciences and Mathematics: 5 courses (3 Level I and 2 Level II).

Since study in the Department of Economics contributes to a student's liberal education, the student should enroll only in those courses offered in the Division of Behavioral and Social Sciences by the departments of Political Science, Geography, Sociology, and Psychology (or other departments designated by the Division). Courses in the Department of Economics will not be applied to the requirements of the Division. A significant component of a student's liberal education is a knowledge of the methods and principles of the kinds of inquiries which comprise the Behavioral and Social Sciences, particularly the interpretation of scientific method and its application to the study of human society and institutions.

The Department of Economics recommends that students receive academic advisement before registering for courses in either the Division of Behavioral and Social Sciences or in other divisions. The Department is concerned that students enroll in courses commensurate with their background and interests and compatible with the academic requirements of the Liberal Studies Program and the Departments.
DEPARTMENTAL PROGRAM REQUIREMENTS

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 or 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, and 126 Calculus with Applications to Business may be substituted for Math. 130 and 131.)

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

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.

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. 101 General Sociology; Soc. 230 The City; Soc. 203 Minority Relations; Soc. 345 Urban Sociology; Pol. Sci. 120 American Political System; Pol. Sci. 202 Community Politics in Urban America.

CAREER ORIENTATIONS

Special attention should be given to these specific Economics courses if a student is interested in a particular career orientation.

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


International: 359 The Theory of Economic Development; 360 Economics of Underdeveloped Countries; 361 International Trade; 375 Introduction to Econometrics.

Urban: 218 Labor Economics and Organization; 310 Economics of the Urban Environment; 325 Economics of Poverty; 335 Energy and Environmental Economics; 368 Industrial and Commercial Location; 375 Introduction to Econometrics.

100/Economics

Quantitative Economics: 375 Introduction to Econometrics; 380 Mathematics for Economics and Business I.

Labor: 218 Labor Economics and Organization; 310 Economics of the Urban Environment; 217 American Economic History; 325 Economic of Poverty; 375 Introduction to Econometrics.

Government: 310 Economics of the Urban Environment; 335 Energy and Environmental Economics; 368 Industrial and Commercial Location; 375 Introduction to Econometrics.

SPECIAL PROGRAMS

Economics Minor

The student must take Economics 103 and 104 and additional courses to bring the total credits in economics to a minimum of 24 credit hours (6 courses). Courses taken to complete the minor in Economics must be selected in consultation with an appropriate Departmental advisor.

SAMPLE PROGRAM: STANDARD CONCENTRATION

Freshman Level

Economics: 103  
Mathematics: 3 courses based on proficiency  
Supporting Fields: 2 courses  
Liberal Studies: 5 courses

Sophomore Level

Economics: 104, 242, and two economics electives  
Supporting Fields: 3 courses  
Liberal Studies: 5 courses

Junior Level

Economics: 305, 306, and one economics elective  
Supporting Fields: 3 courses  
Liberal Studies: 5 courses

Senior Level

Economics: 3 economics electives  
Supporting Fields: 5 courses  
Liberal Studies: 4 courses

Courses

All courses carry 4 quarter hours credit. Titles of courses offered in the Liberal Studies Program are italicized.

PRINCIPLES AND THEORY

100 The Economy and Society (formerly BSS 113). Study of the nature of the economic sector and its relation to the society as a whole.

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: 103 and 104 or permission of Chairperson.)

305 **Pricing and Distribution Analysis.** Continuation 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: 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.)

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. (Prerequisites: 103 and 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: 104.)

**ECONOMIC HISTORY AND THOUGHT**

210-211-212

**Great Ideas, Behavior and Society** (formerly BSS 210-211-212). A three-course sequence on the great ideas of human behavior and society as found in the text of the great writers of the Western World from the ancient Greeks to William James and Sigmund Freud.

216 **European Economic History** (formerly Econ. 316). Major factors and institutions which have influenced the economic development of European nations. Impact of these nations on U.S. development also discussed. (Prerequisite: 100 or 103 or 104.)

217 **American Economic History** (formerly Econ. 317). Major factors and institutions which have influenced the economic development of the United States. Empirical information and economic theory are employed. (Prerequisite: 100 or 103 or 104.)

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

**ECONOMIC INSTITUTIONS AND PROBLEMS**

200 **Introduction to Urban Economics** (formerly BSS 306). Study of the economics of urban problems as viewed from an interdisciplinary perspective. (Prerequisite: 100 or 103 or 104.)

202 **Problems in the Developing Nations** (formerly BSS 302). Critical examination of the concept of development. A study of growth in developing nations. (Prerequisite: 100 or 103 or 104.)

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

218 **Labor Economics and Organization** (formerly Econ. 318). Historical and theoretical analysis of labor groups and labor market problems (including wage determination,
unemployment and discrimination), with particular reference to the dynamic economy of the United States. (Prerequisite: 100 or 103 and 104.)

230 The Economics of Socialism (formerly Econ. 330). 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.)

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 cost analysis. (Prerequisite: 104.)

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

311 Business and Economic Forecasting. An introduction to quantitative and qualitative forecasting techniques: time series analysis, census decomposition methods, leading indicators, and econometric models. Also, computer analysis of forecasting problems. (Prerequisite: 103 and 104.)

320 Economics and the Common Good. Economic theories, systems, and problems studied and analyzed in reference to the economic good as defined in key modern documents, particularly the social encyclicals. Stress both theory and practice. (Prerequisite: 100 or 103 or 104.)

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

335 Energy and Environmental Economics. Introduction to the fundamental problems of resource depletion and environmental deterioration: tradeoffs between the use of natural resources, environmental pollution, and population growth; alternative methods to achieve an optimal ecological system. Economic analysis of cost-benefit techniques, the role of effluent fees, government subsidies, and legislative action. (Prerequisite: 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. (Prerequisite: 104.) 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: 103 or 104 or consent of instructor.)

QUANTITATIVE TECHNIQUES IN ECONOMICS

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

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

Economics/103
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. (Prerequisites: 103 and 104.)

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 chairperson.
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 serve the literary interests and communications needs of students with other areas of specialization. The departmental goals and curricula are developed with these roles in mind.

The goals for the English major are these: 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. Furthermore, in cooperation with the School of Education, the Department offers a program to prepare students for a teaching career in junior high and secondary schools.

In addition to its English major, the Department administers an interdisciplinary major in Communications. Developed in cooperation with other departments in the College of Liberal Arts and Sciences, this major provides the opportunity for study appropriate to many careers and professional schools. See the section headed "Communications" for a full description of this major.

FACULTY

William Fahrenbach, Ph.D., Assistant Professor and Acting Chairman

Kristin Brady, Ph.D., Assistant Professor
Bernard A. Brunner, Ph.D., Professor
Jerry Carlson, M.A., Instructor
Stanley L. Damberger, M.A., Assistant Professor
Joanne Devine, Ph.D., Assistant Professor
Patricia Ewers, Ph.D., Professor
William J. Feeney, Ph.D., Professor
Kristine Garrigan, Ph.D., Assistant Professor
Hugh J. Ingrasci, Ph.D., Associate Professor
Ellin M. Kelly, Ph.D., Professor
Rev. James Larkin, C.S.V., Ph.D., Professor Emeritus
Rev. Jeremiah Lehane, C.M., Ph.D., Professor Emeritus
Thomas R. Liszka, Ph.D., Assistant Professor

Helen Marlborough, Ph.D., Assistant Professor
Zahava McKeon, Ph.D., Assistant Professor
Margaret M. Neville, Ph.D., Professor Emeritus
John E. Price, Ph.D., Associate Professor
Lavon Rasco, Ph.D., Associate Professor
Lynn Rein, Ph.D., Assistant Professor
Rachel M. Romano, M.A., Professor Emeritus
Joanne Starzec, M.S.Ed., Instructor
Frank Sherman, Ph.D., Associate Professor
Rev. John Smith, C.M., M.A., Professor Emeritus
Jacqueline Taylor, Ph.D., Assistant Professor
Frederick I. Tietze, Ph.D., Professor Emeritus
Bachelor of Arts in English

LIBERAL STUDIES PROGRAM

In addition to the 12 quarter hours required in Common Studies, all students are required to complete 16 courses distributed through 4 divisions as part of their Bachelor of Arts in English. For information concerning the purposes and curriculum of the Liberal Studies Program—including a list of approved courses—consult page 11 of the Bulletin. The number and distribution of courses in each of the divisions are as follows:

Common Studies: 12 quarter hours are required, 4 quarter hours in College Writing and Research (112, 113) and 8 quarter hours in World Civilizations (101, 102, 103).

Fine Arts and Literature: 2 courses in the Departments of Art, Music, or Modern Languages or other departments designated by the Division (Level I only).

Philosophy and Religion: 4 courses (2 Level I and 2 Level II).

Behavioral and Social Sciences: 5 courses (3 Level I and 2 Level II).

Natural Sciences and Mathematics: 5 courses (3 Level I and 2 Level II).

Since study in the Department of English contributes to the student's liberal education, the English student should enroll in those Level I courses offered in Division of Fine Arts and Literature by the Departments of Art, Music, or Modern Languages (or other departments designated by the Division). Courses in the Department of English will not be applied toward the requirements of the Division.

DEPARTMENTAL PROGRAM REQUIREMENTS

I. Standard English Concentration

English: 120 Understanding Literature; 202 Introductory Language Studies; 328 Shakespeare; four historical surveys from 310 English Literature to 1500; 320 English Renaissance Literature; 330 Restoration and Eighteenth Century Literature; 340 Nineteenth Century English Literature; 350 Modern British Literature; two historical surveys from 360 Early American Literature; 361 Romanticism in American Literature; 362 Realism and Naturalism in American Literature; one course from 300 Composition and Style; 302 Grammar and Usage; 305 Creative Writing; and three 300-level electives in English.

Supporting Fields: Com. 203 Performance of Literature; two courses in History; and three additional courses in History, Philosophy, Art, Religious Studies, Modern Languages, and/or Communications.

II. American Studies Concentration

English: 120 Understanding Literature; 202 Introductory Language Studies; 328 Shakespeare; 222 Introduction to American Culture; 367 Topics in American Studies; three historical surveys from 310 English Literature to 1500; 320 English Renaissance Literature; 330 Restoration and Eighteenth Century Literature; 340 Nineteenth Century English Literature; 350 Modern British Literature; two historical surveys from 360 Early American Literature; 361 Romanticism in American Literature; 362 Realism and Naturalism in American Literature; one course from 300 Composition and Style; 302 Grammar and Usage; 305 Creative Writing; and two 300-level electives in American literature or American Studies.

106/English
Supporting Fields: Com. 203 Performance of Literature; Art 320 American Art; two courses in American History; and two additional courses in Communications, History, Philosophy (Phil. 315 American Philosophy is recommended), and/or Religious Studies (Rel. 211 The American Religious Experience is 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.

Common Core

English: 120 Understanding Literature; 202 Introductory Language Studies; 300 Composition and Style; 302 Grammar and Usage; 391 Teaching of English; 328 Shakespeare; one historical survey from 360 Early American Literature; 361 Romanticism in American Literature; 362 Realism and Naturalism in American Literature; and one historical survey from 310 English Literature to 1500; 320 English Renaissance Literature; 330 Restoration and Eighteenth Century Literature; 340 Nineteenth Century English Literature; 350 Modern British Literature.

Concentration A

Common Core plus Com. 203 Performance of Literature; two additional historical surveys from Eng. 310; Eng. 320; Eng. 330; Eng. 340; Eng. 350; two additional courses from Eng. 360; Eng. 361; Eng. 362; Eng. 364 American Genre Studies; Eng. 365 Modern American Fiction; Eng. 366 Modern Poetry; Eng. 369 Topics in American Literature; and one 300 level elective in English.

Concentration B

Common Core plus Com. 207 Introduction to Communications; Com. 310 Culture and Media; Educ 359 Teaching Reading in Secondary Schools; Com. 100 Introduction to Speech Communications; and either two additional "media" courses (from Com. 309, Com. 312, Com. 314, Com. 316,) or two additional "speech" courses (from Com. 201, Com. 203, Com. 302, Com. 305).

Supporting Fields: Students should consult with their advisors in the School of Education to select courses in Education towards certification for teaching.

SPECIAL PROGRAMS OR REQUIREMENTS

Modern Language Requirement

 Majors in the Standard English or American Studies concentrations must demonstrate competence in a modern language, either by two years of study at the high school level or by 12 quarter hours credit at the college level. (See Modern Language Option of the Liberal Studies Program, Page 69 of the Bulletin.)

English/107
Courses

All courses carry 4 quarter hours credit. Titles of courses offered in the Liberal Studies Program are italicized.

LANGUAGE AND COMPOSITION

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

112 College Writing and Research I. Development of skills in analysis, organization, and expression with reference to expository prose. 2 quarter hours credit. (English 112 and 113 are required Liberal Studies courses to be taken in consecutive quarters in conjunction with History 101, 102, 103.)

113 College Writing and Research II. Development of skills in library research and exposition with reference to research papers. 2 quarter hours credit. (English 112 and 113 are required Liberal Studies courses to be taken in consecutive quarters in conjunction with History 101, 102, 103.)

202 Introductory Language Studies. Topics in language and linguistics.

208 Rhetoric I. Study of interpretation of texts and of principles and theory of rhetoric, that is, of argument. (Prerequisite: Eng. 113.)

300 Composition and Style. Instruction and practice in writing in a clear, concise, forceful prose style. (Prerequisite: Eng. 113.)

302 Grammar and Usage. Review of the history of correctness in language and of grammatical terms, with emphasis on improving mastery of rules of usage.

305 Creative Writing.

306 Rhetoric II. Study of practical problems of reasoned discourse, emphasizing invention and construction of arguments. (Prerequisite: Eng. 208.)

LITERATURE

120 Understanding Literature (formerly Eng. 220/Hum. 120). Study of the elements and construction of literary texts, of the vocabulary of literary criticism, and of various literary modes and genres. (Eng. 120 or equivalent is a prerequisite to all 300 level English courses in literature.)

222 Introduction to American Culture. A multidisciplinary approach to the study of American culture, with emphasis on popular, folk, and academic art forms.

310 English Literature to 1500. Survey of English literature from the beginnings to 1500.


319 Topics in Medieval Literature.

320 English Renaissance Literature. Survey of English literature from 1500 to 1660.

328 Shakespeare.

329 Topics in Renaissance Literature.

330 Restoration and Eighteenth Century Literature. Survey of English literature from 1660 to the 1780's.

339 Topics in the Restoration and Eighteenth Century Literature.

340 Nineteenth Century English Literature. Survey of English literature from the 1780's to 1900.

349 Topics in Nineteenth Century English Literature.


356 Topics in Irish Studies: Authors.

108/English
357 Topics in Irish Studies: Genres.
358 Seminar in Irish Studies.
359 Topics in Modern British Literature.
360 Early American Literature. Survey of American literature from the beginnings to 1830.
361 Romanticism in American Literature. Survey of American literature from 1830 to 1860.
364 American Genre Studies. Studies in either the American novel, drama, poetry, or the short story.
369 Topics in American Literature.
372 Dramatic Studies. The elements and construction of dramatic literature, including poetry.
373 Lyric Studies. The elements and construction of lyric literature.
374 Narrative Studies. The elements and construction of narrative literature, including poetry.
379 Topics in Literature. (See schedules for current offerings.)
380 Masterpieces of World Literature. Selected works in translation from Homer to the present.
381 Literary Heritages. The origin and development of literary forms and themes before the twentieth century. (See schedules for current offerings.)
382 Major Authors. Study of one or two major writers, with attention to their works as representative of literary forms and to their influence on subsequent writers. (See schedules for current offerings.)
385 Mythology and the Dramatic Arts (formerly Hum. 320). Classical mythology in English and American drama.
386 Popular Literature (formerly Eng. 225). Studies in selected forms of popular literature. (See schedules for current offerings.)
387 Opera, Film, and Drama (formerly Hum. 330). Comparative study of forms of theater.
388 World of the Cinema (formerly Hum. 370). Critical analysis of cinematic development. (Fee: $15.00).
389 Topics in Comparative Literature.

PROFESSIONAL

395 The Writing Tutor: Theory and Practice.
398 Literary and Cultural Heritage. Study tours. (Tour locations, topics, fees, and credit vary.)
399 Independent Study. (Written permission of supervising faculty member and of departmental chairman is necessary before registration.)
Geography

The modern discipline of Geography is concerned as much with man as with man's physical environment, as much with relationships and analyses as with description and distribution. Geography's study depends upon two basic criteria: a location and reasons for the location.

An ignorance of geography has resulted in or intensified many of mankind's pressing problems. We are required to make critical economic, political, and cultural decisions affecting the earth's expanding population, but these decisions usually disregard the elements of our natural environment and their spatial relationships. Because of the genuine need to make informed decisions, the Geography Department's goal is to educate the student's understanding and explanation of these relationships.

This objective can be achieved through the department's curriculum. The courses present the basic concepts involved in the description and analysis of geographic influence on societies. Faculty members introduce students to the theories, methods, and tools used by geographers in their analyses of spatial organization through field trips, cartographic and computer techniques, and other varying classroom procedures.

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

FACULTY

Vernon E. Prinzing, Ed.D., Assistant Professor and Chairman
Donald R. Dewey, Ph.D., Professor
Richard J. Houk, Ph.D., Professor
Gerald W. Ropka, Ph.D., Associate Professor
Theresa Tarlos, M.A., Lecturer
Bachelor of Arts in Geography

LIBERAL STUDIES PROGRAM

In addition to the 12 quarter hours required in Common Studies, all students are required to complete 16 courses distributed through 4 divisions as part of their Bachelor of Arts in Geography. For information concerning the purposes and curriculum of the Liberal Studies Program—including a list of approved courses—consult page 111 of the Bulletin. The number and distribution of courses in each of the divisions are as follows:

Common Studies: 12 quarter hours are required, 4 quarter hours in College Writing and Research (112, 113) and 8 quarter hours in World Civilizations (101, 102, 103).

Fine Arts and Literature: 4 courses in the Departments of Art, Music, and English (3 Level I and 1 Level II).

Philosophy and Religion: 4 courses (2 Level I and 2 Level II).

Behavioral and Social Sciences: 3 courses in the Departments of Political Science, Sociology, Psychology, or Economics or other departments designated by the Division (2 Level I and 1 Level II).

Natural Sciences and Mathematics: 5 courses (3 Level I and 2 Level II).

Since study in the Department of Geography contributes to a student’s liberal education, the student should enroll only in those courses offered in the Division of Behavioral and Social Sciences by the Departments of Political Science, Sociology, Psychology, or Economics (or other departments designated by the Division). Courses in the Department of Geography will not be applied to the requirements of the Division. A significant component of a student’s liberal education is a knowledge of the methods and principles of inquiries which comprise the Behavioral and Social Sciences, particularly the interpretation of scientific method and its application to the study of human society and institutions.

DEPARTMENTAL PROGRAM REQUIREMENTS

Common Core

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

I. Standard Concentration

Geography: Common Core 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 student 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: Common Core plus 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 Political System; Pol. Sci. 224 Public Administration; Pol. Sci. 225 State Politics; Pol. Sci. 322 Urban Policymaking or Pol. Sci. 323 Chicago Government and Politics; Soc. 101 General Sociology; Soc. 203 Minority Studies; and Soc. 230 The City.

III. Environmental Studies Concentration

Geography: Common Core 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 I; Chem. 119 Basic Chemistry II; Chem. 127 Quantitative Analysis; Chem. 203 Analytical Techniques; Chem. 265 Chemistry of Air Pollutants; Chem. 267 Aquous Chemistry; Chem. 278 Environmental Chemistry; Econ. 103 Principles I: Introduction to Economics; Econ. 310 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.

Geography: Common Core (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.

SPECIAL PROGRAMS

Geography Minor

A minor in geography consists of a minimum of 24 hours. Two courses are required: Geography 100 The Nature of Geography and Geography 340 Maps and Man. Two additional courses are to be selected from the 100 or 200 level and another two from the 300 level. The latter four are to be selected with the approval of the student's Department of Geography faculty advisor. This is to assure the best choices for the student in his major field.

SAMPLE PROGRAM: STANDARD CONCENTRATION

Freshman Level

Geography: 100, plus 106 or 107 or 110, plus additional course
Supporting Fields: 2 courses
Liberal Studies: 5 courses

Sophomore Level

Geography: 101 and 2 additional courses
Supporting Fields: 2 courses
Liberal Studies: 5 courses

Junior Level

Geography: 341, 342 and 1 additional course
Supporting Fields: 4 courses
Liberal Studies: 5 courses

Senior Level

Geography: 395 and 2 additional courses
Supporting Fields: 6 courses
Liberal Studies: 4 courses
Courses

All courses carry 4 quarter hours credit. The titles of courses offered in the Liberal Studies Program are italicized.

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 Earth's Cultural Landscape. Characteristics of mankind's distribution and culture examined at the local, regional and world scale.

120 Urban Environmental Problems (formerly BSS 120). Survey and analysis of urban environmental problems, their geographic arrangement and impact on the quality of life.

133 Urban Geography. Basic concepts and principles necessary for an understanding of the spatial factors involved in city structure.

201 Issues and Areas of Global Tension. Develops a basic understanding of the international problems of today based upon analyses of their geographic backgrounds.


230 Problems of Modern Transportation (formerly BSS 325). An overview of transportation development with major emphasis on current transportation problems on the local and national scale.

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. Material Fee required payable first day of class.)

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

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


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. Four hours credit. Materials Fee required.

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. (Prerequisite: Junior or senior standing and consent of the instructor.)

THE NATURAL ENVIRONMENT

101 Earth’s Physical Landscape. 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.

REGIONAL ANALYSES

Courses from 124 through 327 are detailed regional appraisals of the geographic phenomena within the area considered. Stress is placed on 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.

318 The Iberian Impact (formerly BSS 320).

320 Illinois, Upstate, downstate.

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

322 Eastern United States.

323 Western United States.

324 Canada (formerly BSS 324).

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

327 The Environments of South America.

114/Geography
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 address the needs of students in other areas of specialization or students who wish to avoid excessive specialization.

The history student will develop skills in listening ability, reading for meaning, and 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 and 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 life.

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

FACULTY

Cornelius Sippel, Ph.D., Associate Professor and Chairman

Donald J. Abramoske, Ph.D., Associate Professor
Thomas Croak, C.M., S.T.D., Ph.D., Assistant Professor
Albert Erlebacher, Ph.D., Professor
Bruce L. Fenner, Ph.D., Assistant Professor
Robert F. Fries, Ph.D., Professor Emeritus
Robert Garfield, Ph.D., Associate Professor
Gregory C. Kozlowski, Ph.D., Assistant Professor
Edwin J. Harrington, M.A., Lecturer

Joseph H. Lehmann, Ph.D., Professor
Martin J. Lowery, Ph.D., Professor
Ralph J. Mailliard, Ph.D., Professor Emeritus
Bernadine S. Pietraszek, Ph.D., Professor
Ben Richardson, B.A., S.T.B., Assistant Professor
Sholom S. Singer, Ph.D., Associate Professor
Arthur W. Thurner, Ph.D., Associate Professor

Bachelor of Arts in History

LIBERAL STUDIES PROGRAM

In addition to the 12 quarter hours required in Common Studies, all students are required to complete 16 courses distributed through 4 divisions as part of their Bachelor of Arts in History. For information concerning the purposes and curriculum of the Liberal Studies Program—including a list of approved courses—consult page 11 of the Bulletin. The number and distribution of courses in each of the divisions are as follows:

History/115
Common Studies: 12 quarter hours are required, 4 quarter hours in College Writing and Research (112, 113) and 8 quarter hours in World Civilizations (101, 102, 103).

Fine Arts and Literature: 3 courses are required in the Departments of English, Art, Music, or Modern Languages or other departments designated by the Division with a reduction of 1 course in either P&R or NSM (Level I only in different departments) or 4 courses in these departments (3 Level I courses in different departments and 1 Level II course, which may be in the Department of History).

Philosophy and Religion: 3 courses are required in the Departments of Philosophy or Religious Studies or other departments designated by the Division with a reduction of 1 course in either FA&L or NSM (2 Level I courses in different departments and 1 Level II) or 4 courses in these departments (2 Level I courses in different departments and 2 Level II courses, one of which may be in the Department of History).

Behavioral and Social Sciences: 4 courses are required in the Departments of Sociology, Psychology, Economics, Political Science, or Geography or other departments designated by the Division (3 Level I courses in different departments and 1 Level II course, excluding History).

Natural Sciences and Mathematics: 4 courses in the Departments of Biological Sciences, Chemistry, Computer Science, Physics, or Mathematics or other departments designated by the Division with a reduction of 1 course in either FA&L or P&R (3 Level I courses in different departments and 1 Level II course) or 5 courses in these departments (3 Level I courses in different departments and 2 Level II courses, one of which may be in the Department of History).

DEPARTMENTAL PROGRAM REQUIREMENTS

I. Standard Concentration

History: 101 World Civilizations I; 102 World Civilizations II; 103 World Civilizations III; 104 The One World of the Twentieth Century; and at least three courses from the Thematic category for a total of twelve quarter hours. In addition, at least three courses from the Integrative category: one from each of three different areas, plus 397 Coordinating Seminar (which may be taken only during the senior year); and two additional courses from any of the three categories.

Political Science: Two courses.

Geography: Two courses. Students specializing in European history must take either Geography 316 Physical, Economic, and Cultural Contrasts in Western Europe; or 317 Physical, Economic, and Cultural Contrasts in Eastern Europe and the USSR.

Supporting Fields: A total of four courses from economics, sociology, literature (English, French, German or Spanish) or history of art. Courses in other fields may be substituted with consent of the student's advisor. In addition, seven courses are to be elected in consultation with the students departmental advisor in fields other than history.

II. Pre-Law Concentration

History: Three courses from the Foundation category; 328 English Constitutional; 385 United States Constitutional to 1865; 386 United States Constitutional Since 1865; 394 The Law, the State and Freedom in America; 395 Historical Sources and Evidence: Nuremberg to My Lai; 396 History of American Legislation; 397 Coordinating Seminar; and two additional courses chosen from any area.
Supporting Fields: Law 200 Introduction to Law; English 208 Rhetoric I and 306 Rhetoric II; Philosophy 303 Critical Thinking; Political Science 222 American Political Parties. In addition, nine courses are to be 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.

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

SPECIAL PROGRAMS

History Minor

Twenty-four hours of history to be distributed as follows: courses 101, 102, 103 and 104 for a total of twelve hours. One course from the Thematic category below and one course from the Integrative category below; one other course from either the Thematic or the Interpretive category.

SAMPLE PROGRAM: STANDARD CONCENTRATION

Freshman Level
History: 101, 102, 103
Supporting Fields: 3 courses
Liberal Studies: 5 courses

Sophomore Level
History: 104, 250, 251, 252
Supporting Fields: 4 courses
Liberal Studies: 5 courses

Junior Level
History: 328, 365, 351
Supporting Fields: 4 courses
Liberal Studies: 5 courses

Senior Level
History: 253, 379, 397
Supporting Fields: 4 courses
Liberal Studies: 4 courses

Courses

All courses carry 4 quarter hours credit. Titles of courses offered in the Liberal Studies Program are italicized.

FOUNDATION

101 World Civilization I. 3 quarter hours credit.
102 World Civilization II. 3 quarter hours credit.
103 World Civilization III. 2 quarter hours credit.
104 The One World of the Twentieth Century (formerly History 103).
113 United States History to 1824.
114 United States History in the Nineteenth Century.
115 United States History in the Twentieth Century.
140 Historical Concepts and Methods (formerly Humanities 140).

THEMATIC
250 Revolution, 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.
261 Themes in European History.
262 Themes in Latin American History.
263 Themes in United States History.
264 Themes in the History of Africa (formerly History 352).
265 Themes in Afro-American History (formerly History 348).
266 Themes in the History of Imperialism.
267 Themes in the History of Asia.
271 Man and Ideas in History (formerly Humanities 355).
272 Fascism and Counterrevolution (formerly Humanities 358).

INTEGRATIVE

European
322 History of Medieval Europe. The breakup of the Roman Empire, growth and development of Christianity and Islam, feudalism and the feudal states, the medieval papacy, the Slavic world, rise of urban life, transition to the modern age, decline of the influence of the church.
328 English Constitutional History. A study of Anglo-Saxon institutions; feudalism after the Norman conquest; growth of the common law; foundations of Parliament and the development of central administrative systems.
330 The Renaissance and the Reformation. A detailed consideration of the significant political, economic, intellectual, religious, and artistic developments of the early modern period.
332 French Revolution and Napoleon. Political and economic failure of the Old Regime, influence of the philosophers, the rise and fall of revolutionary idealism, the spread of revolutionary principles, the development of imperialism and dictatorship under Napoleon, the settlement of Europe and the Congress of Vienna.
333 Europe from Metternich to Bismarck. The decline of the aristocratic-clerical order, the emergence of capitalism, the appearance of liberal states, and the rise of nationalism in Italy and Germany.
334 Europe in the Age of German Ascendancy. Continental culture, development of imperial rivalries, failure of internationalism and the coming of World War I.
335 Europe Since 1914. A study of the main currents of international affairs during the period, and domestic problems of the leading states, with emphasis upon the dynamic of power politics.
336 Expansion of Europe I: The Age of Discovery. A survey of the political, intellectual and scientific roots of the expansion of Europe and of the main voyages of discovery between 1400 and 1825.

337 Expansion of Europe II: The Age of Empires. Causes of the establishment of European empires in the 19th and 20th centuries, the nature and effect of empires, the reasons for their disappearance and their legacy for Europe and the non-Western world.

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

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

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

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

Afro-American and Non-Western

339 Traditional East Asia. Examines developments in the history and civilization of China and Japan approximately to 1800.

340 Modern East Asia. Coming of the Europeans, problems of modernization, the two world wars and post-war developments.

341 Islam in World History: The Foundations. A study of Islam as a religious faith, a civilizing tradition and a political system from the time of the Prophet to the 18th century.

342 Islam and the West in the Modern World. An examination of the economic, cultural and political interaction of Europe and the Islamic world.

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

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

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

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

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

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

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

353 India since 1700. Examines the modern history of India, giving special attention to India as a prototype of economic and political change in the "Third World".
Latin American

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

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

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

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


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

United States

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

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

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

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

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

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

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

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

379 American Civilization in the Twentieth Century: Ideas and History. Continuation of course 378.


384 Topics in American Studies. Taught in Cooperation with the English Department. May carry credit in English or History.
United States Constitutional History to 1865. Examines the English colonial charters, the constitutional aspects of the American Revolution and the federal constitution; explores the concepts of federalism and separation of powers with reference to major supreme court decisions.

United States Constitutional History since 1865. Problems of industrial regulation, civil liberties, constitutional issues of the New Deal and controversies arising during and after World War II, including the major decisions of the Warren court.

SPECIAL

Extramural Internship. 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.


The Law, the State, and Freedom in America. (Pre-law.)

Historical Sources and Evidence: Nuremberg to My Lai. (Pre-law.)

History of American Legislation. (Pre-law.)

Coordinating Seminar. Open only to seniors majoring in History.

Independent Study. (Prerequisite: junior standing, approval of instructor and chairman.)
Honors

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 honor 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."

Charles S. Suchar, Ph.D., Director

REQUIREMENTS

The student must complete at least four Honors courses from among the divisional listings in Liberal Studies, 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

390 Junior Colloquium (Honors). To be taken by honor students with junior status. 4 quarter hours credit.

399 Honors Thesis (Honors). To be taken by honor students with senior status.
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. For this reason, Bachelor of Arts with a major in Jewish Studies is awarded by DePaul University. For students majoring in other fields, a variety of courses is 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, Lincoln Park Campus.

Latin American Studies

Through its interdisciplinary framework, the Latin American Studies Program addresses problems of an 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, 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.

FACULTY
Bernadine Pietraszek, Ph.D., Professor; Director
Hugh Amico, S.T.D., Associate Professor (Religious Studies)
Maria Cortez, Student Representative
Mirza Gonzalez, Ph.D., Associate Professor (Spanish)
Richard Houk, Ph.D., Professor (Geography)

Robert Rotenberg, Ph.D., Assistant Professor (Sociology)
Rose Spaulding, Ph.D., Assistant Professor (Political Science)
Charles Strain, Ph.D., Associate Professor (Religious Studies)
Bachelor of Arts in Latin American Studies

LIBERAL STUDIES PROGRAM

In addition to the 12 quarter hours required in Common Studies, all students are required to complete 16 courses distributed through 4 divisions as part of their Bachelor of Arts in Latin American Studies. For information concerning the purposes and curriculum of the Liberal Studies Program—including a list of approved courses—consult page 111 of the Bulletin. The number and distribution of courses in each of the divisions are as follows:

Common Studies: 12 quarter hours are required, 4 quarter hours in College Writing and Research (112, 113) and 8 quarter hours in World Civilizations (101, 102, 103).

Fine Arts and Literature: 4 courses (3 Level I and 1 Level II).

Philosophy and Religion: 4 courses (2 Level I and 2 Level II).

Behavioral and Social Sciences: 5 courses (3 Level I and 2 Level II).

Natural Sciences and Mathematics: 5 courses (3 Level I and 2 Level II).

Since study in the Latin American Studies program requires proficiency in the Spanish language, the student should reduce, by two, the number of Level II courses required in any two divisions of the Liberal Studies Program other than Common Studies. The reduction should be determined in consultation with the student's academic advisor to enhance contrast. Further reduction in the program under the Modern Language Option is not permitted.

PROGRAM REQUIREMENTS

Standard Concentration

History: Four courses from 361 Colonialism and Independence in Latin America; 362 Liberalism and Conservative Response in Latin American Republics; 363 Contemporary Latin American Republics; 364 Dictatorships and Militarism in Latin America; 365 Mexico: Evolution and Revolution; 366 U.S. - Latin American Relations; 367 The Caribbean.

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

Political Science: 244 Foreign Policy of Third World Nations; 252 Politics of Developing Areas; and 352 Political Development in the Non-Industrialized World.

Religious Studies: 256 Theology of Liberation.

Sociology: 202 Cultural Anthropology.

Spanish: Students must achieve proficiency in the language. A student beginning the language will take eight courses, Spanish 101-106, 201, and 203. The advanced student must take two of 201-203. Standing to be determined by Director.

Supporting Fields: Two courses from Economics, Political Science, or the following: Soc. 215 Origins of Society; Edu. 240 Bilingual and Bicultural Teaching: Latin America I; Edu. 241 Bi-Lingual and Bi-Cultural Teaching: Latin America II; and Edu. 313 Bilingual Curriculum and Instruction at the Elementary Level. Other electives may be chosen with the consent of the Director to suit the special interests of the student.
## SAMPLE PROGRAM: STANDARD CONCENTRATION

### Freshman Level
- History: 361, 362
- Spanish: 301
- Geography: 326
- Supporting Fields: 3 courses
- Liberal Studies: 5 courses

### Sophomore Level
- History: 363
- Geography: 327
- Pol. Science: 252
- Spanish: 302, 303
- Supporting Fields: 1 course
- Liberal Studies: 5 courses

### Junior Level
- Pol. Science: 244
- Rel. Studies: 256
- Sociology: 202
- Spanish: 306
- Supporting Fields: 1 course
- Liberal Studies: 4 courses

### Senior Level
- History: 364
- Economics: 360
- Pol. Science: 352
- Spanish: 307
- Supportive Fields: 4 courses
- Liberal Studies: 5 courses
Mathematical Sciences

The Department of Mathematical Sciences offer 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 five areas of concentration: (1) pure mathematics, (2) quantitative analysis and operations research, (3) statistics, (4) actuarial science, and (5) teaching of mathematics. The student may also select a program of courses according to his interest.

Mathematical disciplines such as operations research, mathematical statistics, and game or optimization theory have become indispensable tools for analysis, decision making, quantitative description, and for 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 statistics concentration prepares the student for a career in applied statistics or for graduate study in either applied statistics or mathematical statistics. In choosing among these options the student should consult a departmental advisor. Students interested in a major in computer science should consult the Computer Science section of this bulletin.
FACULTY

Walter Pranger, Ph.D., Chairman
Louis Aquila, M.S., Lecturer
Marshall J. Ash, Ph.D., Professor
William Black, Ph.D., Lecturer
Bruce Bradley, M.S., Lecturer
John Bulanda, M.S., Lecturer
Gertrude Bunge, M.S., Lecturer
Thomas Callahan, M.S., Lecturer
Barbara Cortzen, Ph.D., Assistant Professor
John Duddy, Ph.D., Assistant Professor
Susanna Epp, Ph.D., Associate Professor
Thomas Farrell, M.S., Lecturer
Constantine Georgakis, Ph.D., Associate Professor
Lawrence Gluck, Ph.D., Associate Professor
Sigrun Goes, Ph.D., Associate Professor
Jerry Goldman, Ph.D., Professor
Steven Homer, Ph.D., Assistant Professor
Roger Jones, Ph.D., Associate Professor
Jeanne LaDuke, Ph.D., Associate Professor
Charles Lindblade, Ph.D., Lecturer
Thomas Meik, C.M., M.S., Lecturer
Effat Moussa-Hamouda, Ph.D., Associate Professor
Carolyn Narasimhan, Ph.D., Assistant Professor
Rochelle Plager, M.S., Lecturer
Daniel Seiden, M.B.A., Lecturer
Krishan Tejpal, Ph.D., Lecturer
Jacob Towber, Ph.D., Professor
Stephen Vagi, Ph.D., Professor
Abdul Wazwaz, M.S., Lecturer
Michael Wichman, Ph.D., Associate Professor
Janice Wise, M.S., Lecturer
Yuen-Fat Wong, Ph.D., Professor
Siham Zitzler, Ph.D., Lecturer

Bachelor of Arts in Mathematics

LIBERAL STUDIES PROGRAM

In addition to the 12 quarter hours required in Common Studies, all students are required to complete 16 courses distributed through 4 divisions as part of their Bachelor of Arts or Science degree in Mathematics. For information concerning the purposes and curriculum of the Liberal Studies Program—including a list of approved courses—consult page 11 of the Bulletin. The number and distribution of courses in each of the divisions are as follows:

Common Studies: 12 quarter hours are required, 4 quarter hours in College Writing and Research (112, 113) and 8 quarter hours in World Civilizations (101, 102, 103).

Fine Arts and Literature: 4 courses (3 Level I and 1 Level II).

Philosophy and Religion: 4 courses (2 Level I and 2 Level II).

Behavioral and Social Sciences: 5 courses (3 Level I and 2 Level II).

Natural Sciences and Mathematics: 3 courses are required in the Departments of Biological Sciences, Chemistry, Computer Science, or Physics or other departments designated by the Division (2 Level I courses in different departments and 1 Level II course).

The student should enroll only in those courses offered in the Division of Natural Sciences and Mathematics by the Departments of Biological Sciences, Computer Science, Physics, or Chemistry (or other departments designated by the Division). A significant component of a student's liberal education is the knowledge of the methods and principles of the natural sciences and the application of mathematics to the study of physical reality. Consequently, courses in the Department of Mathematics will not be applied toward the requirements of the division.

Mathematical Sciences/127
DEPARTMENTAL PROGRAM REQUIREMENTS

Common Core

Mathematics: 150 Calculus I; 151 Calculus II; 152 Calculus III (or 160, 161, 162 Calculus for Science I, II, III); 210 Calculus IV; 215 Introduction to Mathematical Methods, Logic and Reasoning; 220 Linear Algebra with Application I.

Computer Science: 210 Programming with PL/I and 310 Principles of Computer Science I.

I. Standard Concentration

Common Core in Mathematics and Computer Science plus seven mathematics courses at the 200 or 300 level except for 207 Evolution of Mathematics; 208 Mathematics in Life Decisions; 209 Explorations in Mathematics; 242 Elements of Statistics I; 309 Teaching and Learning Secondary School Mathematics; 323 Statistical Software; 326 Sample Survey Methods; 327 Elements of Statistics II; 328 Design of Experiments; and 360 Experimental Biometry. The courses 323, 326, 327, 328 and 360 may be taken for elective credit but not as one of the required thirteen mathematics courses.

II. Quantitative Analysis and Operations Research Concentration


Accounting: 101 Principles of Accounting I; 103 Principles of Accounting II.

Computer Science: 203 COBOL Programming.

Economics: 103 Principles I: Introduction to Economics; 104 Principles II: Economics of the Market Place.

Finance: 330 Investments; 335 Portfolio Management.


Supporting Fields: to be determined in consultation with an advisor.

III. Statistics Concentration


Recommended courses in Computer Science: 311 Principles of Computer Science II; 397 Information Theory.

Supporting Fields: Recommended courses in Mathematics: 323 Statistical Software; 324 Data Analysis and Statistical Software; 326 Sample Survey Methods; 328 Design of Experiments; 335 Advanced Calculus; 337 Complex Analysis; 356 Applied Regression Analysis; 357 Nonparametric Statistics; 386 Advanced Numerical Analysis. Math 335 and 337 are recommended for students preparing for graduate study in mathematical statistics.

128/Mathematical Sciences
IV. Actuarial Science Concentration

Common Core in Mathematics and Computer Science plus 336 Calculus of Several Variables; 351 Probability and Statistics I; 352 Probability and Statistics II; 353 Probability and Statistics III; 361 Actuarial Science I; 362 Actuarial Science II; 363 Actuarial Science III.

Accounting: 101 Principles of Accounting I; 103 Principles of Accounting II.


Finance: 210 Corporate Finance; 330 Investments; 360 Principles of Insurance.

Supporting Fields: to be determined in consultation with advisor.

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.

Standard Concentration: B.A. Degree.


Computer Science: one course.

Computer Science Concentration: B.S. Degree.


Computer Science: 210 Programming with PL/I; 310 Principles of Computer Science I; 311 Principles of Computer Science II; 342 Data Structures and File Processing; 344 Assembly Language Programming I and one elective numbered 343 or above.

SPECIAL PROGRAMS

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.

Mathematical Sciences/129
Double Major

A mathematics major can double major in other departments such as Physics, Computer Science, and Economics. The following sequence of courses illustrates how this can be accomplished in Computer Science:

- CSC 210, 310, 311, 342, 343, 344, 345, 347, 350, and 394.
- COM 204

Mathematics Minor

Students in other departments may earn a minor in Mathematical Sciences. Mathematics minor: MAT 150, 151, 152, 215, and two 300 level mathematics courses. Statistics for Social Sciences minor: MAT 242, 326, 327, 328 and 323.

SAMPLE PROGRAM: STANDARD CONCENTRATION

Freshman Level
Mathematics: 150, 151, 152
Supporting Fields: 3 courses including CSC 210 and 310
Liberal Studies: 5 courses

Sophomore Level
Mathematics: 210, 215, 220
Supporting Fields: 4 courses
Liberal Studies: 4 courses

Junior Level
Mathematics: 4 admissible 200 or 300 level courses
Supporting Fields: 3 courses
Liberal Studies: 4 courses

Senior Level
Mathematics: 3 admissible 200 or 300 level courses
Supporting Fields: 4 courses
Liberal Studies: 5 courses

Courses

All courses carry 4 quarter hours credit unless otherwise specified. Titles of courses offered in the Liberal Studies Program are italicized.

HISTORICAL AND OTHER

207 Evolution of Mathematics (formerly NSM 107). The content of this course depends upon the instructor. Sample topics are: (a) History of Probability and Statistics (Prerequisite: Elements of Probability and Statistics or MAT 242 or ECO 242 or PSY 240 or SOC 240 or MAT 112); (b) History of Modern Logic and Boolean Algebra and Their Application to Computer Operation; (c) Development of Mathematics in Ancient Times (Prerequisite: 3 years of high school mathematics or MAT 130 or BMS 125 or MAT 100); (d) Development of the Concept of Number and Algebraic Symbolism (Prerequisite: 3 years high school mathematics or MAT 130 or BMS 125 or MAT 100); (e) Development of Geometry including Euclidean, Non-Euclidean and Differential— with Application to Cosmology.

209 Explorations in Mathematics (formerly NSM 109). Creative or experiential approaches to mathematics. The various versions of this course share the intent of giving students the experience of actually doing "real" mathematics. Most commonly, topics in number theory are explored but occasionally topics in geometry are used as the mathematical vehicle for this course.

130/Mathematical Sciences

301 History of Mathematics. Topics in the history of Mathematics. (Prerequisite: 152.)

ELEMENTARY

For other elementary mathematics courses see the Assessment and Advisement Center section of this Bulletin.

100 Quantitative Reasoning. This course helps students develop the ability to formulate and analyze a variety of mathematical models. The emphasis throughout is on solving word problems and understanding basic concepts.

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.

113 Finite Mathematics. Elementary logic, set theory, and counting principles.

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.)

132 Analytic Geometry. Analytic Geometry of the plane and 3 dimensional space; conic sections; polar coordinates, vector notation; complex numbers; De Moivre's theorem.

FOUNDATION

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'Hopital's rule. (Prerequisite: 151.)

160 Calculus for Science Majors I. (5 quarter hours) Calculus I with problem session.

161 Calculus for Science Majors II. (5 quarter hours) Calculus II with problem session.

162 Calculus for Science Majors III. (5 quarter hours) Calculus III with problem session.

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: 151, 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: 215 or consent.)

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: 362.)

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

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

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

ALGEBRA

310 Algebra I. Prime numbers; binary operations; congruences; integral domains; permutations. (Prerequisite: 215 or consent.)

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 eigen values and their applications to physics, statistics, and other fields. (Prerequisite: 220.)

APPLIED MATHEMATICS

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. Basis 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.)

208 Mathematics in Life Decisions (formerly NSM 308). The objective of this course is to equip students with the simple mathematical tools which are useful in expressing, solving, and making decisions concerning complex problems that are encountered in their lives. For example, decisions concerning buying a home, a car, and an insurance policy; or savings in bonds, stocks or other investments. The following mathematical tools are covered: simple and compound interest, bank discounts, annuities, amortization and sinking funds, bonds, capital budgeting and depreciation; life insurance and stocks. This course can not be taken by Commerce majors. (Prerequisite: MAT 100 or MAT 130 or BMS 125, or equivalent.)

378 Mathematical Modeling. Models as the application of abstract mathematics to world situations. Linear, resource allocation, ecology, psychology, and sociology models. (Prerequisites: 220 and 348 or 351.)

EDUCATION

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

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

GEOMETRY

114 Euclidean 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.)

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. (Prerequisite: 215.)
336 Calculus of Several Variables. Calculus of vector valued functions, implicit function theorem, vector integral theorems, Jacobians, change of variables theorem. (Prerequisites: 210 and 215.)
337 Complex Analysis. Complex functions; complex differentiation and integration; series and sequences of complex functions. (Prerequisite: 215.)

MATHEMATICAL PHYSICS

393 Methods of Theoretical Physics I (formerly Math. 295). Cross-listed with Physics 393. (Corequisite: 210 or 220 and Physics 276.)
394 Methods of Theoretical Physics II (formerly Math. 296). Cross-listed with Physics 394. (Corequisite: 211; Prerequisite: Math. 393.)
395 Methods of Theoretical Physics III. Cross-listed with Physics 395. (Prerequisite: 296.)

OPERATIONS RESEARCH

387 Operations Research I: Linear Programming. The Linear Programming problem and its dual; the simplex method; transportation and warehouse problems; computer algorithms and applications to various fields. (Prerequisite: 220 and any introductory programming course.) Laboratory fee. Cross-listed with Computer Science 387.
388 Operations Research II: Optimization Theory. Integer programming; non-linear programming; dynamic programming; queueing theory; game theory. (Prerequisite: 387.) Cross-listed with Computer Science 388.
389 Operations Research III. Advanced Topics. (Prerequisite: 388.)
STATISTICS AND PROBABILITY

112 Elements of Probability and Statistics. This course is intended to furnish students with an idea of the type of problem amenable to statistical reasoning and solution. It provides an introduction to the basic terminology of the field, to basic concepts of field (e.g., "random sample"), and to the method of statistical inference going as far as elementary hypothesis testing.

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 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 and Statistical Software. 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: 323 or consent.)

326 Sample Survey Methods. Design and analysis of sample surveys: Simple and stratified random samples; ratio regression estimation; chister, systematic, multi stage sampling and sampling from wild life. (Prerequisite: 242 or equivalent.)

327 Elements of Statistics II. Advanced statistical methods: Math. 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. Design and analysis of single-factor and fractional experiments. The completely randomized and the randomized block designs; Latin, Greco-Latin and Youden squares designs. Fixed, random and mixed models. Nested, fractional, and split-plot designs. Confounding in blocks and fractional factorial experiments. Covariance analysis and response-surface experimentation. (Prerequisite: 242 or consent.)

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. (Prerequisites: 152; 210 is recommended.)

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

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

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

355 Stochastic Processes. Markov chains; branching processes; Poisson process; queuing theory; telephone traffic problems; Brownian motion. (Prerequisite: 351.)
356 Applied Regression Analysis. Simple linear, multiple, polynomial and non-linear regression models. Selection of best regression equation and examination of residuals for homoscedasticity and autocorrelation. Data analysis with the aid of computer programs. (Prerequisite: 352 or its equivalent.)

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 or variance and regression. Use of statistical computing packages. (Prerequisite: 151 or consent.)

MISCELLANEOUS

398 Senior Seminar. Topics may vary from year to year.
399 Independent Study. (Prerequisite: Consent of chairman.) Variable credit.

GRADUATE COURSES

The following graduate courses may be taken for credit by juniors and seniors with consent of the chairman of the department.

472 Logic and Computers
480 Topology
489 Queuing Theory
493 Automata Theory
497 Information Theory
581 Differential Geometry
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 or her year of specialized study (internship).

PROGRAM COMMITTEE
Robert A. Griesbach, Ph.D., Chairman, (Biological Sciences)
Dolores J. McWhinnie, Ph.D., Program Director
Betty R. Boisvert, M.S., M.T., Medical Technology Consultant (A.S.C.P.)

Bachelor of Science in Biological Sciences

LIBERAL STUDIES PROGRAM

In addition to the 12 quarter hours required in Common Studies, all students are required to complete 16 courses distributed through 4 divisions as part of their Bachelor of Science in Biological Sciences. For information concerning the purposes and curriculum of the Liberal Studies Program—including a list of approved courses—consult page 111 of the Bulletin. The number and distribution of courses in each of the divisions are as follows:

Common Studies: 12 quarter hours are required, 4 quarter hours in College Writing and Research (112, 113) and 8 quarter hours in World Civilizations (101, 102, 103).

Fine Arts and Literature: 4 courses (3 Level I and 1 Level II).

Philosophy and Religion: 4 courses (2 Level I and 2 Level II).

Behavioral and Social Sciences: 5 courses (3 Level I and 2 Level II).

Natural Sciences and Mathematics: 3 courses in the departments of Physics, Mathematics, Computer Science, or Chemistry or other departments designated by the Division (2 Level I and 1 Level II).

Since study in the Medical Technology program contributes to a student's liberal education, the student should enroll in those courses offered in the Division of Natural Sciences and Mathematics by the departments of Physics, Chemistry, Computer Science, and Mathematics (or other departments designated by the Division). A significant component of a student's liberal education is the knowledge of the methods and principles of the natural sciences and the exact science of mathematics. Consequently, courses in the Department of Biological Sciences will not be applied to the requirements of the Division.
PROGRAM REQUIREMENTS

I. Standard Concentration

Biological Sciences: 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. (Biology 110, 111, 112, 202, and 205 do not generate credit toward the major.)

Chemistry: 117 Basic Chemistry I; 119 Basic Chemistry II; 121 Organic Chemistry I; 123 Organic Chemistry II; 125 Organic Chemistry III; 127 Quantitative Analysis. (Unless special permission is granted by the Biology Department, students are required to take the first-year chemistry courses simultaneously with Biology 101, 102, and 103.)

Physics: 150 General Physics; 151 General Physics; and 152 General Physics. (In place of the above specified Chemistry and Physics courses, students may take comparable sequences of courses designed for Chemistry and Physics majors, respectively. Also in lieu of Physics 150, 151 and 152, students may take Physics 155 and 156, offered summers only.)

Mathematics / Computer Science / Psychology: Mathematics 150 Calculus I; Mathematics 151 Calculus II; Mathematics 152 Calculus III (or Math. 160, 161, and 162); one computer course: Computer Science 149 Introduction to Computer Science using BASIC or Psychology 368 Computer Programming; and one statistics course: Mathematics 242 Elements of Statistics I, Mathematics 348 Applied Statistical Theory and Methods I, Mathematics 360 Experimental Biometry 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

Freshman Level

Biology: 101, 102, 103
Chemistry: 117, 119, 127
Mathematics: 3 courses
Liberal Studies: 5 courses

Junior Level

Biology: 3 courses
Physics: 150, 151, 152
Liberal Studies: 6 courses

Sophomore Level

Biology: 3 courses
Chemistry: 121, 123, 125
Mathematics: 2 courses
Liberal Studies: 4 courses

Senior Level

Biology: 2 courses
Liberal Studies: 6 courses

Post-Graduate (fifth year) Level

Internship at an associated Hospital School of Medical Technology
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 Office Training Corps (ROTC) program. The program develops leadership, managerial potential, and the qualities of self-discipline, confidence, personal integrity, and individual responsibility. Emphasis is on learning through doing. The Department’s program prepares 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. The basic course normally encompasses the freshman and sophomore academic years. Basic course students are under no obligation to enter into a contractual agreement with the U.S. Government. Advanced encompasses juniors and seniors who have successfully completed the on-campus basic course. Students who have attended a special six week summer training program, students who have previous junior ROTC training, and qualified veterans are also admitted into the Advanced course.

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 or reserve duty after his 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, laboratory fees, and $100 monthly during the remainder of the winner’s undergraduate education.

The 90 hour summer program (MS 116/8 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 116 is offered for credit or non-credit.

FACULTY
Lieutenant Colonel Arnold R. DuPont, Chairman, Professor (Operations Research)

Captain Phillip A. Drumheiser, Assistant Professor, M.A. (Personnel Management Administration)

Sergeant First Class Freddy A. Horne, Assistant Professor, Principal Drill Instructor

Sergeant Major Lloyd McKinney, Assistant Professor, Chief Instructor

Staff Sergeant Gary W. Rice
Captain Philip Sterbling, Assistant Professor, M.A. (Human Resources Management)
Major Kenneth L. Welsh, Assistant Professor, M.A. (Public Services Management)
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.

DEPARTMENTAL PROGRAM REQUIREMENTS

In order to be commissioned an officer in the United States Army the student is required to complete the courses listed below.

**Freshman Level (MS I)**
- Military Science 116

**Sophomore Level (MS II)**
- Military Science 116

**Junior Level (MS III)**
- Military Science 311, 312, 313

**Senior Level (MS IV)**
- Military Science 314, 315, 316

1MS 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 stresses learning through doing and enables the student to participate in between 9 and 18 activities per year (3 to 6 per quarter). These include such activities as rafting on the Illinois River, mountain climbing and rappelling down cliffs, marksmanship, unarmed self-defense, skiing, sailing, customs and courtesies of the Army, military tactics, orienteering, drill and ceremonies and triathlon. Classroom instruction centers on the organization, tradition, leadership and ethics of the military.

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.
Modern Languages

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 background, 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 offers a minor (20 hours/5 courses) in French, German, or Spanish. The minor has a very practical application for students majoring in business, law, philosophy, or in the medical and service professions.

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.

FACULTY

Mirza Gonzalez, Ph.D., Associate Professor and Acting Chairperson

Jeffrey Adams, Ph.D., Lecturer
Paulis J. Anstrats, Ph.D., Associate Professor
Alexander V. Davis, Doctor en Letras, Professor Emeritus
William V. Hoffman, Ph.D., Professor Emeritus

Rose Lashur, M.A., Assistant Professor
Francoise Magnouat, Agregee en Lettres Classiques, Lecturer
Joseph W. Yedlicka, Ph.D., Professor Emeritus

140/Modern Languages
Bachelor of Arts in Modern Languages

LIBERAL STUDIES PROGRAM

In addition to the 12 quarter hours required in Common Studies, all students are required to complete 16 courses distributed through 4 divisions as part of their Bachelor of Arts in Modern Languages. For information concerning the purposes and curriculum of the Liberal Studies Program—including a list of approved courses—consult page 11 of the Bulletin. The number and distribution of courses in each of the divisions are as follows:

Common Studies: 12 quarter hours are required, 4 quarter hours in College Writing and Research (112, 113) and 8 quarter hours in World Civilizations (101, 102, 103).

Fine Arts and Literature: 4 courses (3 Level I and 1 Level II).

Philosophy and Religion: 4 courses (2 Level I and 2 Level II).

Behavioral and Social Sciences: 5 courses (3 Level I and 2 Level II).

Natural Sciences and Mathematics: 5 courses (3 Level I and 2 Level II).

Since study in the Department of Modern Languages contributes to a student's liberal education generally, the student may substitute a course in a modern language for any Level II course in any division. A maximum of two courses in a modern language may be so substituted. A significant component of a student's liberal education is a knowledge of the principles and methods which direct inquiry in all divisions of knowledge. Consequently, courses in the Department of Modern Languages may substitute for courses in any division of the Liberal Studies program.

DEPARTMENTAL PROGRAM REQUIREMENTS

I. Standard Concentration

All students are required to enroll in one of the following sequences.

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 in French at the 300-level, or French 220 Major French Writers, and five 300-level courses.

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.

Spanish: 104 Progressive Spanish; 105 Progressive Spanish; 106 Progressive Spanish; 201 Advanced Grammar; 202 Advanced Composition; 203 Advanced Conversation; 346 Modern Languages; plus six or more courses in Spanish at the 300-level, or Spanish 220 Major Spanish Writers and five 300-level courses.

II. Teacher of Modern Languages: Secondary Level

In cooperation with the School of Education, the 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.

Modern Languages/141
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 a 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 recommended and can be substituted for Spanish 104, 105, 106.

SPECIAL PROGRAMS

Minor in French, German, or Spanish

An individualized program can be developed for a minor after consultation with the Chairman or a counselor from the Modern Languages faculty. The minor will consist of a total of 5 courses in the language chosen. Courses will be taken beginning at the intermediate level. Three of the courses will be chosen from 200 and 300 level, depending on the counselor’s consent.

SAMPLE PROGRAM: STANDARD CONCENTRATION

**Freshman Level**
- Language: 104, 105, 106
- Supporting Fields: 2 courses
- Liberal Studies: 6 courses

**Sophomore Level**
- Language: 201, 202, 203
- Supporting Fields: 3 courses
- Liberal Studies: 5 courses

**Junior Level**
- Language: 346 and 3 language courses of choice
- Supporting Fields: 3 courses
- Liberal Studies: 4 courses

**Senior Level**
- Language: 3 courses of choice
- Supporting Fields: 6 courses
- Liberal Studies: 3 courses

**Courses**

All courses carry 4 quarter hours credit. For courses marked with an asterisk, check current schedule of classes for specific topics. Titles of courses offered in the Liberal Studies Program are italicized.

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.

**FRENCH**

**Foundation**

101 Basic French. Listening, understanding, speaking and writing French for the beginning student.
102 Basic French. Emphasis on oral as well as written French.
103 Basic French. Completion of the elements of the French language, spoken as well as written.
104 Progressive French. Further practice in the use of French through hearing, speaking, reading and writing.

105 Progressive French. Continuing practice in spoken French and development of reading ability.

106 Progressive French. Developing fluency in speaking, understanding and writing French as well as reading practice.

140 Intensive French. Communicating in French in the Business World. (Prerequisite: 2 years of High School French or one year of College French.)

Advanced

201 Advanced Grammar.
202 Advanced Composition.
203 Advanced Conversation I.
204 Advanced Conversation II.

Civilization

304 French Civilization I. Intellectual, political, social backgrounds.
340 French Civilization II. Contemporary France.

Periods

301 Introduction to French Literature I. Middle Ages to 1700.
302 Introduction to French Literature II. 1700-1850.
303 Introduction to French Literature III. 1850 into 20th Century.
305 Renaissance. LaPleiade, Rabelais, Montaigne, Marguerite de Navarre.
306 The Age of Louis XIV. Classical period 1660-1700.
308 The Romantic Movement. Lamartine, Hugo, Vigny, Musset.
312 Twentieth Century Writers. Colette, Gide, Malraux, Proust, Mauriac, Eluard.
313 The Surrealist Revolution. Nerval, Lautreamont, Breton, Aragon; Films of Man, Ray and Bunuel.
314 Contemporary French Writers. Queneau, Robbe-Grillet, Duras, Mallet-Joris, Ionesco, René Char.

Genres

309 The French Novel.* Topics include: 17th and 18th Century Novel; World of Balzac; Flaubert and Stendahl; Realism and Naturalism; Contemporary Novelists.
310 French Drama.* Topics include: Classical Drama; Romantic Drama; Contemporary Drama.
311 French Poetry.* Topics include: Form and Substance; Contemporary Poets; Baudelaire, Rimbaud, Mallarme.

Cinema

329 History of the French Film. From Lumiere to Godard.
330 French Films of the Thirties. Carne, Clair, Duvivier, Guitry, Renoir.

GERMAN

Foundation

101 Basic German. Listening, understanding, speaking and writing German for the beginning student.
102 **Basic German.** Emphasis on oral as well as written German.
103 **Basic German.** Completion of the elements of the German language, spoken as well as written.
104 **Progressive German.** Further practice in the use of German through hearing, speaking, reading and writing.
105 **Progressive German.** Continuing practice in spoken German and development of reading ability.
106 **Progressive German.** Developing fluency in speaking, understanding and writing German as well as reading practice. (One section of this course is devoted completely to readings in scientific German.)

**Advanced**

201 **Advanced Grammar.**
202 **Advanced Composition.**
203 **Advanced Conversation.**
220 **Major German Writers.** Goethe, Schiller, Kleist, Meyer, Rilke, Hesse.

**Civilization**

309 **German Civilization.** Social, intellectual and artistic background of Germany from its origins to the present day.

**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.

**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.

Civilizations
307 Hispanic Civilization. Social, intellectual and artistic background of Spain and Latin America.

Periods
121 The Literary and Dramatic Arts of Spain (formerly Hum. 121). Analysis, criticism and appreciation of different forms of creative writing.
301 Introduction to Spanish Literature I. Middle Ages through Renaissance.
302 Introduction to Spanish Literature II. Renaissance to the present.
303 Latin American Literature and Culture I. From discovery of America to Wars of Independence.
304 Latin American Literature and Culture II. From 1810 to present.
306 Contemporary Latin American Literature.* Topics include: Afro-Hispanic; Caribbean; Revolutionary.
310 The Golden Age.* Topics include: Lyric Poetry; Theater of Lope de Vega, Tirso de Molina, Alarcón, Calderon.
314 Contemporary Spanish Literature. Jorge Guillen, Rafael Alberti, Camilio Jose Cela.
Introduction to Mexican Literature. From Sor Juana Inés de la Cruz to present-day writers.

Genres

305 Latin American Novel. From 18th Century to Present.
309 Spanish Ballad. Origins, kinds, readings and interpretations.
311 Cervantes. Don Quixote, Novelas Ejemplares.
312 The Spanish Novel.* Topics include: Nineteenth Century Novel; La Novela Picaresca.
317 The Hispanic Short Story.* Topics include: Short Story in Spain; Spanish-American Short Story.
318 The Twentieth Century Theater. Valle Inclan, Benavente, García Lorca, Villaurrutia, Usigli.

Seminar

319 Integrating Seminar.

SPECIALIZED

240 Bilingual and Bicultural Teaching. Latin America I. (No prerequisite) Cross-listed with Education 240.
241 Bilingual and Bicultural Teaching. Latin America II. (No prerequisite) Cross-listed with Education 241.

COMPARATIVE LITERATURE

222 Man in Nineteenth Century European Literature* (formerly Humanities 322). Zola, Balzac; Blasco Ibáñez, Pereda; Goethe, Lerмонтov, Fontane.
225 Man in Twentieth Century European Literature* (formerly Humanities 325). Kafka, Solzhenitsyn, Thomas Mann; Cela, Unamuno, Matute; Svevo, Malraux, Gide.
270 World of the Cinema (formerly Humanities 370). Critical analysis of cinematic development.
271 Contemporary Cinema (formerly Humanities 371). Films of innovation in relation to the heritage of the cinema.
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 Dostoievski; Flaubert and Turgenev; Stendhal and Tolstoy; Portraits of Women; Ambitious Young Men; Revolutions and Revolutionaries.

LINGUISTICS AND TEACHING

204 Language (Honors) (formerly Hum. 204H). Language and its implications for individual and social existence. Potentialities of language within the realms of semantics, communication, science and poetry.
346 Modern Languages. Descriptive Linguistics.
Music

This interdisciplinary program, offered in conjunction with the School of Music, is designed for the student interested in incorporating the study of 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.

Bachelor of Arts in Music

LIBERAL STUDIES PROGRAM

In addition to the 12 quarter hours required in Common Studies, all students are required to complete 16 courses distributed through 4 divisions as part of their Bachelor of Arts in Music. For information concerning the purposes and curriculum of the Liberal Studies Program—including a list of approved courses—consult page 11 of the Bulletin. The number and distribution of courses in each of the divisions are as follows:

Common Studies: 12 quarter hours are required, 4 quarter hours in College Writing and Research (112, 113) and 8 quarter hours in World Civilizations (101, 102, 103).

Fine Arts and Literature: 2 courses in the Departments of Art, English, or Modern Languages or other departments designated by the Division (Level I only).

Philosophy and Religion: 4 courses (2 Level I and 2 Level II).

Behavioral and Social Sciences: 5 courses (3 Level I and 2 Level II).

Natural Sciences and Mathematics: 5 courses (3 Level I and 2 Level II).

Since study in the Department of Music contributes to a student's liberal education, the student should enroll only in those Level I courses in the Division of Fine Arts and Literature offered by the Departments of Art, English, or Modern Languages (or other departments designated by the Division). The significant component of a student's liberal education is the knowledge of the methods and principles of criticism as applied to compositions in art and language. Consequently, courses in the Department of Music will not be applied toward the requirements of the Division.

DEPARTMENTAL PROGRAM REQUIREMENTS

I. 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 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.

Courses

All courses carry 4 quarter hours credit. Titles of courses offered in the Liberal Studies Program are italicized. Course descriptions are provided in the School of Music section of the Bulletin.

MUS 101 The Enjoyment of Music (formerly Hum. 130). Examination of musical arts as communication.


MUS 271 Black American Music (formerly Hum. 345). The evolution of jazz from the 19th century to the 1960's, including the study of ragtime, blues and gospel music.

The nursing program prepares beginning practitioners of professional nursing to function effectively, to be instrumental in initiating needed change, and to collaborate with others to meet present and future health needs. The distributive nursing practitioner applies knowledge of life processes in human systems to specific populations in a culturally acceptable manner. Emphasis is on the promotion and maintenance of health, the prevention of disease, and the recognition of other variables influencing the strategies and tactics of intervention.

Implicit in the program’s framework is a view of man as a holistic, dynamic, and complex being interacting with his environment. Whether this interaction 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, they must be assisted.

Since health is a goal of every 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.

Specifically, the program in Nursing enables the student to (1) analyze his own behavior and knowledge in nursing and make changes when appropriate; (2) appreciate and utilize his 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, 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 his 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 Program 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.

ADMISSIONS

Enrollment in the Department of Nursing is limited. Acceptance of all students who wish to enter the program depends upon the availability of spaces. 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 the appropriate 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 30 quarter hours of nursing knowledge by successfully passing specified tests. RN's and transfer students will be admitted to clinical courses and companion theory courses based on vacancies and their date of acceptance into the nursing program. Once students are admitted, 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.

FACULTY

Sister Mary Jeremy Buckman, M.S.N., Ph.D., Associate Professor and Chairman
Sally Ballenger, M.S.N., Associate Professor
Donald Bille, M.S.N., Ph.D., Associate Professor
Sally Bleeks, M.S.N., Assistant Professor
Ann Clark, M.S.N., Assistant Professor
Connie Clemens, M.S.N., Instructor
Mary de Meneses, M.S.N., Assistant Professor
Elaine Fila, M.A., Associate Professor
Sandra Gaynor, M.S.N., Instructor
Luisita Graff, M.S.N., Instructor
Rosal Hepko, M.S.N., Instructor
Marilyn Kuzel, M.S.N., Ph.D., Assistant Professor
Anne Lacey, M.S.N., Instructor
Sister Merici Maher, M.S.P.H., Assistant Professor
Angela Miraglio, M.S., Clinical Nutrition, Lecturer
Jeanne Panuncialman, M.S.N., Instructor
Grace Peterson, M.N.A., Associate Professor
Carol Pribula, M.S.N., Instructor
Nancy Purpura, M.S.N., Instructor
Patricia Ruttkay, M.S.N., Instructor
Madeline Ryan, M.S.N., Instructor
Sandra Sayles, M.S.N., Assistant Professor
Nancy Spector, M.S.N., Assistant Professor
Patricia Wagner, M.S.N., Associate Professor

Bachelor of Science in Nursing

LIBERAL STUDIES PROGRAM

In addition to the 12 quarter hours required in Common Studies, all students are required to complete 16 courses distributed through 4 divisions as part of their Bachelor of Science in Nursing. For information concerning the purposes and curriculum of the Liberal Studies Program—including a list of approved courses—consult page 11 of the Bulletin. The number and distribution of courses in each of the divisions are as follows:

Common Studies: 12 quarter hours are required, 4 quarter hours in College Writing and Research (112, 113) and 8 quarter hours in World Civilizations (101, 102, 103).

Fine Arts and Literature: 4 courses (3 Level I and 1 Level II).
Philosophy and Religion: 4 courses (2 Level I and 2 Level II).
Behavioral and Social Sciences: 4 courses (2 Level I and 2 Level II).
Natural Sciences and Mathematics: 4 courses (2 Level I and 2 Level II).

A significant component of a student's liberal education is a knowledge of the principles and methods which direct inquiry in all divisions of knowledge. Consequently, the Department of Nursing requires that the student receive a balanced program in all divisions of the Liberal Studies program.
NURSING PROGRAM REQUIREMENTS

I. Standard Concentration

Nursing: 250 The Health Care System; An Interdisciplinary Approach; 251 Interpersonal Relationships in Health Care; 290 Dimensions of Professional Nursing and Nursing Practice; plus 52 quarter hours of 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: 202 Cultural Anthropology; 306 The Family.

II. Concentration for the Registered Nurse

The registered nurse is given the opportunity to test out of thirty (30) hours in the sophomore and junior level nursing courses by passing specified tests. Failure to pass the examinations will necessitate the registered nurse enrolling in these courses. (Students have the opportunity to repeat an examination once.) After passing the special tests, all registered nurse students must enroll in Nsg. 292 prior to taking senior level nursing courses.

Registered nurses will also be expected to have completed all prerequisite courses and most liberal studies courses before beginning senior level nursing courses. Registered nurses should plan to complete all requirements for graduation at the time they finish Nsg. 340 and 341.

SPECIAL PROGRAMS OR REQUIREMENTS

Scholastic Conditions

A Bachelor of Science degree with a major in nursing requires a minimum of 184 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. Since nursing is a professional curriculum leading to licensure with its attendant public responsibilities, students who receive a total of three unsatisfactory grades in Nursing courses cannot continue in the program.

Fee and Responsibilities

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.
SAMPLE PROGRAM: STANDARD CONCENTRATION

**Freshman Level**
- Chemistry: 117
- Physics: 160
- Liberal Studies: 10 courses

**Sophomore Level**
- Biology: 201, 202, 210
- Sociology: 202, 306
- Psychology: 302, 303
- Nursing: 250, 251, 290
- Liberal Studies: 3 courses

**Junior Level**
- Nursing: 24 hours
- Liberal Studies: 4 courses
- Supporting Fields: 1 course
- Mathematics: 242 or Psychology 240

**Senior Level**
- Nursing: 24 hours
- Liberal Studies: 2 courses
- Supporting Fields: 1 course

\(^1\)Denotes prerequisite courses for the nursing major, which must be completed with a grade of "C" or better before beginning junior level nursing courses.

**Courses**

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 used to approach selected concepts.

Each course builds on the other and is developed around a number of objectives that are addressed 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.)
292 **Conceptual Approach to Nursing Practice.** (For Registered Nurse Students only — immediately prior to enrolling in senior level courses.) This course is designed to introduce the student to the philosophy, purposes, and conceptual framework of the nursing program at DePaul. It is designed to assist the registered nurse student in making the transition to the baccalaureate level nursing courses and focuses on concept formation and utilization in nursing, and the expansion of the nursing process.

299 **Nursing Major.** This is a non-credit course for nursing majors. Students may register for this course with permission of the department chairman.

**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 330. (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.)

*Nursing/153*
339 Clinical Nursing V. Clinical application of the nursing process in episodic and distributive settings with clients as described in Nursing 338. (Concurrent registration in Nursing 339.)

340 Nursing VI. This course is designed to provide greater depth in a selected area of nursing practice. Students pursue more independent learning activities, engage in learning experiences that investigate certain phenomena that occur within the distributive care setting in an effort to analyze and synthesize knowledges, skills, and attitudes gained throughout their education experience. (Prerequisites: Nursing 338, 339.)

341 Practicum in Clinical Nursing. Clinical application of the nursing process in selected settings with clients as described in Nursing 340. (Concurrent registration in Nursing 340.)

346 Seminar: Selected Topics in Nursing. This course is designed to help the student synthesize and integrate all nursing experiences in the program. (Prerequisite: open to senior generic students only.)

ELECTIVE COURSES

209 Nutrition. Principles of nutrition and their application to individuals of all ages. (Open to non-nursing students.)

313 Management of Patient Care. Synthesization of theoretical and practical information for an integrated application of the management process to the delivery of health care. (Prerequisites: Nursing 334 and 335. Also open to registered nurses.)

OTHER

Courses listed in this section are not available to students in the Department of 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. (Prerequisite: Biology 201, 202, and Physics 110.)

Gerald R. Kreyche

154/Nursing
The Department serves the needs of the student seeking an understanding of philosophical issues for personal enrichment, the student who desires a more fundamental appreciation of philosophy in support of law, medicine, business, and various academic disciplines, and the specialist who wishes to continue the study of philosophy at the graduate level.

Through its courses and programs, 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 the 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 and worth of the person. Courses are therefore offered which investigate and emphasize the dignity of the person, thereby helping to promote an appreciation and ordering of human values.

The Department offers four basic types of courses: I. Cognitive Skills, II. History, Traditions and Foundations, III. Value Studies, and IV. Topics and Controversies. With the completion of the degree, the Department expects the student to possess skills in thinking analytically and synthetically, to possess a grounding in the classical problems of the discipline, and to possess a general knowledge of the several directions philosophy is moving in the world today.

FACULTY

Gerald F. Kreyche, Ph.D., Professor and Chairman

Edward L. Allemand, Ph.D., Professor
Jeffner Allen, Ph.D., Associate Professor
John Battle, CM., Ph.D., Professor Emeritus
Bernard J. Boelen, Ph.D., Professor
Parvis Emad, Ph.D., Professor
Francis H. Eterovich, O.P., Ph.D., Professor Emeritus
Manfred S. Frings, Ph.D., Professor

Martin Kalin, Ph.D., Professor
James W. Keating, Ph.D., Professor
Mary Jean Larrabee, Ph.D., Associate Professor
Robert Lechner, C.Pp.S., Ph.D., Professor
John C. Lohr, C.M., M.A., Professor Emeritus
Thomas N. Munson, S.T.L., Ph.D., Professor
Bruno Switalski, S.T.D., Ph.D., Professor Emeritus

Philosophy/155
Bachelor of Arts in Philosophy

LIBERAL STUDIES PROGRAM

In addition to the 12 quarter hours required in Common Studies, all students are required to complete 16 courses distributed through 4 divisions as part of their Bachelor of Arts in Philosophy. For information concerning the purposes and curriculum of the Liberal Studies Program—including a list of approved courses—consult page 11 of the Bulletin. The number and distribution of courses in each of the divisions are as follows:

Common Studies: 12 quarter hours are required, 4 quarter hours in College Writing and Research (112, 113) and 8 quarter hours in World Civilizations (101, 102, 103).

Fine Arts and Literature: 4 courses (3 Level I and 1 Level II).

Philosophy and Religion: 2 courses in the Department of Religious Studies or other departments designated by the Divison (1 Level I and 1 Level II).

Behavioral and Social Sciences: 5 courses (3 Level I and 2 Level II).

Natural Sciences and Mathematics: 5 courses (3 Level I and 2 Level II).

Since the study of Philosophy is by its nature liberating, the student should enroll only in those courses offered in the Division of Philosophy and Religion by the Department of Religious Studies (or other departments designated by the Division). Courses in the Department of Philosophy will not be applied toward the requirements of the division. It is important that the student know not only the special problems and topics which traditionally form the subject matter of philosophy but also the principles and methods which constitute the study of Religion.

DEPARTMENTAL PROGRAM REQUIREMENTS

I. 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 200-Ethical Theory; Topics and Controversies: one course. The remaining twelve quarter hours may be taken from any of the offerings.

Supporting Fields: 20 quarter hours (5 courses) of specialized knowledge in another academic subject. This concentration must be approved by the departmental advisor. Also, the student must elect 44 quarter hours (11 courses) of additional coursework.

The regular program of courses is supplemented by annual philosophical symposia featuring prominent philosophers and by departmental colloquia. The student 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.
SPECIAL PROGRAMS

Philosophy Minor

The minor program is flexibly designed to complement the majors of other departments. It is designed also for those who, while not wishing to specialize in philosophy, nonetheless seek to pursue enduring questions, appraise contemporary values, and critically discuss topics of general human concern. (If you wish to use this program as academic minor, check with your department for permission and with the Philosophy Department for sample programs.)

The student may design an academic minor by electing any one course from each of the first three areas (e.g., I. Cognitive Skills, II. History, Traditions, or Foundations, and III. Values,) and the remaining 12 hours from any one or any combination of all four areas for a total of 24 hours. Transfer credit may be recognized.

SAMPLE PROGRAM: STANDARD CONCENTRATION

Freshman Level
Supporting Fields: 6 courses
Liberal Studies: 6 courses

Sophomore Level
Philosophy: 301 or 302 and 2 courses from
History, Traditions, and Foundations
Supporting Fields: 2 courses
Liberal Studies: 5 courses

Junior Level
Philosophy: 200; one course from Cognitive
Skills; one course from History,
Traditions and Foundations; and one
course from Topics and Controversies.
Supporting Fields: 4 courses
Liberal Studies: 3 courses

Senior Level
Philosophy: 1 course from Value Studies; 2
philosophy electives
Supporting Fields: 3 courses
Liberal Studies: 5 courses

Courses

All courses carry 4 quarter hours credit. Titles of courses offered in the Liberal Studies Program are italicized.

I. COGNITIVE SKILLS

101 Sources and Problems in Thinking (formerly P&R 101).
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

100 Philosophy and Its Issues.
310 Greek Thought: the Roots of Western Culture.
311 Medieval Thought: Reason and Faith.
312 Modern Thought: Ideas in Revolution.
III. VALUE STUDIES

102 Building a Philosophy of Life (formerly P&R 102).
200 Ethical Theories (formerly Philosophy 330).
203 Encounter with Society (formerly P&R 203).
204 Values in Existential Literature (formerly P&R 204).
205 Philosophy of Maturity (formerly P&R 205).
208 Values and the Person (formerly Philosophy 333).
332 Values and Experience.
334 Social Issues and Ideology.
340 Philosophy of Religion.
341 Philosophy of the Arts.
342 Philosophy of Law.
343 Philosophy of Work and Play.
345 Science and Ethics (Honors) (formerly P&R 345H).

IV. TOPICS AND CONTROVERSIES

206 Topics and Controversies (formerly P&R 206).
210 Philosophical Problems of Society.
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.
383 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.
Physics

The Department provides education in physics to meet a broad spectrum of student needs. Its principal mission is to prepare students for careers in physics and closely related fields. It fulfills this mission by offering a curriculum in Concentration I constructed to provide both the depth and breadth required for graduate study in physics or for applied science such as electronics, optics, acoustics, engineering science and bio-physics. The early parts of Concentration I are designed to provide the scientific basis for careers in engineering. Physics and Pre-Engineering majors should be counseled by faculty in the Department of Physics as they enter DePaul.

The department also offers a less mathematical curriculum or Concentration II for students who require familiarity with the concepts, methodology, and instrumentation of physics as part of their preparation for careers 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.

Zuhair M. El Saffar
Bachelor of Science in Physics

LIBERAL STUDIES PROGRAM

In addition to the 12 quarter hours required in Common Studies, all students are required to complete 16 courses distributed through 4 divisions as part of their Bachelor of Science in Physics. For information concerning the purposes and curriculum of the Liberal Studies Program—including a list of approved courses—consult page 11 of the Bulletin. The number and distribution of courses in each of the divisions are as follows:

Common Studies: 12 quarter hours are required, 4 quarter hours in College Writing and Research (112, 113) and 8 quarter hours in World Civilizations (101, 102, 103).

Fine Arts and Literature: 4 courses (3 Level I and 1 Level II).

Philosophy and Religion: 4 courses (2 Level I and 2 Level II).

Behavioral and Social Sciences: 5 courses (3 Level I and 2 Level II).

Natural Sciences and Mathematics: 3 courses in the Departments of Biological Sciences, Mathematics, Computer Science, and Chemistry or other departments designated by the Division (2 Level I and 1 Level II).

Since study in the Department of Physics contributes to the student's liberal education, the student should enroll only in those courses offered in the Division of Natural Sciences and Mathematics by the Departments of Biological Sciences, Mathematics, Computer Science, or Chemistry (or other departments designated by the Division). A significant component of a student's liberal education is a knowledge of the methods and principles of the natural sciences and the exact science of mathematics. Consequently, courses in the Department of Physics will not be applied toward the requirements of the Division.
DEPARTMENTAL PROGRAM REQUIREMENTS

I. Standard Concentration for Careers in Physics or Engineering

Physics: 170 General Physics I; 171 General Physics II; 172 General Physics III; 270 General Physics IV; 271 Intermediate Physics I; 272 Intermediate Physics II; 310 Mechanics; 320 Electricity and Magnetism; 340 Thermal Physics; 350 Optics; 360 Twentieth Century Physics I; 361 Twentieth Century Physics II; 380 Experimental Physics I; 381 Experimental Physics II; 382 Experimental Physics III.

Chemistry: 131 General Chemistry I; 133 General Chemistry II; or with advisor's consent, 117 Basic Chemistry I; 119 Basic Chemistry II.

Mathematics: 160 Calculus for Science Majors I; 161 Calculus for Science Majors II; 162 Calculus for Science Majors III; 210 Calculus IV; 211 Differential Equations; 393 Methods of Theoretical Physics I; 394 Methods of Theoretical Physics II.

Supporting Fields: One additional course in Biology, Chemistry or Computer Science.

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 a Bachelor of Arts degree granted by DePaul University and the Bachelor of Engineering degree granted by the engineering school, or (2) a two-year program at DePaul leading to completion of the degree at the engineering school. With the latter option, the student does not get a degree from DePaul University but does benefit from the high faculty/student ratio in the science departments.

The Physics department administers the Pre-Engineering program in all fields except for Chemical or Petroleum Engineering, which is administered by the Chemistry department.

DePaul has cooperative agreements with a number of engineering schools, including the University of Illinois at Urbana (3 years at DePaul), the University of Notre Dame (3), the University of Southern 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. Of course, the student can select an engineering school that does not have a cooperative agreement with DePaul, but in this case, the student is responsible for gaining admission.

Further information can be obtained from Dr. El Saffar, the Department Chairman, or Dr. Edwin J. Schilling, the Department's engineering advisor. Physics and Pre-Engineering majors should be counseled by faculty in the Physics Department as they enter DePaul.

II. Concentration for careers outside of Physics and Engineering

Physics: Ten courses (40 quarter hours) taken from Concentration II courses or through a combination of these and other departmental courses.

Supporting Fields: Ten courses (40 quarter hours) chosen in consultation with the students 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.
Calculus-based program: Physics 170 General Physics I; 171 General Physics II; 172 General Physics III; 270 General Physics IV; 271 Intermediate Physics I; 272 Intermediate Physics II; and five additional Physics courses, chosen from Concentration I or II: Chemistry 117 Chemistry I and 119 Basic Chemistry II or 131 General Chemistry I and 133 General Chemistry II; Education 339 Teaching Science in the Secondary School; Mathematics 160 Calculus for Science Majors I, 161 Calculus for Science Majors II, 162 Calculus for Science Majors III, 210 Calculus IV, and 211 Differential Equations.

Non-Calculus based program: General Physics 150, 151 and 152, eight additional Physics courses from Concentration II; Chemistry 117 Basic Chemistry I and 119 Basic Chemistry II or Chemistry 131 General Chemistry I and 133 Chemistry II; Education 339 Teaching Science in the Secondary School; and Mathematics 131 Trigonometry and Elementary Functions (unless completed in high school).

SPECIAL PROGRAMS

Master of Science Degree

Students intending to pursue a graduate physics program should complete required courses by the end of the junior year and take additional courses (395 Methods of Theoretical Physics III 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.

Double Major

Students interested in a double major such as mathematics and physics or computer science and physics, may elect a sufficient number of advanced mathematics courses (generally six to eight) to satisfy the requirements of the concentration of their choice.

Physics Minor

A student majoring in another field of study may obtain a minor in Physics by taking six courses in Physics which must include either the 150 sequence or the 170 sequence.

SAMPLE PROGRAM: PHYSICS CONCENTRATION I

Freshman Level

Physics: 170, 171, 172  
Mathematics: 160, 161, 162  
Chemistry: 131, 133 (or 117, 119)  
Liberal Studies: 4 courses

Sophomore Level

Physics: 270, 271, 272  
Mathematics: 210, 211, 393  
Chemistry or Biology: 1 course  
Liberal Studies: 5 courses

Junior and Senior Level

Physics: 310, 320, 340, 350, 360, 361, 380, 381, 382  
Mathematics: 394  
Liberal Studies: 10 courses

Supporting Fields: Influenced by student's choice of career, to be chosen in consultation with faculty advisor.

1Chemistry, Physics, and pre-engineering majors will not receive credit for Physics 101 or Chemistry 102, 104, 106 without explicit permission.

162/Physics
SAMPLE PROGRAM: PRE-ENGINEERING

Freshman Level
Physics: 170, 171, 172, 280
Mathematics: 160, 161, 162
Chemistry: 131, 133 or (117, 119)
Liberal Studies: 3 courses

Sophomore Level
Physics: 270, 271, 272
Mathematics: 210, 211, 393
Computer Science: 205
Chemistry: 210
Liberal Studies: 4 courses

Junior Level (if at DePaul)
Liberal Studies: 12 courses

Supporting Fields: Influenced by student’s choice of engineering field Physics 112, 312

1Students are urged to choose courses in consultation with their faculty advisor (Dr. Edwin Schillinger) since transfer requirements differ among schools of engineering.

Courses

Unless otherwise specified, all courses carry 4 quarter hours credit. Titles of courses offered in the Liberal Studies Program are italicized.

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.

All lab courses require the payment of a lab fee of $15 per course with the exception of Physics 377 and 378 which required $25 per course and Physics 155 and 156 which require $22.50 per course.

FOUNDATIONS

100 The Nature of Science (formerly NSM 100). The epistemology of scientific knowledge; science as a human activity; the creation of concepts and theoretical models and their relation to reality.

101 Atomic and Nuclear Physics (formerly NSM 101). A phenomenological description of the twentieth century physics of the sub-microscopic world. Concepts from Classical Physics are introduced as needed. Modern-day applications are discussed. (Prerequisite: two high school units in mathematics.)

104 Astronomy (formerly NSM 104). Descriptive physical astronomy with emphasis upon the solar system and stellar models.

113 Concepts and Structure of Modern Physics (formerly NSM 113). A quantitative description of twentieth century physics with emphasis upon the atom, the nucleus, relativity and the ways in which ideas are formulated into a intellectual and rational structure. (Prerequisite: three units of high school mathematics or Math 125 or 130.)

SPECIAL TOPICS

201 The Atmosphere and the Oceans (formerly NSM 301). A study of the atmosphere, the earth and the oceans; their interactions; ecology and pollution.

202 Nuclear Energy (formerly NSM 302). The basis of fission and fusion; the nature of radiation, its effects and uses; nuclear power.
205 **History of Physical Science** (formerly Physics 240). Key experiments and theoretical structures of physics and chemistry from the Greeks through the early twentieth century. Emphasis is given to how ideas which developed in science and in other intellectual disciplines influenced each other.

206 **Sound and Acoustics** (formerly NSM 306). Sound waves, their production, transmission and detection; applications to music, acoustics and noise pollution. Optional Lab.

207 **Energy, Resources, and Man** (formerly NSM 307). This course deals with the technical aspects of resource problems, the importance and uses of the resources considered, their availability and their demand.

208 **Relativity** (formerly NSM 112). The experimental evidences for Einstein's Special Theory of Relativity with emphasis upon concepts and the logic of the theoretical structure.

209 **Physics and Society** (formerly NSM 309). The scientific bases of selected technologies; the impacts of technology upon society; the control of technology.

The courses 212-216 are taught at the Adler Planetarium. Each course carries 2 quarter hours of credit. Any two are equivalent to Physics 104. Further descriptions and syllabi are available in the Physics Department.


213 **Stars and Stellar Evolution** (formerly Physics 203). Stellar evolution, pulsation, explosion, collapse, cosmic rays, interstellar conditions. 2 quarter hours credit.

214 **Galaxies and Cosmology** (formerly NSM 115). 2 quarter hours credit.

215 **Exploring the Universe** (formerly NSM 114). From constellations to quasars. 2 quarter hours credit.

216 **Great Discoveries in Astronomy** (formerly NSM 116). Ancient to modern. 2 quarter hours credit.


225 **Science and Ethics (Honors)** (formerly NSM 345H). Ethical considerations of the nature of science and its technological application. Examples are drawn from the physical and life sciences. Comment: Course is team-taught by philosopher, biologist, and physicist, or chemist.

**GENERAL PHYSICS**

Courses 130 and 131 are suggested particularly for commerce majors.

130 **Introduction to Physics I**. Mechanics, vibrations, sound, heat, and thermodynamics. (Prerequisite: Math 126 or equivalent.)

131 **Introduction to Physics II**. Light, optics, electricity, and magnetism, modern physics. (Prerequisite: 130).

150 **General Physics**. Mechanics, vibrations and fluids. (Prerequisite: Math 130 or equivalent.) Laboratory.

151 **General Physics**. Heat, thermo-dynamics, sound and light. (Prerequisite: 150.) Laboratory.

152 **General Physics**. Electricity, magnetism, and modern physics. (Prerequisite: 151.) Laboratory.

155 **General Physics**. Equivalent to 150 plus half of 151. Summer only. (Prerequisite: Mathematics 130 or equivalent.) 6 hours. Laboratory.

156 **General Physics**. Equivalent to half of 151 plus 152. Summer only. (Prerequisite: 155.) 6 hours. Laboratory.
Courses 170, 171, 172, and 270 are calculus-based. They are designed to be taken in sequence, concurrently with Mathematics 160, 161, 162 and 210.

170 General Physics I. Mechanics and fluids and heat. (Corequisites Mathematics 160.) Laboratory.
171 General Physics II. Heat, sound and light. (Prerequisite: 170 and Corequisite: Mathematics 161.) Laboratory.
172 General Physics III. Electricity and magnetism. (Prerequisite: 171 and Corequisite: Mathematics 152 and 157.) Laboratory.
270 General Physics IV. Twentieth century physics. (Prerequisite: 172 and Corequisite: Mathematics 210.) Laboratory.

CONCENTRATION II AND RADIOLOGIC TECHNOLOGY

110 Basic Electronics. Principles and techniques. Laboratory.
160 The Human Body as a Physical System. Analysis of the application of the laws of physics to the human body and its parts. Laboratory.
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.

PERSONALIZED (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.

CONCENTRATION I AND PRE-ENGINEERING

112 Introductory Course in Digital Circuits. Gstrd, counters, flipflops, memories, arithmetic elements. Intended for majors in computer and experimental sciences. Laboratory.
271 Intermediate Physics I. Mechanics and Heat. This course may be taken by pre-engineering students for the Dynamics requirement. (Prerequisite: 270 and Corequisite: Mathematics 210.) Laboratory.
272 Intermediate Physics II. Electricity and magnetism. (Prerequisite: 271 and Corequisite: Mathematics 393.) Laboratory.
280 Statics. Application of statics to engineering problems, stress and strain, stress analysis. (Prerequisite: 171.)
310 Mechanics. Conservation laws; systems of particles; linear and non-linear oscillations; central forces; dynamics of fluids. (Corequisite: 393.)
312 Introduction to Computer Interfacing. Microcomputer-based laboratory treats the design of simple interfacing circuits and programs suitable for experimental work. Intended for Computer Science, Psychology and other experimental science majors. Laboratory. (Prerequisite: Physics 112 is strongly recommended but not required.)

Physics/165
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: 394.)

340 Thermal Physics. Statistical interpretation of the laws of thermodynamics and physical applications. (Corequisite: 394.)

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 Schroedinger Quantum Theory. Atomic physics. (Corequisite: 394.)

361 Twentieth Century Physics II. Multielectron Atoms; Quantum Statistics; Molecules; Solid State, Nuclear and ParticlePhysics. (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.

393 Methods of Theoretical Physics I. Infinite series, complex numbers, sets of linear equations, matrices, vector algebra, probability. (Prerequisite: 270.) Cross-listed with Mathematics 393.

394 Methods of Theoretical Physics II. Vector calculus, Fourier series, calculus of variations, partial differential equations. (Prerequisite: 393.) Cross-listed with Mathematics 394.

395 Methods of Theoretical Physics III. Special functions, complex integration, integral transforms, other advanced topics. (Prerequisite: 394.) Cross-listed with Mathematics 395.

396 Microprocessors. An introduction to the hardware and software aspects of microprocessors. Digital electronics, microprocessors, programming, interfacing. Laboratory work will involve hands-on work with microprocessor systems. Laboratory fee. Cross-listed with CSC 396.
Political Science

Political Science is the study of the organization and behavior of 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. As such, it has value for liberal studies students as well as for those who may choose the discipline as a major field of study. Students find the substance and the methods of the discipline useful in the legal, business, communications, governmental, and academic professions as well as in any endeavor which may draw students into a role in public life.

FACULTY

Michael L. Mezey, Ph.D., Professor and Chairman

David Barnum, Ph.D., Assistant Professor
Larry Bennett, Ph.D., Assistant Professor
James Block, J.D., Lecturer
Patrick Callahan, Ph.D., Assistant Professor
William Cheshier, Ph.D., Lecturer
Minkyu Cho, Ph.D., Assistant Professor
Anne Cohler, Ph.D., Lecturer

Richard P. Farkas, Ph.D., Associate Professor
Larry Garner, Ph.D., Lecturer
Robert Leonardi, Ph.D., Associate Professor
Michael L. Mezey, Ph.D., Professor
Susan Gluck Mezey, Ph.D., Lecturer
Rose Spalding, Ph.D., Assistant Professor
Harry Wray, Ph.D., Assistant Professor

Bachelor of Arts in Political Science

LIBERAL STUDIES PROGRAM

In addition to the 12 quarter hours required in Common Studies, all students are required to complete 16 courses distributed through 4 divisions as part of their Bachelor of Arts in Political Science. For information concerning the purposes and curriculum of the Liberal Studies Program—including a list of approved courses—consult page 11 of the Bulletin. The number and distribution of courses in each of the divisions are as follows:

Common Studies: 12 quarter hours are required, 4 quarter hours in College Writing and Research (112, 113) and 8 quarter hours in World Civilizations (101, 102, 103).

Fine Arts and Literature: 4 courses (3 Level I and 1 Level II).

Philosophy and Religion: 4 courses (2 Level I and 2 Level II).

Behavioral and Social Sciences: 3 courses in the Departments of Geography, Sociology, Psychology, and Economics or other departments designated by the Division (2 Level I and 1 Level II).

Natural Sciences and Mathematics: 5 courses (3 Level I and 2 Level II).

Since study in the Department of Political Science contributes to a student's liberal education, the student should enroll only in those courses offered in the Division of Behavioral and Social Sciences by the Departments of Geography, Sociology, Psychology, and Economics (or other departments designated by the Division). Courses in the Department of Political Science will
not be applied to the requirements of the Division. A significant component of a student's liberal education is a knowledge of the methods and principles of the inquiries which comprise the Behavioral and Social Sciences, particularly the interpretation of scientific method and its application to the study of human society and institutions.

DEPARTMENTAL PROGRAM REQUIREMENTS

I. Standard Concentration

Political Science:

- A 100-level political science course or Political Science 202 Community Politics in Urban America, 204 Conflict and Cooperation Among Nations, or 206 Law and the Political System is a prerequisite to Political Science 200.

- 200 Political Analysis and Research is required and should be taken between the third quarter of the freshman year and third quarter of the sophomore year—and immediately in the case of transfer students. Political Science 200 is a prerequisite to all 300-level courses.

- At least one 4-credit 200-level course in required from each of the following sections of the curriculum: 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 2 credit courses and no more than two courses from among 120 The American Political System, 130 Political Issues and Ideas, 150 Political Systems of the World, 202 Community Politics in Urban America, 204 Conflict and Cooperation Among Nations and 206 Law and the Political System may be included among the 52 quarter hours required for the B.A. in Political Science.

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 can be included.

SPECIAL PROGRAMS

International Studies Minor

The minor in international studies is designed to provide the non-major with an opportunity to develop a specialty in the domestic and international politics of regions outside the United States. The following sequence of courses totaling 24 quarter hours is required:

Political Science: 150 Political Systems of the World and 204 Conflict and Cooperation Among Nations; one of the following pairs of courses: 242 American Foreign Policy and 250 West European Politics; 243 Soviet Foreign Policy and 251 Communist Political System; or 244 Foreign Policy of Third World Nations and 252 Politics of Developing Areas. Two of the following 300-level courses are to be selected in collaboration with the student's minor advisor: 342 Arms, Security, and War, 343 Soviet-American Relations, 344 World Political Economy, 350 Political Development in Industrialized Nations, 351 Revolution, 352 Political Development in the Non-Industrialized World, 353 Comparative Leadership, 354 Political Representation in Comparative Perspective and 361 International Law.
SAMPLE PROGRAM: STANDARD CONCENTRATION

Freshman Level
Pol. Sci.: 2 courses and Pol. Sci. 200
Supporting Fields: 4 courses
Liberal Studies: 5 courses

Sophomore Level
Pol. Sci.: 4 courses (200 level)
Supporting Fields: 4 courses
Liberal Studies: 5 courses

Junior Level
Pol. Sci.: 3 courses (200 or 300 level)
Supporting Fields: 4 courses
Liberal Studies: 5 courses

Senior Level
Pol. Sci.: 3 courses (200 or 300 level)
Supporting Fields: 4 courses
Liberal Studies: 4 courses

Courses
All courses except 200 and 259 carry 4 quarter hours of credit. Normally, 100 and 200 level courses are offered at least once a year. Some 300-level courses are offered in alternate academic years. Titles of courses offered in the Liberal Studies Program are italicized.

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 or Political Science 202, 204, or 206.)

AMERICAN POLITICS
120 The American Political System (formerly BSS 127). A survey of the national political system, including discussions of the political beliefs and behavior of citizens, the constitutional structure, and national political processes.
202 Community Politics in Urban America (formerly PSC 125, BSS 306). 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.

Political Science/169
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.

328 Topics in American Politics.

329 Topics in Public Policy.

POLITICAL THOUGHT

130 Political Issues and Ideas (formerly BSS 128). 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.

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, constitutionalism, 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.

359 Topics in Political Thought.

INTERNATIONAL RELATIONS

204 Conflict and Cooperation Among Nations (formerly PSC 140; also formerly BSS 324). Three main themes are dealt with: the nature of power in the international po-
litical 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 features of governments are 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

206 Law and the Political System (formerly PSC 160; also formerly BSS 117). 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.
399 Independent Study.
Pre-Law Study

The Association of American Law Schools does not consider it appropriate to prescribe certain undergraduate degree programs for students who are planning to study law at the professional level. The Association does, however, consider certain skills and knowledge essential for later success in law and appropriate for study on the undergraduate level.

Pre-law study in the College of Liberal Arts and Sciences is intended for those students who, in addition to satisfying the requirements of an academic field of specialization, also want to develop those capacities and skills essential for satisfactory performance in law school. Specifically, pre-law study is intended to develop the following skills: (1) the ability to use the English language skillfully and effectively in oral and written advocacy situations, (2) the power to think clearly, critically, and independently in situations requiring problem solving ability and sound judgment, and (3) the ability to use and understand statistical calculations. Moreover, pre-law study is intended to promote an understanding of the psychological processes, economic systems, political organizations, and social structures essential to the study and practice of law.

Admission to the College of Law, DePaul University, is based on collegiate performance, scores achieved on the Law School Admissions Test (LSAT), extracurricular activities, work experience, and letters of recommendation. The legal program offered through the College of Law leads to the degree of Juris Doctor (J.D.).

Students who want to prepare for law school should, whatever their academic major, consult with any of the following members of the faculty to design a coherent program from the courses listed below: Dr. Bannan (Sociology), Dr. Barnum (Political Science), Dr. Brewer (Assoc. Dean, Liberal Arts and Science, Psychology), Dr. Erlebacher (History), Dr. Fahrenbach (English), and Dr. Larrabee (Philosophy).

For additional suggestions, see the Pre-Law Study heading in the College of Commerce section of this Bulletin.

PROGRAMS

All courses, except Math. 242, are acceptable for departmental credit. 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.

INTELLECTUAL SKILLS

I. Communication

Com. 201 Public Speaking; Eng. 208 Rhetoric I (Prerequisite: Eng. 113); Eng. 300 Composition and Style (Prerequisite: Eng. 113); Eng. 306 Rhetoric II (Prerequisite: Eng. 208).

II. Computation

Math. 101 Intro to College Algebra; Math. 130 College Algebra.

III. Analysis

Phil. 303 Critical Thinking; Phil. 304 Introduction to Analytic Philosophy.
IV. Statistics

Any one of the following: Econ. 242 Statistics for Economics (Prerequisite: Econ. 104); Math. 242 Elements of Statistics I (Prerequisite: Two years high school mathematics or Math. 101 or a sufficient score on the math placement exam); Psych. 240 Introduction Statistics for the Behavioral Sciences (Prerequisite: Math. 130 or three years of high school math); or Soc. 240 Introductory Statistics for the Social Sciences. (Prerequisite: Math. 101 or two years of high school math or consent of instructor.)

HUMAN INSTITUTIONS, PROCESSES, AND VALUES

I. Cultural and Ethical Heritage

Eng. 202 Introductory Language Studies

Phil. 200 Ethical Theories; Phil. 334 Social Issues and Ideology; Phil. 342 Philosophy of Law.

Rel. 223 Christian Faith and Moral Problems; Rel. 224 The Problem of Evil; Rel. 320 Problems in Christian Ethics.

II. Business and Economics

Acc. 101 Principles of Accounting I; Acc. 103 Principles of Accounting II.

Eco. 103 Principles I: Introduction to Economics; Eco. 104 Principles II: Economics of the Market Place; Eco. 213 Business and Society.

III. Historical Processes


Phil. 312 Modern Thought: Ideas in Revolution.

IV. Law and the Political System


V. Psychological Processes

Psych. 302 Personal Adjustment and Mental Health; Psych. 347 Social Psychology; Psych. 353 Abnormal Psychology.

VI. Law and Society

Soc. 101 General Sociology; Soc. 204 Social Deviation; Soc. 208 Law and Society; Soc. 220 Theories of Crime and Delinquency; Soc. 301 The Juvenile Court System; Soc. 305 Institutional Response to Deviance; Soc. 310 Criminal Justice: The Courts and Corrections; Soc. 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.

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 other concentrations or programs. Students interested in the internship program usually apply in the fall quarter of their junior year.

After 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.

FACULTY

Thomas S. Brown, Ph.D., Professor and Chairman

Robert E. Brewer, Ph.D., Associate Professor
Mari J.K. Brown, Ph.D., Associate Professor
Linda A. Camras, Ph.D., Assistant Professor
Sheldon Cotler, Ph.D., Associate Professor
Frank A. Dinello, Ph.D., Professor
Ernest J. Doleys, Ph.D., Associate Professor
Louise Ferone, M.S.W., Associate Professor of Social Work
Frederick H. Heilizer, Ph.D., Associate Professor
Leonard A. Jason, Ph.D., Associate Professor

Allen E. Milewski, Ph.D., Associate Professor
John M. Reisman, Ph.D., Professor
Sheila C. Ribordy, Ph.D., Assistant Professor
W. LaVome Robinson, Ph.D., Assistant Professor
Robert J. Tracy, Ph.D., Associate Professor
William Terris, Ph.D., Associate Professor
Midge Wilson, Ph.D., Assistant Professor
Edwin S. Zolik, Ph.D., Professor

Psychology/175
Bachelor of Arts in Psychology

LIBERAL STUDIES PROGRAM

In addition to the 12 quarter hours required in Common Studies, all students are required to complete 16 courses distributed through 4 divisions as part of their Bachelor of Arts or Science in Psychology. For information concerning the purposes and curriculum of the Liberal Studies Program—including a list of approved courses—consult page 111 of the Bulletin. The number and distribution of courses in each of the divisions are as follows:

Common Studies: 12 quarter hours are required, 4 quarter hours in College Writing and Research (112, 113) and 8 quarter hours in World Civilizations (101, 102, 103).

Fine Arts and Literature: 4 courses (3 Level I and 1 Level II).

Philosophy and Religion: 4 courses (2 Level I and 2 Level II).

Behavioral and Social Sciences: 3 courses in the Departments of Political Science, Geography, Sociology, and Economics or other departments designated by the Division (2 Level I and 1 Level II).

Natural Sciences and Mathematics: 5 courses (3 Level I and 2 Level II).

Since study in the Department of Psychology contributes to a student's liberal education, the student should enroll only in those courses offered in the Division of Behavioral and Social Sciences by the departments of Political Science, Geography, Sociology, and Economics (or other departments designated by the Division). Courses in the Department of Psychology will not be applied to the requirements of the Division. A significant component of a student's liberal education is a knowledge of the methods and principles of the kinds of inquiries which comprise the Behavioral and Social Sciences, particularly the interpretation of scientific method and its application to the study of human society and institutions.

DEPARTMENTAL PROGRAM REQUIREMENTS

Common Core

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: Common Core plus 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: Common Core plus 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: Common Core plus 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: Common Core plus 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.

SAMPLE PROGRAM: STANDARD CONCENTRATION

Freshman Level
Psychology: 105, 106, 240
Mathematics: 130
Supportive Field: 1 course
Liberal Studies: 6 courses

Sophomore Level
Psychology: 275, 276 or 277, 347
Supportive Field: 3 courses
Liberal Studies: 5 courses

Junior Level
Psychology: 351, 361 and one course of choice
Supportive Field: 3 courses
Liberal Studies: 5 courses

Senior Level
Psychology: 3 courses of choice
Supportive Field: 7 courses
Liberal Studies: 3 courses

Bachelor of Science in Psychology

LIBERAL STUDIES PROGRAM (See Requirements Above)

DEPARTMENTAL PROGRAM REQUIREMENTS
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. 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.
Courses

All courses, except 395 and 398, carry four hours credit. The titles of courses offered in the Liberal Studies Program are italicized.

INTRODUCTORY

100 The Nature of Science (formerly BSS 100). The methods of science: its scope and limitations.

105 General Psychology I.

106 General Psychology II. 105 and 106 will include a research participation requirement. (No more than six hours.)

111 Human Psychological Processes (formerly BSS 111). The study of human behavior from various psychological perspectives.

210 Psychology of Business and Industry. Applications of theories and methods of psychology to the study of human behavior in business, industry and other work environments. (Prerequisite: 105 or 106.)

215 Human Sexuality. Historical, cultural, psychological, and physiological aspects of human sexuality. (Prerequisite: 105 or 106.)

216 Mental Health Problems in Contemporary Society. A study of the problems of the mentally ill and mentally retarded. (Prerequisite: 105 or 106.)

218 Psychological Problems of the Contemporary Family. An overview of the major psychological issues facing the contemporary family. (Prerequisite: 105 or 106.)

228 Origins of Intelligence. An exploration of the concepts of mind and intelligence from the standpoint of ontogenic and phylogenetic differences. (Prerequisite: 105 or 106.)

GROWTH AND DEVELOPMENT

Human Development

303 Human Development. Principles of development from conception through maturity. (Prerequisite: 105 or 106.) 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: 105 and 106.)

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: 105 and 106.)

352 Psychology of Prejudice. (Prerequisite: 105 and 106.)

355 Small Groups and Leadership. (Prerequisite: 347.)

372 Research Methods in Social Psychology. (Prerequisite: 275.) Laboratory fee: $5.00
Personality and Adjustment

216 Mental Health Problems in Contemporary Society.
302 Personal Adjustment and Mental Health. Psychological principles involved in personality and interpersonal adjustments. (Prerequisite: 105 or 106.)

351 Theories of Personality. Emphasis on distinction between clinical and scientific theories of personality. (Prerequisite: 105 and 106.)

353 Abnormal Psychology. Description of the nature, symptoms, and etiology of psychological disorders. (Prerequisite: 105 and 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. (Prerequisites: 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: 105 and 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: 105 and 106.)

393 Psychology of Language. Development of language in children; effects of language in thinking. (Prerequisite: 276.)

INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY

210 Psychology of Business and Industry.
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: 105 and 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.)

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. (Crosslisted 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. (Prerequisite: 105, 106, and 240.) Materials fee: $5.00

Methods and Design

275 Experimental Psychology I. Design, execution, analysis and interpretation of psychology research. (Prerequisite: 105, 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 Development Psychology. (Prerequisite: 334.)

372 Research Methods in Social Psychology. (Prerequisite: 275.) Laboratory fee: $5.00

SPECIAL TOPICS

215 Human Sexuality.

218 Psychological Problems of the Contemporary Family.

228 Origins of Intelligence.

280 Contemporary Issues. Psychological aspects of topics of current interest and relevance. (Prerequisite: 105 and 106.)

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.)
Radiologic Technology

This program is designed for students who desire 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 already qualified and registered Radiologic technologist who wishes to obtain a baccalaureate degree will receive thirty (30) quarter hours of credit in place of the clinical courses.

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 potential for commitment to the advancement of the profession of Radiologic Technology as well as total health care service for the community, (3) an in-depth scientific knowledge and application in the clinical setting for 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 potential to fulfill the role of educator, administrator, or specialist.

FACULTY
Zuhair M. El'Saffar, Ph.D., Chairman
Judith A. Hostick, M.Ed., R.T., Program Director

CLINICAL FACULTY
Mary Niesyto, R.T.
Barbara Reynolds, R.T.
Kathleen Walsh, R.T.

PROGRAM ADVISORY COMMITTEE
Ray Delman, M.B.A., R.T.
Judith Hostick, M.Ed., R.T.
Gerard Lietz, Ph.D.
Richard Marson, M.D.
Jack Melamad, M.D.
Edwin J. Schillinger, Ph.D.
Thomas G. Stinchcomb, Ph.D.
Mary Ann Troy, M.S., R.T.
Jeff Papp, B.S., R.T.
Kathleen Walsh, R.T.
Junior Student Representative
Senior Student Representative

Bachelor of Science in Rad. Tech.

LIBERAL STUDIES PROGRAM

In addition to the 12 quarter hours required in Common Studies, all students are required to complete 16 courses distributed through 4 divisions as part of their Bachelor of Science in Radiologic Technology. For information concerning the purposes and curriculum of the Liberal Studies Program—including a list of approved courses—consult page 111 of the Bulletin. The number and distribution of courses in each of the divisions are as follows:

Radiologic Technology/181
Common Studies: 12 quarter hours are required, 4 quarter hours in College Writing and Research (112, 113) and 8 quarter hours in World Civilizations (101, 102, 103).

Fine Arts and Literature: 4 courses (3 Level I and 1 Level II).

Philosophy and Religion: 4 courses (2 Level I and 2 Level II).

Behavioral and Social Sciences: 4 courses (2 Level I and 2 Level II).

Natural Sciences and Mathematics: 4 courses (2 Level I and 2 Level II).

A significant component of a student's liberal education is a knowledge of the principles and methods which direct inquiry in all divisions of knowledge. Consequently, the program in Radiologic Technology requires that the student receive a balanced program in all divisions of the Liberal Studies program.

PROGRAM REQUIREMENTS

I. Standard Concentration

Radiologic Technology: 356 Introduction to Health Care in Radiologic Technology; 315 through 318 and 385 through 388 Clinical Studies in Radiologic Technology. Upon completion of clinical studies the student must receive a passing grade (75%) on the American Registry Certification Examination in order to satisfy requirements for the Bachelor of Science in Radiologic Technology (B.S.R.T.)

Biology: 201 Mammalian Anatomy; 202 Mammalian Physiology.

Mathematics: 130 College Algebra; 242 Elements of Statistics.

Nursing: 245 Foundations of Client Care (in Radiology); 251 Interpersonal Relationships in Health Care.


Psychology: 302 Personal Adjustment and Mental Health.

II. Concentration for Registered Radiologic Technologists

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 place of these courses. The student completes degree requirements including professional electives which should be selected with the advice of the Program Director. Choices can be made from the following list:

Education: SE 361 Instructional Methodology in Allied Health Education; SE 398 Practicum for Allied Health Educators; SE 362 Education Evaluation in Allied Health Professions.

Psychology: 106 General Psychology II; 333 Developmental Psychology I and 334 Developmental Psychology II; 347 Social Psychology; 355 Small Groups and Leadership; 360 Theories of Learning.

Administration: Management 200 Organization Principles and Practices; Management 202 and 212 Personnel Administration; 313 Human Relations in Administration; Physics 358 Management in Radiology; 359 Advanced Administration in Allied Health Care; Accountancy 130 Introduction to Computer Technology and Methodology.

182/Radiologic Technology
SPECIAL PROGRAMS OR REQUIREMENTS

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.

Fees and Responsibilities

The student is required to purchase uniforms, name badge, school insignia, malpractice insurance. Membership dues are also required for the American Society of Radiologic Technology and Illinois State Society of Radiologic Technology, in addition to 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.

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. There is no tuition for each of the summer sessions.

Affiliate Institutions

Grant Hospital, major affiliating institution
McGaw-Loyola Medical Center, major affiliating institution
Illinois State Psychiatric Institute, short term affiliating institution
Michael Reese Medical Center, short term affiliating institution
Shrivers Childrens Hospital, short term affiliating institution

SAMPLE PROGRAM: STANDARD CONCENTRATION

Freshman Level

Mathematics: 130
Liberal Studies: 12 courses

Junior Level

Radiologic Technology: 315 (summer), 316, 317 and 318
Physics: 349, 377 and 378
Psychology: 302
Liberal Studies: 4 courses

Sophomore Level

Biology: 201 and 202
Mathematics: 242
Nursing: 245 and 251
Radiologic Technology: 356
Physics: 110 and 160
Liberal Studies: 3 courses

Senior Level

Radiologic Technology: 385 (summer), 386, 387, 388

Notes
Denotes prerequisite courses for the 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 Radiologic Technology courses.

2 There is no tuition assessed for the two summer clinical sessions.

Courses

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

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 (Open to Registered Radiologic Technologists)

357 Pathophysiology for the Radiographer Part I. Pathology of the respiratory, urinary and digestive systems and their effect on the diagnostic x-ray procedure.

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.)

369 Pathophysiology for the Radiographer Part II. Pathology of the skeletal system, skull, and the study of benign and malignant lesions and their effects on the diagnostic x-ray procedure.
Religious Studies

The Department of Religious Studies offers a critical approach to religion in a pluralistic perspective. Recognizing that religion continues to play a vital role in contemporary society, the Department fosters the mature understanding of religion which is necessary for any fully educated person. Students are encouraged to explore diverse religions, world-views, and value systems, to clarify their own beliefs and values, and to develop the power to make critical and informed judgments. The Department pursues these goals in two ways: through its major concentrations and through its contributions to the Liberal Studies Program.

The Department of Religious Studies offers two major concentrations, and each makes use of the interdisciplinary resources of the University. 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 in religion or other fields 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. (For information concerning the Jewish Studies Program, consult page 123 of the Bulletin.)

FACULTY

F. Bruce Vawter, C.M., S.S.D., Professor and Chairman
Hugo N. Amico, S.T.D., M.S., Associate Professor
Walter T. Brennan, O.S.M., Ph.D., Assistant Professor
Paul F. Camenisch, Ph.D., Associate Professor
Jeffery Carlson, M.A., Lecturer
John J. Collins, Ph.D., Associate Professor
William T. Cortelyou, C.M., S.T.D., Professor Emeritus
John Dominic Crossan, S.T.D., S.S.L., Professor
John Fahey, S.T.D., Lecturer
Edmund J. Fitzpatrick, S.T.D., Associate Professor
George Hall, Ph.D., Lecturer
Madeline Hamblin, Ph.D., Lecturer
John A. Keenan, S.S.S., Ph.D., Lecturer
Stephen Kobasa, M.Div., Lecturer
John T. Leahy, S.T.D., M.Ed., Associate Professor, Director of Programs in Religion and Education
John L. McKenzie, S.T.D., Professor Emeritus
Vasudha Narayanan, Ph.D., Assistant Professor
Joseph O'Brien, S.T.D., Lecturer
Patrick O'Brien, C.M., S.T.D., Professor on Leave
Carl Pieber, C.M., M.A., Lecturer
Patrick L. Rattigan, M.A., Lecturer
Mary Rose Solivay, S.L.W., M.A., Lecturer
Charles R. Strain, Ph.D., Associate Professor
William VanderMarck, Ph.D., Professor
Bachelor of Arts in Religious Studies

LIBERAL STUDIES PROGRAM

In addition to the 12 quarter hours required in Common Studies, all students are required to complete 16 courses distributed through 4 divisions as part of their Bachelor of Arts in Religious Studies. For information concerning the purposes and curriculum of the Liberal Studies Program—including a list of approved courses—consult page 11 of the Bulletin. The number and distribution of courses in each of the divisions are as follows:

Common Studies: 12 quarter hours are required, 4 quarter hours in College Writing and Research (112, 113) and 8 quarter hours in World Civilizations (101, 102, 103).

Fine Arts and Literature: 4 courses (3 Level I and 1 Level II).

Philosophy and Religion: 2 courses in the Department of Philosophy or other departments designated by the Division (1 Level I and 1 Level II).

Behavioral and Social Sciences: 5 courses (3 Level I and 2 Level II).

Natural Sciences and Mathematics: 5 courses (3 Level I and 2 Level II).

Since study in the Department of Religious Studies contributes to a student's liberal education, the student should enroll only in those courses in the Division of Philosophy and Religion offered by the Department of Philosophy (or other departments designated by the Division). Courses in the Department of Religious Studies will not be applied to the requirements of the Division.

DEPARTMENTAL PROGRAM REQUIREMENTS

I. Standard Concentration (Academic)

Religious Studies: 100 Introduction to Religion; 232 Old Testament Studies; 233 New Testament Studies; one course from the Philosophical Foundations and one course from the Social Foundations of Religion courses; three from the Historical 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 three 300-level courses.

Supporting Fields: Courses in areas of interest to be determined through individual consultation with the student's departmental advisor.

II. Professional Concentration (Religion and Education)

Religious Studies (Teacher of Religious Studies at Secondary Level; non-certifiable State program): 100 Introduction to Religion; 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/Communications: 12 quarter hours.

History: 4 quarter hours U.S. history.
Physical Education: 5 quarter hours.
Supporting Fields: to be determined in consultation with departmental advisor.


SPECIAL PROGRAMS

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 Foundation of Religious courses and five other Religious Studies courses at the student's choice.

Religion and Education (Professional), Supporting Area.

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.)

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.

Religious Studies Minor

A student may acquire a minor in Religious Studies by the completion of five Religious Studies courses chosen in consultation with his or her academic advisor and with the concurrence of the Department of Religious Studies.

SAMPLE PROGRAM: STANDARD CONCENTRATION (ACADEMIC)

Freshman Level
Religious Studies: 100 and 2 foundations courses
Supporting Fields: 4 courses
Liberal Studies: 5 courses

Sophomore Level
Religious Studies: 3 foundations courses, and 232
Supporting Fields: 3 courses
Liberal Studies: 5 courses

Junior Level
Religious Studies: 233, two 200 level courses, one 300-level course
Supporting Fields: 2 courses
Liberal Studies: 5 courses

Senior Level
Religious Studies: one 200-level courses, two 300-level courses
Supporting Fields: 4 courses
Liberal Studies: 4 courses

Religious Studies/187
Courses

All courses carry four quarter hours credit unless otherwise specified. Titles of courses offered in the Liberal Studies Program are italicized.

INTRODUCTION

100 Introduction to Religion. Examination of the nature and function of religion in human life. Exploration of common patterns underlying the variety of religious experience and expression.

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

217 Christianity in History and Culture. Focuses upon the dynamics and variety of the Christian religious tradition. Examines the interaction between Christian communities and the surrounding cultures at various crucial junctures in history.

262 Religions of South Asia and the Far East. This course will explore the religious and cultural backgrounds of the major traditions of India and the Far East, focusing on their sacraments, devotional writings, liturgies, and religious law.

263 Religions of the Middle East. This course will study the historical development of three important and influential religio-cultural traditions of the Middle East: Zoroastrianism, Judaism, and Islam.

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

230 The Bible: An Introduction (formerly P&R 123). A study of the biblical texts which emphasizes how historical influences and literary structures interact with religious insights and ethical imperatives. (Course may not be used toward major's requirement.)

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) Specific topics vary from year to year and are noted in the current Schedule.

331 New Testament Problems. (Prerequisite: 233) Specific topics vary from year to year and are noted in the current Schedule.

Values, Ethics, and Morality

222 Western Religious Traditions and Contemporary Moral Issues (formerly P&R 223). A study of the relations between religious beliefs and moral action to be carried out through an examination of the ethical and moral response of western religious traditions to selected moral issues such as war and peace, sexual behavior, 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.

227 Religious Ethics and Professional Life. A study of the ethical dimensions of contemporary professional life from the standpoint of religious traditions and values, focusing primarily on medicine, law, and business.

228 Business, Society, and Ethics. A disciplined, critical examination of various issues of values and ethics arising in the business sector.

320 Problems in Christian Ethics. Specific topics vary from year to year and are noted in the current Schedule.


Church, Liturgy, and Sacraments


271 Roman Catholicism in an Ecumenical World. A study of the origins, development, and current situation of Roman Catholicism with special attention to its relations to Judaism and other Christian communities.


273 Jesus Christ in History and Theology (formerly titled The Mystery of Christ). Development of New Testament Christology through the classic period and into modern times.

276 Ritual and Sacramental Life in Judaism and Christianity (formerly P&R 121). An examination of the principal rituals of Judaism and Christianity with reference to their festal calendars. Special emphasis upon Passover and the Eucharist. (Course may not be used toward major requirements.)

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 Art 241.

241 Theological Themes and Medieval Art. Theology in art through the Ottonian, Romanesque, Gothic, and late Gothic eras. Cross-listed with Art 242.

History and Christianity

211 The American Religious Experience. Major religious movements in America with emphasis upon the development of religious pluralism. Impact of religious beliefs and values upon American culture.


213 Studies in Medieval Christian Thought. Major theological themes of the chief thinkers of the Middle Ages.

214 Christianity and the Modern Age. Focuses on the transition from traditional to modern Christianity. Studies the response of modern religious thinkers to the challenge of such secular critics as Darwin, Marx, and Freud.

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 Faith in History and Society (formerly 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. Specific topics vary from year to year and are noted in the current Schedule.

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.

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


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. This course is taught at the SPRED Center.

282 Special Religious Education: Role Orientation and Field Placement. Practicum to design and establish a center. Cross-listed with Education 282. This course is taught at the SPRED Center.

283 Center Design: Pilot and Model in Special Religious Education. Practicum to design and establish a center. Cross-listed with Education 283. This course is taught at the SPRED Center.


375 Religious Education and Liturgy. Components of liturgy and their synthesis in an actual liturgy. Cross-listed with Education 375. This course is taught at the SPRED Center.


387 Teaching Religion II: Junior High. Theory and practice of structuring learning in religion. Cross-listed with Education 387. This course is taught at the SPRED Center.


391 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) Cross-listed with Education 390.

Advanced Study

399 Independent Study. (Prerequisite: senior standing and permission of the chairperson).
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), and theory (how we explain). The curriculum aims to provide students with a basis of understanding and participation in their own communities and 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 health care, the department offers a concentration of study focusing on the impact of social structures, 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 offers a special emphasis on youth within the framework of the law and social agencies.

The Juvenile Justice concentration may also serve students in other 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 who wish to learn more about the sociology program are invited to talk with the chairman and members of the department.

FACULTY

Roberta Garner, Ph.D., Professor and Chairperson

Robert Rotenberg, Ph.D., Assistant Professor

Anthony Sorrentino, M.A., Lecturer

Charles Stevens, Ph.D., Assistant Professor

Charles S. Suchar, Ph.D., Associate Professor

Joyce Sween, Ph.D., Professor

David Taylor, M.A., Lecturer

Deena A. Weinstein, Ph.D., Professor

William Wise, J.D., Lecturer

Therese Baker, Ph.D., Associate Professor

Rosemary S. Bannan, Ph.D., Professor

Noel Barker, M.A., Lecturer

Judith A. Bootcheck, Ph.D., Associate Professor

David Claerbaut, M.A., Lecturer

Grace De Santis, Ph.D., Associate Professor

Kenneth Fidel, Ph.D., Associate Professor

Ray Hutchison, M.A., Lecturer

John P. Koval, Ph.D., Associate Professor

Lavinia C. Raymond, Ph.D., Professor

Emeritus

192/Sociology
Bachelor of Arts in Sociology

LIBERAL STUDIES PROGRAM

In addition to the 12 quarter hours required in Common Studies, all students are required to complete 16 courses distributed through 4 divisions as part of their Bachelor of Arts in Sociology. For information concerning the purposes and curriculum of the Liberal Studies Program—including a list of approved courses—consult page 11 of the Bulletin. The number and distribution of courses in each of the divisions are as follows:

Common Studies: 12 quarter hours are required, 4 quarter hours in College Writing and Research (112, 113) and 8 quarter hours in World Civilizations (101, 102, 103).

Fine Arts and Literature: 4 courses (2 Level I and 2 Level II).

Philosophy and Religion: 4 courses (2 Level I and 2 Level II).

Behavioral and Social Sciences: 3 courses in the Departments of Political Science, Geography, Psychology, and Economics or in other departments designated by the Division (2 Level I and 1 Level II).

Natural Sciences and Mathematics: 5 courses (3 Level I and 2 Level II).

Since study in the Department of Sociology contributes to a student's liberal education, the student should enroll only in those courses offered in the Division of Behavioral and Social Sciences by the departments of Political Science, Geography, Psychology and Economics (or other departments designated by the Division). Courses in the Department of Sociology will not be applied to the requirements of the Division. A significant component of a student's liberal education is a knowledge of the methods and principles of the kinds of inquiries which comprise the Behavioral and Social Sciences, particularly the interpretation of scientific method and its application to the study of human society and institutions.

DEPARTMENTAL PROGRAM REQUIREMENTS

The major consists of a five-course Common Core and eight departmental courses in one of the concentrations described below. In addition, fourteen supporting fields courses are to be elected in consultation with the student’s academic advisor in the Department of Sociology or other departments.

Common Core

Sociology: 101 General Sociology; 240 Introductory Statistics for the Social Sciences; 331 Sociological Theory; 380 Research Methods in Sociology I; 381 Research Methods in Sociology II.

I. Standard Concentration

Sociology: Common Core plus eight departmental courses, five of which must be 300-level courses.

II. Social Services and Pre-Social Work Concentration

Sociology: Common Core plus eight departmental courses in the area of concentration or the general program, five of which must be 300-level courses.

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III. Urban and Community Studies Concentration
Sociology: Common Core plus eight departmental course in the area of concentration or the general program, five of which must be 300-level courses.

IV. Law and Society Concentration
Sociology: Common Core plus eight departmental courses in the area of concentration or the general program, five of which must be 300-level courses.

V. Juvenile Justice Concentration
Sociology: Common Core plus eight departmental courses, six of which must be the courses in Phases I, II, and III of the Juvenile Justice Concentration.

SPECIAL PROGRAMS

Sociology Minor
For students who are majoring in another department, the Sociology Department offers three minors: the general minor in sociology, composed of five courses selected in consultation with the advisor, the social service minor, composed of five courses in the Social Service concentration, and the Juvenile Justice minor composed of five courses in Phases I and II and an elective from Phase II in the Juvenile Justice concentration.

Masters Degree in Sociology
The Sociology Department offers a special option to students with a potential for graduate work: a five-year program in which the student receives a B.A. after four years and an M.A. at the end of the fifth year. This represents a savings of about a year over the conventional M.A. degree. It provides a strong background for people wishing to enter professional programs (law, MBA, Ph.D.). The student in this program can begin to take graduate courses during the senior year. The major should be declared early in the junior year. See the department chairman for additional information.

SAMPLE PROGRAM: STANDARD CONCENTRATION

**Freshman Level**
Sociology: 101 and one 200-level course  
Supportive Fields: 4 courses  
Liberal Studies: 4 courses

**Sophomore Level**
Sociology: 240 and two other 200-level courses in area of concentration or Standard Concentration  
Supportive Fields: 3 courses  
Liberal Studies: 5 courses

**Junior Level**
Sociology: 380, 381 and two other 300-level courses in area of concentration or Standard Concentration  
Supportive Fields: 4 courses  
Liberal Studies: 4 courses

**Senior Level**
Sociology: 331, four 300-level courses in area of concentration or Standard Concentration  
Supporting Fields: 4 courses  
Liberal Studies: 5 courses
Courses

All courses carry 4 quarter hours credit unless otherwise specified. Titles of courses offered in the Liberal Studies Program are italicized.

CORE REQUIREMENTS

101 General Sociology. Student learns the language, tools, findings, an 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: 101.)

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: 101 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.

211 Sex Roles. Examines the development of sex roles, gender identity and sexual behavior in a social context; examines how sex roles are shaped by families, youth culture, and the life cycle.

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: 101 or 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 logical phenomena such as the social class of the patient or the organization of the health care system. (Prerequisite: 101 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

123 Police and Community. Co-operative and conflictual police and community relationships; the nature of police work; decision making.

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.

208 Law and Society (formerly BSS 117). Examines the legal system in its social contexts; considers its moral and social roots, its continuity and contradictions, and its ability to deliver justice as an agency of social control and change.

220 Theories of Crime and Delinquency. Analysis of theories of causes and control of crime and juvenile delinquency; an examination of delinquency 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.


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: 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: 101.)

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: 101.)

315 Sociology of Law. The study of the role of law in society; emphasis on law as a profession and career. (Prerequisite: 101.)

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: 101.)

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 ethnicities.

212 Community and Society (formerly BSS 112). The analysis of neighborhoods, cities, suburbs and utopian communities; the examination of major trends in urbanization and the evaluation of urban and community policies.

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, 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 explored through an investigation of neighborhood development and change, neighboring and other forms of social interaction, and the societal impact of community organization.

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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: 101.)

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: 101.)

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: 101.)

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. (Prerequisite: 101.)

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

103 Understanding Social Research. The use of surveys, sampling, interviews, and other methodologies in understanding the social world. Considers how data is collected and interpreted in the social sciences and in applied areas of marketing, opinion polls and government policy.

105 Social Problems. Examination of a variety of problems and issues with attention to their causes, their impact, and the possibility of resolving them; focuses on the role of social movements, government and the private sector.

202 Cultural Anthropology. Examination and comparison of patterns of life in a variety of societies, including tribal, peasant and non-Western ones; consideration of the impact of social change, colonialism and economic development.

206 Work and Society (formerly BSS 126). Examines the job market, the impact of work on individuals and the nature of different kinds of work, including professions and jobs in bureaucracies and business.

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.

210 The Computerized Society (formerly BSS 110). Examines the impact of technology on society and the causes of technological change, with a focus on new electronic technologies and computers.

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 Bioanthropology. 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.

280 Mass Media and Culture (formerly BSS 315). Analysis of the relations between modern society and the mass media such as T.V., film, radio and the print media.

290 Special Topics in Sociology. In-depth examination of selected and timely social issues. Topics vary from quarter to quarter and have included the following: blue collar workers; protest, violence/non-violence; sociology of sport. Topics may be initiated by students.
318 Culture Change and Applied Anthropology. Through an examination of the mechanics of cultural and social change, this skills course introduces the student to problems of policy implementation in ethnically diverse social settings. Class work involves actual field research. (Prerequisites: 101 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: 202.)

330 Themes in Social Thought. Consideration of the thoughts of social philosophers regarding the nature, origins and meanings of human beings in society. (Prerequisite: 101.)

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: 101.)

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: 101.)

342 Life in Bureaucracies and Complex Organizations. An examination of the character of bureaucracies and complex organizations, life in complex organizations and the inter-relationship between individuals and organizations. (Prerequisite: 101.)

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: 101.)

344 Political Sociology. Political Sociology introduces the student to the social and economic bases of the political system, with a comparative perspective. (Prerequisite: 101.)

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: 101.)

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: 101 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: 101.)

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: 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 conscious of the integrative possibilities of academic and agency experiences. Requirements: Sociology majors will be responsible for departmental core courses and the total number of elective (eight courses) in the sequence specified below.
Phase I: Fundamentals

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.

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.

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: 220.)

Phase II: Application

The prerequisite for courses in Phase II is the completion of at least two courses in Phase I.

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.

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.

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 course are completed the student chooses an internship or research course.

380 Research Methods in Sociology I. See description of core courses.

381 Research Methods in Sociology II. See description of core courses.

382 Qualitative Methods. Introduction to qualitative methods in Sociology and Anthropology; the methods of data collection and analysis field research, the life history, unobtrusive measures and visual methods.

392 Internship in Juvenile Justice. Selective placement of students in work-study situations to prepare them for careers related to juvenile justice.
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.

FACULTY
Richard J. Houk, Ph.D., Professor and Director (Geography)
Judith Bootcheck, Ph.D., Associate Professor (Sociology)
Floyd Dill, Ph.D., Assistant Professor (Economics)
Robert Garfield, Ph.D., Associate Professor (History)
Midge Wilson, Ph.D., Assistant Professor (Psychology)
Harry J. Wray, Ph.D., Assistant Professor (Political Science)

Bachelor of Arts in Social Sciences

LIBERAL STUDIES PROGRAM

In addition to the 12 quarter hours required in Common Studies, all students are required to complete 16 courses distributed through 4 divisions as part of their Bachelor of Arts in Social Sciences. For information concerning the purposes and curriculum of the Liberal Studies Program—Including a list of approved courses—consult page 11 of the Bulletin. The number and distribution of courses in each of the divisions are as follows:

Common Studies: 12 quarter hours are required, 4 quarter hours in College Writing and Research (112, 113) and 8 quarter hours in World Civilizations (101, 102, 103).

Fine Arts and Literature: 4 courses (3 Level I and 1 Level II).

Philosophy and Religion: 4 courses (2 Level I and 2 Level II).

Behavioral and Social Sciences: 3 courses in the Departments of Political Science, Geography, Sociology, Psychology, or Economics or other departments designated by the Division (Level II only).

Natural Sciences and Mathematics: 5 courses (3 Level I and 2 Level II).

Since study in the Program in Social Sciences contributes to a student's liberal education, particularly a knowledge of the principles and methods of inquiries which comprise the Behavioral and Social Sciences, the student should enroll in Level II BSS courses only.

Social Sciences/201
PROGRAM REQUIREMENTS

I. Standard Concentration

A 15 course concentration in the Departments of Economics, Geography, History, Political Science, Psychology, and Sociology is required. No more than six courses may be selected from 100-level courses. The other nine courses are to be selected from 200 or 300-level courses. Consult the departmental listings for detail course descriptions. The necessary distribution of studies is the following:

Primary Field: Six courses from one department.

Secondary Field: Four courses from a second department.

Other Fields: Four courses must be distributed so that the student has at least one course each in economics, geography, history, political science, psychology and sociology.

Statistics: One of the following statistics courses is required of all majors: Economics 242 Statistics for Economics, Business Mathematics 142 Statistics I, Mathematics 242 Elements of Statistics-I, or Psychology 240 Introductory Statistics for the Social Sciences (cross-listed with Sociology). The statistics course is a separate requirement and will not serve as a Psychology, Sociology, or Economics requirement.
II. Teacher of Social Sciences: Secondary Level

A 14 course concentration in the Departments of Economics, Geography, History, Political Science and Sociology. No more than six courses may be selected from 100-level courses. The other eight courses are to be selected from 200 or 300-level courses. The necessary distribution of studies is the following:

Primary Field: Six courses from one department.
Secondary Field: Four courses from a second department.
Other Fields: Three courses must be distributed so that the student has at least one course from each of the five departments.

Statistics: One of the following statistics courses is required of all majors: Economics 242 Statistics for Economics, Business Mathematics 142 Statistics I, Mathematics 242 Elements of Statistics I, or Psychology 240 Introductory Statistics for the Behavioral Sciences (cross-listed with Sociology). The statistics course is a separate requirement and will not serve as a Psychology, Sociology or Economics requirement.

Supporting Fields: History 393 Teaching History and the Social Sciences or Geography 354 Contemporary Methods in the Teaching of Geography.

SAMPLE PROGRAM: STANDARD CONCENTRATION

Freshman Level
Statistics: 1 course
Economics, Geography, History Political Science, Psychology or Sociology: 4 introductory courses (1 primary field and 1 secondary field)
Supporting Fields: 1 course
Liberal Studies: 5 courses

Sophomore Level
Primary Fields: 2 courses
Secondary Field: 1 course
Other Fields: 2 courses
Supporting Fields: 4 courses
Liberal Studies: 4 courses

Junior Level
Primary Fields: 2 courses
Secondary Field: 1 course
Supporting Fields: 4 courses
Liberal Studies: 5 courses

Senior Level
Primary Field: 1 course
Secondary Field: 1 course
Supporting Fields: 5 courses
Liberal Studies: 4 courses

Social Sciences/203
SCHOOL OF EDUCATION
ADMINISTRATION
Wilma S. Longstreet, Ph.D.
Dean
Charles P. Doyle, M.Ed.
Administrative Assistant to the Dean
Coordinator of Clinical Experiences

DEGREE PROGRAMS

ACCREDITATION

ADMISSIONS

CURRICULUM
Liberal Studies Program
Business Education
Elementary Education
Health Education
Physical Education
Secondary Education
Music Education
Early Child Care and Development
Teacher Certification for College Graduates

PROGRAM COUNSELOR

GRADUATE PROGRAMS

COURSES
School of Education

The School of Education seeks to prepare students for professional positions in educational and community service settings. In addition, the School of Education strives to engage the public-at-large, as well as professionals of other related fields, in the consideration of basic ideas, questions, and concerns underlying Education as a personal, life-long phenomenon and as an institutional obligation to all members of society. The School of Education believes that an in-depth and comprehensive understanding of educational issues is crucial to the professional development of teachers and to a more knowledgeable public.

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. Courses involving such interdisciplinary considerations as the politics of education, religion and education in Western Civilization, and education in a multi-ethnic society also offer enrichment opportunities for the student body as a whole.

Located in a large metropolitan area, the School of Education is especially committed to preparing personnel for professional service in those fields that touch upon and affect the human development of people living in an urban environment. This commitment is seen as a complement to the School's efforts to develop in students a global understanding of the significance and influence that educational phenomena have upon all of human life.

With these considerations foremost, the School of Education pursues the following goals:
(1) To prepare undergraduate students to teach in elementary and secondary schools in Chicago and surrounding areas. (2) To prepare undergraduate students for professional service in a variety of community service programs in the Chicago metropolitan area. Such programs include, among others, early child care, community health, recreation, hospital education, and the development of curriculum materials for publication. (3) To develop in all undergraduate students a broader, more complete understanding of educational phenomena as they are personally and societally experienced. (4) To engage in community services for the benefits of schools, other human service organizations and the public-at-large.

DEGREE PROGRAMS

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

- Bachelor of Science in Elementary Education
- Bachelor of Science in Elementary Education with a concentration in Bilingual/Bicultural Education
- Bachelor of Arts or Bachelor of Science leading to Secondary School Certification in the following areas: Biology, Chemistry, Geography, English, History, Mathematics, Physics, Modern Languages, Social Studies.
- 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

Education/207
For those seeking multiple certification or education expertise beyond the major, the School of Education offers the following planned sequences of courses: Health Education, Coaching, Physical Education, Athletic Training, Reading Specialization, Early Child Care and Development, and Bilingual/Bicultural Education. For students interested in pursuing general studies in education, a series of courses are offered exploring such relationships as the development of Western religions and education, education in literature, the politics of education, and so forth. All students, without pre-requisites, are invited to enroll in these courses.

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. For those students wishing certification from the State of Illinois, all undergraduate programs offer this possibility. However, for those interested in understanding the influence of educational phenomena in such fields as business, religion, social services, etc., and in acquiring educational competencies useful in these fields, the Bachelor's degree without State certification is available. In such instances, relevant internships outside the public school setting will be arranged.

The School of Education works closely with 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 liberal studies, the mastery of a major field, and the demonstrated competency to transmit knowledge to others.

FACULTY

Division of Teacher Education

Kenneth Sarubbi, D.P.E., Associate Professor and Division Director

John C. Bohan, M.Ed., Assistant Professor
John W. Buhr, Ph.D., Assistant Professor
Patricia Burt, M.S., Instructor
Diane G. Dressler, Ed.D., Associate Professor
Jean Nordberg, Associate Professor
Peter Pereira, A.M.T., Assistant Professor

Vernon E. Prinzing, Ed.D., Assistant Professor
James J. Seri, M.S., Associate Professor
Patrick H. Sheahan, Ed.D., Associate Professor
Cecile Small, Ed.Spec., Associate Professor
Gloria P. Soiya, M.S., Assistant Professor
John R. Staver, Ed.D., Assistant Professor

Division of Educational Policy, Studies, and Services

Andrew T. Koman, Ph.D., Professor of Education and Division Director

Gelbert S. Derr, Ed.D., Adjunct Professor
Richard A. Ewanio, M.B.A., Lecturer
Edna H. Fanning, M.A., Lecturer
Urban H. Fleegle, Ph.D., Professor Emeritus
John J. Lane, Ph.D., Associate Professor
Wilma S. Longstreet, Ph.D., Dean, School of Education
Alfred L. Papillon, Ph.D., Professor Emeritus

Joan M. Rebeck, Ph.D., Associate Professor
Barbara R. Reque, Ph.D., Assistant Professor
Hans A. Schieser, Ph.D., Professor of Education
John R. Taccarino, Ph.D., Associate Professor
Frank Tavano, E.D.D., Lecturer
Lezek Wolkowski, Ph.D., Lecturer

Division of Human Development

Suzanne T. Major, Ph.D., Associate Professor and Division Director

Frances J. Beck, A.M., Assistant Professor
William E. Gorman, Ed.D., Associate Professor
Judith A. Gunnison, Ph.D., Assistant Professor

Edward Ignas, Ed.D., Professor of Education
Sr. Frances Ryan, A.C.S.W., Instructor
Rafael E. Wefler, Ph.D., Associate Professor
Carol T. Wren, Ph.D., Assistant Professor

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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. However, students 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.

Admissions

Candidates interested in admission to the School should direct all inquiries to the Office of Admissions, DePaul University, 25 East Jackson Boulevard, Chicago, Illinois 60604. Telephone: (312) 321-7600. The Office of Admissions 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. For further information on the regulations and procedures governing admission, consult Page 273 of the Bulletin.

There are three avenues of admission to the School of Education: admission as an undeclared undergraduate, admission as a transfer student, and admission as a student who currently holds a bachelor's degree. Undergraduates and transfer students must (a) be accepted by the Office of Admissions, (b) have a minimum grade point of 2.0, (c) be interviewed by the Program Counselor in the School of Education, and (d) file an application for admission to the School of Education. Students holding bachelor's degrees must (a) have a bachelor's degree from an accredited institution and be admitted to the School of Education, and (b) be interviewed by the Program Counselor. DePaul seniors who seek certification may request admission to the certification program during their last quarter.

All students must have a counseling interview with their academic advisor in the School of Education each quarter.

Curriculum

General Requirements

I. Test Requirements for all students seeking State certification in the School of Education: (a) United States and Illinois Constitution Examination, (b) National Teacher Examination.

II. Clinical Experience: Each student seeking State certification 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 seeking State certification MUST make an appointment at the earliest possible date with the Director of Clinical Experiences for the purpose of having clinical experience planned and 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.
LIBERAL STUDIES PROGRAM

In addition to the 12 quarter hours required in Common Studies, all students in the College are required to complete 16 courses (64 quarter hours) distributed through 4 disciplinary divisions in departments or Schools designated by the Liberal Studies Program. For information concerning the purposes and curriculum of the Liberal Studies Program—including a list of approved courses—consult page 11 of the Bulletin. The number and distribution of courses in each of the divisions are as follows:

Common Studies: 12 quarter hours are required, 4 quarter hours in College Writing and Research (112, 113) and 8 quarter hours in World Civilizations (101, 102, 103). These courses are to be taken in the student's freshman year or in any case begun before entering the sophomore year of studies. The College Writing and Research and World Civilizations courses must be taken concurrently. Transfer students should consult their advisor about meeting these requirements.

Fine Arts and Literature: 4 courses are required in the Departments of English, Music, Art, or Modern Languages or other departments designated by the Division, 3 Level I courses in different departments and 1 Level II course.

Philosophy and Religion: 4 courses are required in the Departments of Philosophy and Religious Studies or other departments designated by the Division, 2 Level I courses in different departments and 2 Level II courses in different departments.

Behavioral and Social Sciences: 5 courses are required in the Departments of Psychology, Sociology, Political Science, Economics, or Geography or other departments designated by the Division, 3 Level I courses in different departments and 2 Level II courses.

Natural Sciences and Mathematics: 5 courses are required in the Departments of Physics, Chemistry, Biological Sciences, Computer Science, or Mathematics or other departments designated by the Division, 3 Level I courses in different departments or a 3 course sequence in a single department and 2 Level II courses.

COURSE REDUCTION

The equivalent of 21 courses is listed above as the requirements of the Liberal Studies Program. Students who have not declared their major field should regard these as an exhaustive list of the liberal studies requirements and should elect their courses with the advice and consent of their program advisor accordingly. At the time the student formally declares his or her program, two courses will be counted toward the requirements of the program in the manner described below.

Students who have declared their major field should also consult the distribution requirements below to determine how the distribution of their Liberal Studies requirements may be affected. Since liberal studies requirements vary from one major field to another, the student should not assume that courses which satisfy the liberal studies requirements for one major field satisfy the requirements for another. The student should be certain to consult his or her program advisor before taking courses in the Liberal Studies Program. Academic advisement is an integral part of the Liberal Studies Program and necessary to the integration of the program with the requirements of the student's major field.

Business Education Program

Behavioral and Social Sciences: 3 Level I courses are required in the Departments of Psychology, Sociology, Political Science, and Geography (no more than one course in each department). Since business education students take additional work in Economics as part of their major field, economics courses will not be counted toward the requirements of the division.
Elementary and Bilingual Education Programs

Behavioral and Social Sciences: 4 courses are required, 3 Level I courses in different departments and 1 Level II course.

Natural Sciences and Mathematics: 4 courses are required, 3 Level I courses in different departments or 1 three course sequence in a single department and 1 Level II course, excluding Mathematics.

Physical Education and Health Education Programs

Behavioral and Social Sciences: 4 courses are required, 3 Level I courses in different departments and 1 Level II course.

Natural Sciences and Mathematics: 4 courses are required in the departments of Physics, Chemistry, Computer Science, or Mathematics, 3 Level I courses in different departments and 1 Level II course in these departments including Biological Sciences.

Secondary Education Programs

Two course reduction in the division of the major field. Since Secondary Education students complete a major in a department of the College of Liberal Arts and Sciences, students should follow the pattern of course reduction established for students in that College. Consult departmental entries for a detailed description of the course reduction as applied to a particular major field. See also Page 00 of the Bulletin for information concerning the liberal studies requirements of the College of Liberal Arts and Sciences.

MODERN LANGUAGE OPTION

Students who wish to study a modern language, either for their own interest or for the requirements of their major field, may substitute a three course sequence in a modern language for one Level II course in any three divisions of the Liberal Studies Program except Common Studies. Interested students should contact their program advisor for information concerning the regulations and procedures governing the exercise of the option.

PROGRAM REQUIREMENTS

In addition to the general and liberal studies requirements listed above, each student must complete the requirements of one of the programs in the specific areas listed below.

Common Core

In addition to the college writing courses which are part of Common Studies (English 112 and English 113), all students must take one course in composition, grammar, or rhetoric (selected from English 208, English 300, or English 302); Political Science 120 or American History; Math 110 and 111 for Elementary Education majors; one mathematics (unspecified level) for Secondary, Health Education, Physical Education, and Music Education majors. All education students must also take the Core Unit sequence (CU 207, CU 209, CU 337, CU 338, and CU 380) and R/LD 201 Strategies in Mainstreaming I unless otherwise indicated in the description of the program.

I. Program in Business Education (BE)

The 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 program is as follows:
Business Education 110, 112, 114, 118, 119 (Stenography)\(^1\,^2\) (any courses)
Business Education 130, 134, 136, 138, 142 (Typewriting)\(^1\) (any 3 courses)
Business Education 116 (Office Technology: Calculating Machines) plus one other from 115, 117, 120, 123 or 124
Business Education 144, 150, 336, 346
Business Education 363, 367, 368, 369 (any 3 courses) and 393
Accounting 101, 103, 104
Business Law 202, 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 chosen, and a sequence of 3 courses in typewriting are required.

\(^2\)Optional.

II. Program in Elementary Education (EE)

Liberal Arts courses: Sociology 230; Geography 354 (cross-listed with EE 354); special Professional Education courses: EE 303, EE 317, EE 319, EE 324, EE 326, EE 331 (or EE 353 and EE 358), EE 342, EE 381 or EE 382, and EE 385.

Reading Specialist Minor Sequence

A minor sequence consists of 27 quarter hours. At least four quarter hours from each area is required. (Note: For the Elementary major who chooses to follow this sequence, the usual number of credits required for graduation and certification may be exceeded.)

AREA A: Survey of Reading Fundamentals
EE 326 Methods: Teaching Reading in the Elementary Schools, R/LD 380 Teaching Reading in the Content Areas (cross-listed with SE 359), EE 324 Beginning Reading Instruction, R/LD 441 Psychology of Reading (only open to Undergraduates who have opted to take the Reading Specialist minor sequence).

AREA B: Testing Procedures and Diagnosis of Reading Disabilities
R/LD 307 Corrective Reading Problems I (cross-listed with EE 307 and SE 307).

AREA C: Diagnostic Teaching Techniques and Materials
EE 383 Methods and Techniques for Teaching Reading Comprehension (open to undergraduates following Reading Specialist sequence), R/LD 384 Creative Methods and Materials for Teaching Reading in the Mainstreamed Classroom (open to undergraduates following Reading Specialist Sequence).

AREA D: Clinical or Laboratory Practicum in Reading
EE/SE 308 Corrective Reading Problems II (cross-listed with EE 308 and SE 308), SE 312 Methods and Techniques involved in the improvement of Reading Skills in High School and College Students

AREA E: Literature Appropriate for Age of Students included in the Program
EE 347 Children's Literature
SE 386 Literature and the Reader (runs concurrently with SE 428)
The Bilingual/Bicultural Minor Sequence

The Bilingual/Bicultural Program leads to a Bachelor of Science in Education with an emphasis in Bilingual/Bicultural Education. The Program is an integral part of the elementary education curriculum. The only difference in requirements are the professional courses in the following categories: languages, culture, bilingual methodology and psychology of bilingualism. As a minor sequence, the program may be followed by students in other degree programs as well. The required courses for the sequence are:

EE 203 School Community Relations.
EE 204 Cultures in Contrast and Conflict.
EE 240 Bilingual/Bicultural Teaching Latin American I.
EE 241 Bilingual/Bicultural Teaching Latin American II.
EE 242 Teaching English as a Second Language.
EE 313 Bilingual Curriculum and Instruction at the Elementary Level (instead of EE 381 and EE 382).
EE 327 Teaching Reading and Language Arts in the Elementary with Emphasis on the Bilingual Child (instead of EE 326).
EE 335 Psychology of Bilingualism.

III. Program in Health Education (HE)

Liberal Arts courses: Biology 201 and 202; Nursing 209 and 250
Health Education courses: 206, 302, 304, 305, 352, 355, 360, 373, 374, 378, and 379.

IV. Program in Physical Education (PE)

Liberal Arts courses: Biology 201 and 202.

Movement Analysis I—Rhythmic and Choreographic Foundations: Physical Education III; 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 PE 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 second teaching area in Physical Education or Health Education.

PROGRAM A: Physical Education Minor Sequence
Theory: PE 302, 317, 341, 345
Activity: PE 111, 121, 151; and two courses from 181, 182, 183, 184, 186.

PROGRAM B: Health Education Minor Sequence
Theory: HE 302, 304, 305, 363, 365, 366, 370, 355 or 373

PROGRAM C: Coaching Minor Sequence
Theory: PE 302, 303, 345, 351, 352, 390, 391

PROGRAM D: Athletic Training Minor Sequence (Leading to Certification by N.A.T.A.)
Biology 201, 202
HE 206, 273
PE 302, 303, 351, 352, 390, 392, 393

V. Programs in Secondary Education

Programs in Secondary Education leading to the Bachelor of Arts degree and certification include English, Geography, History, Mathematics, Modern Languages, and Social Science. Programs in Secondary Education leading to a Bachelor of Science degree and certification include Biology, Chemistry, Physics, and Mathematics. A total of 48-60 quarter hours in the major field is required. For details concerning the completion of each major field, consult the Department offerings in this Bulletin.

In addition to the general academic requirements of the School of Education, students in a program in secondary education must complete a special methods course in their field, SE 357, and SE 390. English majors should complete two courses in the teaching of reading to qualify for certification by the Chicago Board of Education.

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.

VI. Program 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. A Bachelor of Music degree 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.

VII. Certificate 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, many of 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. The following are the course equivalencies accepted in the Elementary Education program from students who have received their Early Child Care Certificate.
<table>
<thead>
<tr>
<th>EARLY CHILD CARE REQUIREMENTS</th>
<th>FULFILLS ELEMENTARY REQUIREMENTS</th>
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<tbody>
<tr>
<td>ECC 289 Study of Preschool Exceptional Child Growth and Development</td>
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<tr>
<td>ECC 290 Child Growth and Development I</td>
<td>CU 377 Human Growth and Development</td>
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<td>ECC 291 Adolescent and Adult Growth and Development</td>
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<tr>
<td>ECC 297 Speech and Language Development of the Young Child</td>
<td>CU 338 The Process and Evaluation of Learning</td>
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<td>ECC 274 Philosophy and Practices of Early Child Care and Development</td>
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<td>ECC 295 Art and Music for Early Childhood I</td>
<td>EE 342 Methods Art</td>
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<tr>
<td>ECC 296 Art and Music for Early Childhood II</td>
<td>or</td>
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<td>EE 319 Methods: Music</td>
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<tr>
<td>ECC 270 Practicum I in Early Child Care and Development</td>
<td>CU 095 Clinical Experience (100 hours minimum only)</td>
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<tr>
<td>ECC 271 Practicum II in Early Child Care and Development</td>
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<tr>
<td>ECC 272 Practicum III in Early Child Care and Development</td>
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<td>ECC 293 Programming for Creative Play and Activities I</td>
<td>Any required Physical Education Activities course</td>
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<tr>
<td>ECC 294 Programming for Creative Play and Activities II</td>
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<tr>
<td>ECC 298 Health and Nutrition of the Young Child</td>
<td>HE 205 Seminar in Selected Health Problems</td>
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<td>HE 206 Personal and Community Health</td>
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<td>ECC 292 Child and Family in the Urban Environment</td>
<td>SOC 230 The City</td>
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PLEASE NOTE:

- Although the 100 hour minimum has been fulfilled, students who enter the Elementary Education Program from the Early Child Care Program are required to participate in clinical experiences associated with specific elementary education courses.
- Early Child Care students seeking certification in Elementary education will take EE 343 for 3 hours credit instead of EE 381.
- A full program in Early Child Care must be completed before recognition of credit can be applied to individual courses in Elementary Education.
- Elementary Education students may not apply their individual courses to the Early Child Care program. In other words, the equivalency plan is operational only for those students who have completed the Early Child Care Certificate Program.
- At present, there are no plans to offer Illinois Teacher Certification in early childhood education. Should such plans evolve, the list of equivalencies would be reviewed in light of such developments.

The Early Child Care and Development Minor Sequence

The School of Education offers a minor sequence, which includes 28 quarter hours in the study of Early Childhood. The program may be followed by students in other degree programs interested in studying children of infancy and preschool age. Courses offered in the sequence are the following:

- ECC 289 Study of Preschool Exceptional Child Growth and Development
- ECC 290 Child Growth and Development I
- ECC 292 Child and Family in the Urban Environment
- ECC 293 Programming for Creative Play and Activities I
- ECC 294 Programming for Creative Play and Activities II
- ECC 295 Art and Music for Early Childhood I
- ECC 296 Art and Music for Early Childhood II
- ECC 297 Speech and Language Development of the Young Child
- ECC 298 Health and Nutrition of the Young Child
- ECC 273 Observational Studies of the Infant-Preschool Child. This 2 hour course is tailored to the needs of the student and covers the preschool child from 3 months to 5 years depending on the interest of the student. It is supervised by a professional Early Childhood Educational Instructor and takes place in a day-care nursery setting. The student is required to observe and do a study on an infant-preschool child.

VIII. Teacher Certification 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.

Candidates for the certification program must have completed an academic program that parallels the DePaul teacher education program in their selected area of content for teaching (English, History, Mathematics, etc.). Any deficiencies in general education must be cleared before a student will be permitted to complete his or her requirements in professional education. The professional education requirements are listed in this Bulletin under each area of specialization.

Students are advised that one quarter of full-time residence will be necessary in most programs to complete the professional laboratory experiences and student teaching. No student will be permitted to student teach until all professional education courses are completed or are to be completed concurrently with student teaching. In addition, the following examinations are required for certification: Constitution of the United States and Illinois, and National Teacher Examination.

Students entering the program will register with the School of Education as "Certification" students, and will receive an I.D. card from the Registrar.
PROGRAM COUNSELOR

The School of Education provides a Program Counselor who is responsible for the initial interview and counseling of every student entering the school. The Program Counselor will inform the new student who his or her academic advisor will be. The academic advisor will meet regularly with the student concerning his or her academic program. However, it is important to note that the Program Counselor is responsible for following the students progress toward completion of the degree or certificate. Questions about credits earned toward graduation should be referred to the Program Counselor.

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:

- Educational Leadership (Administration and Supervision)
- Curriculum/Program Development
- Human Services and Counseling
- Reading and Learning Disabilities
- 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 Division in which they wish to enroll.

Wilma S. Longstreet, Dean
Courses

In addition to courses offered for degree programs, the School of Education offers courses which are not required for a degree in Education or for certification but which may fulfill general education requirements or, in any case, be useful as electives. These courses are intended to broaden a student's view of educational phenomena. The impact of education on history, on literature, on religious development, on socio-economic and political factors, and on science are treated in one or another of the following courses.

Titles of courses offered in the Liberal Studies Program are italicized.

CORE UNIT (CU)

Social, Historical, Psychological and Philosophical Foundations of Education; General Studies in Education.

CU 095 Clinical Experience with Children and Youth. Required of all students. Observations and participation experience with children and youth in a school or agency. This course is a prerequisite for student teaching and related professional courses. (0 to 3 quarter hours, by arrangement.)

CU 200 Education and Literature. Education leads people out of their framework of values towards a broader understanding of themselves and the communities in which they participate. This phenomenon is a central theme of many literary works. Values are imbedded in the circumstances of communities; characters choose these values, reflectively or unreflectively; these choices then have personal or communal consequences; and through these consequences the characters become better educated. In this course, students will read and critically reflect upon works which deal with this educational theme.

CU 201 Education and Society. Education and Society is concerned with the examination of the organization of culture, society, and human behavior within the context of education, a commonly shared experience. This examination includes the study of economic, governmental, political, legal and religious institutions as they affect education and the influence of psychological and social psychological processes on the daily and educational functions of individuals in a complex industrial society. The course is concerned with the theoretical and empirical examination of the interaction of education and society as well as with the traditions of scholarship which has led to the contemporary examination of culture, social organizations, and human behavior in the pursuit of education.

CU 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.)

CU 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.)
CU 250 *Religion and Education in Western Culture*. Education has always been an instrument employed by religious groups to transmit their world views from one generation to another. The connection between religion and education in the Western cultural tradition has thus been long and intimate. It is only in recent times that formal schooling has been divorced from religious education in many Western societies. In this course, students will examine the relationship between religion and education in the Western culture and the ways various traditions have influenced educational practice. In this respect, the course will look at the historical development of religious education and engage the student in reflections upon religious educational views and the ethical systems which stem from them leading to critical thinking and judgment. It is expected that the course will develop an understanding that religion and education are an integral and complex part of culture and society, and that the relationship of religion to education is reciprocal.

CU 252 *Intelligence, Learning, and Education*. In this course, students will examine the contributions educational and psychological theories, research, and practices have made to our understanding of the processes and function of human intelligence. Particular stress will be placed upon developing a reflective and analytical approach to societally significant perspectives and issues relating to human learning such as heredity versus environment as determiners of intelligence, the uses and abuses of intelligence testing, a critical evaluation of the pros and cons of alternative theories of learning and cognitive development, and whether convergent or divergent cognitive processes should receive primary emphasis socially and in educational settings.

CU 254 *The Politics of Education*. Education is the most intimate of governmental functions, affecting all children and taking the greatest share of local tax dollars. In this course, students will examine the political processes which influence American educational systems. Special emphasis will be placed on the politics of pluralism—the role which pressure groups play in shaping educational policy and in determining how resources will be allocated—as well as on the political processes involved in education decision making at the local, state, and national levels.

CU 256 *Science and Education*. Education raises fundamental questions, some of which are amenable to scientific analysis. This course is based on scientific methods utilizing twelve process skills, (observing, measuring, using number relationships, classifying, inferring, predicting, communicating, making operational definitions, formulating hypotheses, interpreting data, controlling variables, and experimenting). These methods will be delineated and illustrated using examples from physical, biological, and earth sciences. Students will then apply these methods to areas of educational concern.

CU 258 *Education and Social Justice*. This course, which is team-taught in concert with faculty in sociology, economics, philosophy, political science, or law, examines the place of education in the development of a just society. The course helps the student understand conditions of injustice around him and in the world, and encourages him to respond to these injustices. The topics may range from the criminal justice system in the United States to the struggle for independence experienced by Third World nations. The course will be presented against a philosophical background (Hobbes to Rawls) and will stress the relatively great potential of education as an engine for social change and justice.

CU 260 *Values and Education*. Education cannot be defined with a formula that would be acceptable to all individuals in all times; thus, it inevitably must consider fundamental problems of valuation. In this course, students will examine the values which underlie educational practices. Particular emphasis will be placed on ideologies which have influenced, and still give direction to, contemporary educa-
tion; but other perspectives will also be considered. As a result, students should better understand their own education and be better able to deal with fundamental educational questions on rational grounds.

**CU 311 Ethnicity and Education.** Education, whether it takes place in the home or in schools, is profoundly influenced by ethnicity. This course will deal with the implications of ethnicity for educational phenomena, as it evolves in personal and/or familial relationships and as it interacts with organization, functions, and content of formal schooling. In addition, the multi-ethnic character of American school children and of American educators will be studied in relationship to the established public school system as well as to alternative forms of education presently being developed around the nation.

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

**CU 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.

**CU 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).

**CU 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.

**CU 399 Independent Study.** Education core unit.

**HUMAN SERVICES AND COUNSELING (HSC)**

**HSC 200 Communication Strategies for Effective Human Interaction.** Objectives for the course are to become more open to hearing messages from self and others, to become more capable of maintaining appropriate separateness from others and emotional relationships, to improve one’s ability to deal with one’s own problems without impairing the ability to relate and work with others, to improve social skills relations, to develop the ability to use knowledge of communication theory and human behavior to generate several specific and different hypotheses.

**ELEMENTARY EDUCATION (EE)**

Courses in Bilingual/Bicultural Education are included in this listing. In the Elementary Education courses listed below—317, 319, 324, 331, 353, 354, and 358—approximately 2 clock hours of clinical activities per week are required for each four quarter hours of credit.

**EE 195 Methods-Strategies in Teaching the Bilingual/Bicultural Child.**

**EE 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 interaction of teachers and parents.

**EE 204 Cultures in Contrast and Conflict.** This course emphasizes strategies to teach culture and conflict resolution in the classroom setting. It will also compare cultures on six separate components.

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EE 240 Bilingual and Bicultural Teaching: Latin America I. Elementary Spanish and studies of Latin American Culture.

EE 241 Bilingual and Bicultural Teaching: Latin America II. Continuation of EE 240. Intermediate Phase. This two course offering is designed for those interested in teaching Latin American Students.

EE 242 Teaching English as a Second Language. Focuses on techniques to teach English as a second language to non-English speaking children at the beginning, intermediate, and advanced levels.

EE 303 English Language Studies for Teachers. An overview of the structure of the English language with an emphasis on applications to classroom teaching. (Prerequisite: Eng. 112 and 113.)

EE 307 Correcting Reading Problems (Cross-listed with R/LD 307). Techniques appropriate to the diagnosis of reading problems in a classroom setting are presented along with methods and materials for correcting those reading difficulties. Emphasis is upon informal assessment techniques and methods of instruction that allow for the creation of individual learning environments in a group setting.

EE 308 Correcting Reading Problems II (Cross-listed with R/LD 308). Methods and materials appropriate to the diagnosis and remediation of reading problems. Organization of corrective reading programs in the school setting.

EE 313 Bilingual Curriculum and Instruction at the Elementary Level. Focuses on curriculum utilization and the adaptation of it to the Latin child.

EE 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.)


EE 324 Beginning Reading Instruction. Study of the objective content and current approaches to teaching beginning reading with special emphasis on readiness, work attack skills, comprehension skills, study skills, and skills for the development of discrimination and taste in the best of children's literature. (Prerequisite: CU 338; Prerequisite or concurrent EE 381 or 382.) (2 quarter hours.)

EE 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: EE 381 or 382 and 324.) (Laboratory Fee $7.00.) (6 quarter hours.)

EE 327 Teaching Reading and Language Arts in the Elementary Schools with Emphasis on the Bilingual Child. See EE 326.

EE 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 mathematics and science program in the elementary school. This includes the metric system. (Prerequisite: EE 381 or 382 and Math 110.) (8 quarter hours.)

EE 335 Psychology of Bilingualism. This course will focus on psychological factors that affect learning such as attitudes towards language learning, self esteem, cognitive style, identity and motivation.

EE 343 Methods: Principles and Practices of Teaching in the Elementary School. (Materials fee: $7.00) The teaching-learning process in programs for elementary school children. Open only to Early Child Care students seeking a degree in Elementary Education. (Prerequisite: CU 207, 209, 337, and 338.) 3 quarter hours.

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EE 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.

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

EE 353 Methods: Teaching Science in the Elementary School. (Material fee: $5.00.) The role of science education in childhood education, program planning and methods and materials of instruction. (Prerequisite: EE 381 or 382.)

EE 354 Methods: Contemporary Teaching of Geography. Materials for program development and methods of teaching geography. (Cross-listed with Geography 354.)

EE 358 Methods: Teaching Mathematics in the Elementary School. (Material fee: $5.00.) Instructional methods, materials and program planning, which include the metric system. (Prerequisite: EE 381 or 382.)

EE 376 Workshop for Pre-Service Teachers. Various topics in contemporary education. See schedule for details.

EE 381 Methods: Curriculum and Instruction in the Elementary School, K-3. (Material fee: $7.00.) The teaching-learning process in programs for young children. Clinical experiences include observation, participation, and directed teaching of small pupil groups. (Prerequisites: Education 209, 337, and permission of advisor.) (6 quarter hours.) (2 clock hours of clinical activities per week required in addition to course work.)

EE 382 Methods: Curriculum and Instruction in the Elementary School, 4-8. (Material fee: $7.00.) The teaching learning process in programs for older children. Clinical experiences include observation, participation, and directed teaching of small pupil groups. (Prerequisite: CU 209, 337, and permission of advisor.) (6 quarter hours.) (2 clock hours of clinical activities per week required in addition to course work.)

EE 383 Workshop: Methods and Techniques for Teaching Reading Comprehension. Open to those undergraduates opting for the Reading Specialist minor sequence. Techniques and instructions for developing instructional materials to teach and practice comprehension skills are presented within a theoretical model of the reading process. Use of content area subject matter to teach and practice reading comprehension is emphasized.

EE 384 Workshop: Creative Methods and Materials for Teaching in the Mainstreamed Classroom. (Open to undergraduates opting for the Reading Specialist minor sequence.) Emphasis is on the creative utilization of a variety of multisensory materials designed to promote specific learning goals. Teaching techniques that precede and accompany the use of materials are also discussed.

EE 385 Elementary Student Teaching and Seminar. Five school days a week in supervised teaching in a cooperating school for a full academic quarter. Feedback and discussion of problems encountered in student teaching as well as new materials and techniques of student teaching. (Prerequisite: Permission of a program counselor.) Open only to DePaul students. 12 quarter hours.

EE 399 Independent Study. (Prerequisite: Permission of program counselor.) 1 to 2 quarter hours.
SE 095 Clinical Experience with Children and Youth. Required of all students. Observations and participation experience with children and youth in a school or agency. This course is a prerequisite for student teaching and related professional courses. (0 to 3 quarter hours, by arrangement.)

SE 281 Introduction to Special Religious Education. The developmentally disabled and their integration with communities of faith. (Cross-listed with Religious Studies 281.) This course is offered at the SPRED Center.

SE 282 Special Religious Education: Role Orientation and Field Placement. Description and selection of specific skills as team member. (Cross-listed with Religious Studies 282.) This course is offered at the SPRED center.

SE 283 Center Design: Pilot and Model in Special Religious Education. Practicum to design and establish a center. (Cross-listed with Religious Studies 283.) This course is offered at the SPRED center.

SE 307 Correcting Reading Problems I. (Cross-listed with R/LD 307.) Techniques appropriate to the diagnosis of reading problems in a classroom setting are presented along with methods and materials for correcting those reading difficulties. Emphasis is upon informal assessment techniques and methods of instruction that allow for the creation of individualized learning environments in a group setting.

SE 308 Correcting Reading Problems II. (Cross-listed with R/LD 308.) Methods and materials appropriate to the diagnosis and remediation of reading problems. Organization of corrective reading programs in the school setting.

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

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

SE 312 Methods and Techniques Involved in the Improvement of Reading Skills in High School and College Students. Open to secondary education majors interested in developing the skills necessary to teach high school and college reading skills. Instruction in the techniques of teaching high school and college reading skills is followed by direct participation in a college reading program.

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


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

SE 357 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.)

SE 359 Teaching Reading in the Content Areas. (Cross-listed with R/LD 380.) Focusing on the special skills and problems involved in teaching of reading in the content areas. The course also acquaints the student with both the place of content reading in the development of skilled reading and methods and techniques of improving the teaching of reading in the content areas.

SE 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.
SE 362 Educational Evaluation in Allied Health Professions. An introduction to techniques for designing, administering and interpreting tests and other evaluation tools in classroom and clinical settings.

SE 376 Workshop for Pre-Service Teachers. Various topics in contemporary education. See schedule for details.

SE 386 Literature and the Reader (Cross-listed with SE 428; only open to those undergraduates opting for the Reading Specialist minor sequence.) The purpose is to explore the nature of the interactions that occur between the reader and what is being read at different stages of development from the primary grades to college. The various aspects of the reader's response will be analyzed, with particular attention to how these vary at different grade levels, and what the implications are for classroom teaching and curriculum development.


SE 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.)

SE 398 Practicum for Educators in Allied Health Professions. For allied health professional 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.

SE 399 Independent Study. (Prerequisite: Permission of advisor.) (1 to 2 quarter hours.)

READING AND LEARNING DISABILITIES (R/LD)

R/LD 201 Strategies for Mainstreaming I. Focus will be on the practical problems and legal issues related to the integration of exceptional children and youth into the regular classroom. The course presents a review of the impact of the law on the regular classroom teacher as related to the various exceptionalities, and the practical aspects of implementation. (2 quarter hours; required.)

R/LD 202 Strategies for Mainstreaming II. Focus will be on specific methodology and materials available to the regular classroom teacher for the implementation of the least restrictive alternative. Emphasis will be placed on the varied learning styles and needs of exceptional children and youth, and means of individualizing instruction to serve those needs within a regular setting. Theoretical and practical approaches to teaching specific subject area specialities will be reviewed. (2 quarter hours.)

R/LD 307 Correcting Reading Problems I. (Cross-listed with EE 307). Techniques appropriate to the diagnosis of reading problems in a classroom setting are presented along with methods and materials for correcting those reading difficulties. Emphasis is upon informal assessment techniques and methods of instructional that allow for the creation of individualized learning environments in a group setting.

R/LD 308 Corrective Reading Problems II. (Cross-listed with EE/SE 308.) Methods and materials appropriate to the diagnosis and remediation of reading problems. Organization of corrective reading programs in the school setting.

R/LD 380 Teaching Reading in the Content Areas. (Cross-listed with SE 359). Focusing on the special skills and problems involved in the teaching of reading in the content areas, the course also acquaints the student with both the place of content reading in the development of skilled reading and methods and techniques of improving the teaching of reading in the content areas.

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R/LD 382 Teaching Reading to the Disadvantaged. A consideration of the linguistics, demographic and educational factors that are believed to have a relationship to reading development in learners who are considered to be disadvantaged. A discussion of teaching methods and materials that might be appropriate for this group is also discussed.

R/LD 384 Creative Methods and Materials for Teaching Reading in the Mainstreamed Classroom. Emphasis on the creative utilization of a variety of multisensory materials designed to provide specific learning goals. Teaching techniques that precede the use of materials are also discussed.

BUSINESS EDUCATION (BE)

BE 110 Gregg Shorthand Theory I. Gregg Shorthand which includes theory, vocabulary development, and skill building.

BE 112 Gregg Shorthand Theory II. A continuation of Gregg Shorthand Theory. (Prerequisite: BE 110.)

BE 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: BE 112.)

BE 115 Office Technology: Filing Systems and Record Storage. Development of competency skills necessary for filing systems and the application of basic principles and performance in using records in the contemporary office. (Prerequisite: None.) (1 quarter hour.)

BE 116 Office Technology: Calculating Machines. Development of proficiency in the use of basic ten-key adding and electronic calculating machines (display and printing). Emphasis on problem-solving activities. (Prerequisite: None.) 2 quarter hours. Fee: $7.50.

BE 117 Office Technology: Reprographics. Development of proficiency in the reproduction and duplication of office paper work by various means (fluid, stencil, offset, thermal, and photo) as well as the preparation of the master copy. (Prerequisite: BE 130) 1 quarter hour. Fee: $5.00.

BE 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: BE 114.)

BE 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: BE 118.)

BE 120 Office Technology: Machine Dictation Skills. An introductory course in understanding document dictation, organized procedures, and use of equipment for effective exchange of communications. (Prerequisite: None.) 1 quarter hour. Fee $7.50.

BE 123 Office Technology: Machine Transcription Skills. An introductory course in understanding document transcriptions, organized procedures, and use of equipment for effective exchange of communications. (Prerequisite: BE 130, BE 134.) 2 quarter hours. Fee $7.50.

BE 124 Office Technology: Word Processing Power Typewriters. A basic understanding of word processing concepts and the use of word processing equipment in the production of written communications. (Prerequisite: BE 130, BE 134.) 2 quarter hours. Fee $10.00

BE 130 Typing I. (Typewriter Fee: $10.00.) Technique development, skill building, and the application of basic skills to personal and business situations. (3 quarter hours.)

BE 134 Typing II. (Typewriter Fee: $10.00.) Intensive skill building, technique improvement, and the application of those skills in business letters, tabulation problems, manuscripts, and various business records. (Prerequisite: BE 130.) 3 quarter hours.
BE 136 Typing III. (Typewriter Fee: $10.00.) Continued skill development and the application of this skill to business problems. (Prerequisite: BE 134.) 3 quarter hours.

BE 138 Advanced Typewriting. (Typewriter Fee: $10.00.) Typewriting techniques, knowledge and skills for high-level production. Stresses advanced typewriting problems encountered in office situations. (Prerequisite: BE 136.) 3 quarter hours.

BE 142 Production Typing. (Typewriter Fee: $10.00.) Top-quality production work. Techniques of improvement and skill development. (Prerequisite: BE 138.) 3 quarter hours.

BE 150 Secretarial Procedures. (Laboratory Fee: $7.50.) A comprehensive treatment of secretarial duties performed in modern business offices. Emphasis on frequently performed tasks. (Prerequisites: BE 118 and 142.)

BE 210 Advanced Dictation. Development of the ability to take dictation at 140 words per minute and above. Production of both quality and quantity in business communications. (Prerequisites: BE 119 and 142.)

BE 221 Legal Shorthand. Rapid dictation, skill building timed transcription; review of legal vocabulary and professional terminology, and English mechanics. Minimum dictation for entrance is 100 words per minute with a high rate of accuracy.

BE 222 Medical Stenography. For nurses, receptionist, and general medical office help. Medical dictation and transcription covering both general and special practices. Orientation to medical terminology and secretarial procedures. Minimum dictation rate for entrance is 100 words per minute.

BE 251 Legal Secretarial Procedures. Secretarial duties performed in modern law offices. Emphasis on frequently performed tasks. (Prerequisite: BE 221.)

BE 336 Consumer Education. Evaluating alternatives in the marketplace, understanding rights, and responsibilities as a consumer in society and fulfilling one’s role as a participant in a free enterprise system. (Prerequisite: Economics 103.)


BE 363 Methods, Materials, and Evaluation in Teaching Shorthand. Methods in teaching high school shorthand and transcription. Evaluation of instructional materials, use of audio-visual aids, teaching procedures, testing and grading practices, and special problems. (Prerequisite: 12 quarter hours of shorthand or concurrent enrollment in the final shorthand course to equal 12 quarter hours.)

BE 367 Methods, Materials, and Evaluation in Teaching Typewriting. Objectives and methods in the teaching of typewriting. Evaluation of instructional materials, use of visual aids, teaching procedures, testing and grading practices and problems. (Prerequisite: 9 quarter hours of typewriting.)

BE 368 Methods, Materials, and Evaluation in Teaching Bookkeeping. Methods of teaching bookkeeping in secondary schools. Evaluation of the institutional material, use of audio-visual aids, teaching procedures, testing and grading practices, and teaching problems. (Prerequisite: 12 quarters hours of accounting or concurrent enrollment in the final accounting course to equal 12 quarter hours.)


BE 393 Business Education Student Teaching and Seminar. Five school days each week of supervised teaching for a full academic quarter in a cooperating school (Prerequisite: Permission of Program Counselor) Open only to DePaul students. (12 quarter hours.)

BE 399 Independent Study. (Prerequisite: Permission of advisor.) (1 to 2 quarter hours.)
HEALTH EDUCATION (HE)

HE 206 Personal and Community Health. Health problems of college students—mental hygiene, nutrition, fitness, drugs, sexuality, ecology, and consumer education.

HE 273 Health and Nutrition of the Young Child (cross-listed with ECC 298.) Physical and nutritional needs of young children and how to provide for them in early child care programs. First aid applied to young children with a review of early childhood diseases.

HE 302 First Aid. The subjects covered under the basic and advanced (Red Cross) certification in first aid. (2 quarter hours.)

HE 304 School Health Programs. Discussion of health services, school environments and curriculum planning. Clinical experience will be provided.

HE 305 Seminar in Selected Health Problems. Current health issues. Recommended for Elementary Education Majors. Topics to be announced.

HE 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. (Prerequisites: Anatomy and Physiology.)


HE 364 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.

HE 365 Drug Education. Discussion will be centered on a thorough understanding of what drugs are, how they affect human functioning, the present role of society in their availability and control, and techniques of teaching about drugs.

HE 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.

HE 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.

HE 373 Practicum in Methods and Instructional Materials in Health Education in the Elementary School. Objectives, instructional methods and materials, organization and administration of health education programs in elementary school. Laboratory experiences. (Prerequisites: CU 207, 209, 337, 380 and PE 360.)

HE 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)

HE 379 Secondary Student Teaching in Health Education and Seminar. Five school days a week of 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.

HE 399 Independent Study—Health Education. (Prerequisite: Permission by instructor). 1+ or 2 quarter hours.

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PHYSICAL EDUCATION (PE)

PE 054 Skiting. Instruction for beginners and intermediate skiers; fundamental movements, and skiing safety. (2 quarter hours.)

PE 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.

PE 057 Badminton-Volleyball. Analysis, instruction and practice skills, group drills, styles of offensive and defensive play, and strategy (2 quarter hours.)

PE 058 Beginning Judo. The essential holds and falls of the beginning wrestler. (2 quarter hours.)

PE 059 Archery. (Beginners) Instruction and practice in care and use of missile weapons—bows and arrows. (2 quarter hours.)

PE 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.)

PE 063 Karate. Instruction and practice of different forms, striking and kicking moves, and an appreciation of a martial art. (2 quarter hours.)

PE 065 Racquetball. Fundamental skills, rules, care of equipment, self testing activities, and participation in a class tournament. (2 quarter hours.) Limited enrollment.

PE 067 Recreational Sports. Acquisition of skills in popular “carry over” (interest sports) such as bocce balls, bowling, horse-shoes, darts, and frisbee golf for use in leisure hours and later life. (2 quarter hours.)

PE 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.)

PE 121 Swimming. (Beginners.) Beginner and intermediate swimming skills, elementary springboard diving and surface diving. (2 quarter hours.)

PE 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.)

PE 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.)

PE 181 Football-Flag Football. Offered alternate years. Fundamental skills, group drills, strategy, styles of offensive and defensive team play. (2 quarter hours.)

PE 182 Volleyball. Offered alternate years. Fundamental skills, drills, strategy, team play, rules interpretation, officiating, and student teaching. (2 quarter hours.)

PE 183 Soccer-Speedball. Offered alternate years. Fundamental skills, group drills, strategy, styles of offensive and defensive team play. (2 quarter hours.)

PE 185 Baseball-Softball. Offered alternate years. Fundamental skills, group skills, styles of offensive and defensive team strategy. (2 quarter hours.)

PE 186 Track and Field. Offered alternate years. Track and field skills, rules, warm-up drills, management of track and field meets. (2 quarter hours.)

PE 187 Basketball. Offered alternate years. Fundamental skills, group drills, styles of offensive and defensive team strategy. (2 quarter hours.)

PE 206 Personal and Community Health. Personal health problems of college students—mental hygiene, nutrition, fitness, drugs, sexuality, ecology, and consumer education.

PE 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.)
PE 212 Tap-Modern Jazz. 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.)

PE 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.)

PE 233 Aquatic Instructors. Teaching swimming, diving, life-saving, waterfront safety and advanced skills of swimming. (2 quarter hours (Prerequisite: Physical Education 121 or 122 of life guard certification and instructor’s approval.)

PE 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.)

PE 263 Gymnastic Techniques. Continuation of Physical Education 253 with primary emphasis on teaching methods and field experiences. (Prerequisite: Physical Education 253.) (2 quarter hours.)

PE 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.)

PE 277 Golf. Basic patterns of movement for a controlled golf swing with woods and irons; chipping, pitching and putting skills. Golf course rules and playing instructions. Teaching methods for application of skills stressed. (2 quarter hours.)

PE 302 First Aid. Instruction, demonstration and practice in first aid adapted to needs of students and teachers, Red Cross Standard Certificate awarded for successful completion of course. (2 quarter hours.)

PE 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.

PE 304 School Health Programs. Discussion of health services, school environments, and curriculum planning. Clinical experience will be provided.

PE 305 Seminar in Selected Health Problems. Current health issues. Recommended for Elementary Education Students. Topics to be announced.

PE 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.

PE 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.

PE 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.

PE 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.)

PE 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.)

PE 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 sport skills.

**PE 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: CU 207, 209, 337, 380 and PE 360.)

**PE 372 Practicum in Methods: Physical Education Curriculum and Instruction in the Secondary School.** The teaching-learning process deals with movement education in secondary school physical education programs. Curriculum planning, teaching methods, unit-daily lesson planning. Clinical experiences include observation, participation, and integration of practical field with theoretical classroom experiences. (Prerequisites: CU 207, 209, and 337.)

**PE 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. (Prerequisite: Anthropology and Physiology or consent of instructor.) (2 quarter hours.)

**PE 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.)

**PE 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.)

**PE 390 Philosophy and Psychology of Coaching.** This course is designed to provide prospective coaches with a basic understanding of the various philosophies of coaching competitive sports. The psychology of coaching aspect will be built into the specific coaching philosophy.

**PE 392 Advanced Athletic Training Techniques.** This is an advanced course dealing with the principles and techniques of prevention, recognition, and treatment of athletic injuries. (Prerequisite: PE 303.)

**PE 393 Practicum: 1800 lab hours under certified athletic trainer.** Each student will be required to demonstrate skills in taping and care of athletic injuries.

**PE 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.)

**PE 399 Independent Study or Pre-Student Teaching Experience.** (Prerequisite: Permission of program counselor.) (1 or 2 quarter hours.)

**EARLY CHILD CARE AND DEVELOPMENT (ECC)**

**ECC 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 as a preschool setting. (Prerequisite: Permission of Program Director.) (5 quarter hours.)
ECC 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.)

ECC 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.)

ECC 273 Observational Studies of the Infant-Preschool Child. This 2 hour course is tailored to the needs of the student and covers the preschool child from 3 months to 5 years depending on the interest of the student. It is supervised by a professional Early Childhood Educational Instructor and takes place in a day-care nursery setting. The student is required to observe and do a study on an infant-preschool child.

ECC 274 Philosophy and Practices 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 quarters hours.)

ECC 289 Study of Preschool Exceptional Child Growth and Development. (Prerequisite: ECC 290.) Study and analysis of variations in the preschool child's development including creative, gifted, exceptional, handicapped and learning disabled children. (3 quarter hours.)

ECC 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.)

ECC 291 Adolescent and Adult Growth and Development. Theories of development throughout adolescence including current issues of problems and growth crises in attaining maturity. The course also includes adult and aging life span considerations. (4 quarter hours.)

ECC 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.)

ECC 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.)

ECC 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.)

ECC 295 Art and Music for Early Childhood I. Theory, methods and materials of art and music programs for young children. (2 quarter hours.)

ECC 296 Art and Music for Early Childhood II. Continuation of ECC 295. (Prerequisite: ECC 295.) (2 quarter hours.)

ECC 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.)

ECC 298 Health and Nutrition of the Young Child. Physical and nutritional needs of young children and how to provide for them in early child care programs. First aid applied to young child with the review of early childhood physical diseases included. (4 quarter hours.)

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ADMINISTRATION
Frederick Miller, D.M.A.

Dean
Wesley M. Vos, Ph.D.

Associate Dean
Edward Kocher, Mus.M.

Coordinator of Admissions and Extension Services
Robert Krueger, Mus.M.

Administrative Assistant to the Dean

FACILITIES

ADMISSIONS

FINANCIAL AID

FACULTY

CURRICULUM

Liberal Studies Program
Course Reduction
Common Core
Performance
Composition
Music Therapy
Music Education

SAMPLE PROGRAMS

COURSES
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 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.

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 faculties 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.

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.

ADMISSIONS

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 musicanship studies (theory, music history and literature, aural skills, and keyboard) through a placement examination prior to initial registration.

All students are encouraged to audition as early as possible to allow sufficient time for housing, scholarship, and financial aid applications. For audition requirements and a list of scheduled audition dates, contact the Coordinator of Admissions, DePaul University School of Music, 804 West Belden Avenue, Chicago, IL 60614, or call (312) 321-7760.
FINANCIAL AID

Students may apply for financial assistance based on family need through the Office of Financial Aid, DePaul University, 25 East Jackson, Chicago, IL 60604. Incoming freshmen may also compete for several privately funded music scholarships in the annual Music Scholarship Contest. Since the number and amount of these music awards vary each year, contact the School of Music for further information.

FACULTY

Victor Aitay, Violin
Ralph Ambrose, A.M., Associate Professor Emeritus
Mary Arnsdorf, Ed.D., Class Piano
Gilda Barston, Mus. M., Cello
Ross Beachraft, Mus.B., Coordinator of Brass Program, Trumpet
Warren Benfield, String Bass
Patricia Berkenstock, Mus.M., Class Piano
Robert Black, Saxophone
J. Lawrie Bloom, Clarinet
Leon Borkowski, Guitar
Jerome Butera, Mus.M., Organ
Thomas A. Brown, Ph.D., Professor, Musicanship
Joseph Casey, Ph.D., Associate Professor, Chairman of Music Education and Music Therapy
Bobby Christian, Percussion
Larry Combs, Clarinet
Donald DeRoche, Mus.M., Assistant Professor, Band, Wind Ensemble
Rene Dosogne, Mus.M., A.A.G.O., Ch.M., Associate Professor, Coordinator of Church Music and Organ Programs, Organ
Diane Dressler, Ed.D., Associate Professor, Musicanship
Chris Due, Mus.B., Suzuki Violin
Gladys Elliot, Mus.B., Oboe
Thomas Fabish, LL.D., Associate Professor Emeritus
Martha Farahat, Preparatory Division, Flute
David Fedderly, Tuba
Ken Ferrantino, Mus.M., Assistant Professor, Jazz Program
Brian Ferguson, String Bass
George Flynn, Ph.D., Professor, Chairman of Musicanship
Annemarie Gerts, Mus.B., Associate Professor Emeritus
Julian Leviton, Mus.M., Piano
Francis E. Little, D.M., Professor, Chairman of Performance Studies
Melody Lord, Mus.M., Piano
Christina Lucia, Mus.M., RMT, Assistant Professor, Coordinator of Music Therapy Program
Gregory Lyne, D.M.A., Associate Professor, Coordinator of Choral Program
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
Norbert Nielubowski, Bassoon
Eloise Niwa, Piano
Pamela Overstreet, Mus.B., Violin
Dimitri Paperno, Associate Professor, Piano
Albert Payson, Mus.M., Percussion
Donald Peck, Flute
Herman Pedtke, Mus.M., A.A.G.O., Associate Professor Emeritus
Anne Perillo, Mus.M., Voice
Richard Pick, Mus.B., Guitar
Marilyn Pohlhammer, Mus.M., Music Education
Jacobeth Postl, Orff-Schulwerk
Milton Preves, Mus.B., Viola
Walter Rodby, Music Education
Wayland Rogers, Mus.M., Voice
Mary Sauer, Mus.M., Coordinator of Piano Program, Piano
Clara Siegel, Mus.B., Chamber Music, Piano
Jayne Ganet Sigel, Music Therapy
Leon Stein, Ph.D., Professor Emeritus, Dean Emeritus
Joseph Summerhill, Trumpet
Alan Swain, Mus.M., Musicanship
Fred Miller, Dean

Victoria Grenier, Mus.M., Coordinator of Woodwind Program, Flute
Michael Green, Coordinator of Percussion Program, Percussion
Eugene Gratovich, D.M.A., Associate Professor, Coordinator of String Program, 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
Patricia Hoover, D.M.A., Music Therapy
Ronald Hounsell, Mus.M., Musicianship
Marjorie G. Kenny, Mus.M., Associate Professor Emeritus
Thaddeus Kozuch, Mus.M., Associate Professor Emeritus

Ray Tate, Guitar
Meng-Kong Tham, Musical Director & Conductor, DePaul University Symphony Orchestra
Lynne Turner, Harp
Wesley Vos, Ph.D., Associate Professor, Musicianship
Kurt Westerberg, Mus.M., Musicianship
Raymond Wilding-White, D.M.A., Professor, Musicianship, Composition
Norma Williams, Mus.M., Associate Professor, Coordinator of Voice Program, Voice
Philip Winsor, Mus.M., Associate Professor, Musicianship, Composition
Lilian Yaross, Mus.M., Orff-Schulwerk
John Bruce Yeh, Mus.B., Clarinet
Pearl Zukovsky, Piano

Music/237
Curriculum

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 147 of this Bulletin.) Degree programs are also offered leading to a Master of Music with majors in performance, composition, and music education.

LIBERAL STUDIES PROGRAM

In addition to the 12 quarter hours required in Common Studies, all students are required to enroll in 10 courses distributed through 4 divisions as part of the Bachelor of Music degree. (For further information on the purposes and curriculum of the Liberal Studies Program—including a list of approved courses—consult page 11 of the Bulletin. The particular requirements in each of the divisions are as follows:

Common Studies: 12 quarter hours are required, 4 quarter hours in College Writing and Research (112, 113) and 8 quarter hours in World Civilizations (101, 102, 103). These courses are to be taken in the student's freshman year or in any case before the student begins his sophomore year of study. The College Writing and World Civilizations courses must be taken concurrently and in sequence.

Fine Arts and Literature: 2 courses are required in the Departments of English and Art or other departments designated by the Division (2 Level I courses in different departments).

Philosophy and Religion: 3 courses are required in the Departments of Philosophy and Religious Studies or other departments designated by the Division (2 Level I courses in different departments and 1 Level II course).

Behavioral and Social Sciences: 3 courses are required in the Departments of Psychology, Sociology, Political Science, Economics, and Geography or other departments designated by the Division (2 Level I courses in different departments and 1 Level II course).

Natural Sciences and Mathematics: 3 courses are required in the Departments of Physics, Chemistry, Biological Sciences, Computer Science, or Mathematics or other departments designated by the Division (2 Level I courses in different departments and 1 Level II course or one three course sequence in a single department).

Course Reduction

Although 14 courses are listed in the Liberal Studies Program above, only 13 are required as a consequence of the course reduction feature of the program. The student should reduce by one, the number of Level II courses required in either the Division of Philosophy and Religion, Behavioral and Social Sciences, or Natural Sciences and Mathematics. This reduction is to be selected by the student in consultation with the Associate Dean of the School of Music to enhance contrast within the student's program.

COMMON CORE

Musicianship includes those core experiences and competencies necessary for all students in the College. This component is emphasized at the freshman and sophomore levels and consists of the following: Applied Music (24 quarter hours), Musicianship Studies (36 quarter hours), Large Ensemble (6 quarter hours), Conducting (4 quarter hours), Music Electives (12 quarter hours). Mu-
sicianship Studies consist of a two-year integrated sequence in music, history, and literature, theory and its creative use, aural training, and group piano.

In addition, students in the College may elect a number of Free Electives: music or non-music courses chosen in consultation with a faculty advisor.

**SCHOOL PROGRAM REQUIREMENTS**

Students are normally admitted to a major field (specialization) during the sophomore year. This admission is based on petition. Major field requirements are largely at the junior and senior levels and consist of a minimum of 45 quarter hours of study. Program requirements are as follows:

I. Performance

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Music</td>
<td>24</td>
</tr>
<tr>
<td>(beyond the initial six quarters)</td>
<td></td>
</tr>
<tr>
<td>Large Ensemble</td>
<td>6</td>
</tr>
<tr>
<td>(beyond the initial six quarters)</td>
<td></td>
</tr>
<tr>
<td>Small Ensemble (six quarters)</td>
<td>6</td>
</tr>
<tr>
<td>Music electives</td>
<td>9</td>
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II. Composition

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composition (six quarters)</td>
<td>21</td>
</tr>
<tr>
<td>Counterpoint (two quarters)</td>
<td>8</td>
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<tr>
<td>Orchestration</td>
<td>4</td>
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<tr>
<td>Analytical Techniques</td>
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<tr>
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</tr>
<tr>
<td>Electronic Music</td>
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III. Music Therapy

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum (three quarters)</td>
<td>6</td>
</tr>
<tr>
<td>Introduction to Music Therapy</td>
<td>3</td>
</tr>
<tr>
<td>Recreational Music</td>
<td>2</td>
</tr>
<tr>
<td>Influence on Music of Behavior</td>
<td>4</td>
</tr>
<tr>
<td>Music in Therapy (two quarters)</td>
<td>6</td>
</tr>
<tr>
<td>Psychology of Music (three quarters)</td>
<td>6</td>
</tr>
<tr>
<td>Music Movement Therapy</td>
<td>2</td>
</tr>
<tr>
<td>Orff Workshop</td>
<td>2</td>
</tr>
<tr>
<td>Percussion Class</td>
<td>1</td>
</tr>
<tr>
<td>Psychology (General Psychology I,</td>
<td></td>
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<tr>
<td>Psychology of Exceptional</td>
<td></td>
</tr>
<tr>
<td>Children, Abnormal Psychology)</td>
<td>12</td>
</tr>
<tr>
<td>Internship in Music Therapy</td>
<td>1</td>
</tr>
</tbody>
</table>

Note: The following courses, which may be chosen to fulfill Liberal Studies requirements, are necessary to satisfy certification requirements of the National Association for Music Therapy, Inc.: Bio. 201 Mammalian Anatomy; Psy. 106 General Psychology II; Psy. 333 Developmental Psychology I; one Sociology course.

The six-month internship in Music Therapy follows completion of all academic requirements and precedes graduation. At the conclusion of a successful internship, application for certification and registration is made to the NAMT.
IV. Music Education

Elementary Vocal-General Methods & Lab ........................................... 2
Elementary Instrumental Methods & Lab ........................................... 2
Junior High Vocal Methods & Lab .................................................. 2
Junior High Instrumental Methods & Lab ........................................... 2
Secondary Vocal Methods & Lab ..................................................... 2
Secondary Instrumental Methods & Lab .......................................... 2
Brass, Woodwind, String, and Percussion Class (one quarter each) .......... 4
Voice Class (not required for those taking applied voice lessons) ............ 2

Instrumental Emphasis only: Brass, Woodwind String and Percussion Class (a second quarter of each) ........................................... 4
Vocal Emphasis only: Orff Workshop, Guitar Class (one quarter each) .... 4

Professional Education (including student teaching) .......................... 30
Physical Education ........................................................................... 5
English/Communications (to include one course in composition and one course in speech) ................................................. 16
Art, Mathematics, and United States History or American National Government (one course each) ........................................ 16

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 Liberal Studies requirements and those of the specialization, thereby reducing the total of credit in the specialization to as few as 73 quarter hours.
SAMPLE PROGRAM

<table>
<thead>
<tr>
<th>Freshman Year</th>
<th>Sophomore Year</th>
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</thead>
<tbody>
<tr>
<td><strong>AUTUMN</strong></td>
<td><strong>AUTUMN</strong></td>
</tr>
<tr>
<td>Musicianship Studies</td>
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<tr>
<td>Applied Music (lesson)</td>
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<tr>
<td>Ensemble</td>
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</tr>
<tr>
<td>Common Studies</td>
<td>4</td>
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<tr>
<td><strong>WINTER</strong></td>
<td><strong>WINTER</strong></td>
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<tr>
<td>Musicianship Studies</td>
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<tr>
<td>Applied Music (lesson)</td>
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<tr>
<td>Ensemble</td>
<td>1</td>
</tr>
<tr>
<td>Liberal Studies</td>
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</tr>
<tr>
<td><strong>SPRING</strong></td>
<td><strong>SPRING</strong></td>
</tr>
<tr>
<td>Musicianship Studies</td>
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</tr>
<tr>
<td>Applied Music (lesson)</td>
<td>4</td>
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<tr>
<td>Ensemble</td>
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</tr>
<tr>
<td>Liberal Studies</td>
<td>4</td>
</tr>
<tr>
<td>**Junior Year</td>
<td><strong>Senior Year</strong></td>
</tr>
<tr>
<td><strong>AUTUMN</strong></td>
<td><strong>AUTUMN</strong></td>
</tr>
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<td>Music Specialization</td>
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<tr>
<td>Music Elective</td>
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<tr>
<td>Liberal Studies</td>
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</tr>
<tr>
<td>Free Elective</td>
<td>4</td>
</tr>
<tr>
<td><strong>WINTER</strong></td>
<td><strong>WINTER</strong></td>
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<tr>
<td>Music Specialization</td>
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<tr>
<td>Music Elective</td>
<td>6</td>
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<tr>
<td>Liberal Studies</td>
<td>4</td>
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<tr>
<td><strong>SPRING</strong></td>
<td><strong>SPRING</strong></td>
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<tr>
<td>Music Specialization</td>
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<td>Liberal Studies</td>
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<tr>
<td>Conducting</td>
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<td><strong>SPRING</strong></td>
<td><strong>SPRING</strong></td>
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<td>Music Specialization</td>
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<tr>
<td>Liberal Studies</td>
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<tr>
<td>Conducting</td>
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</tr>
</tbody>
</table>

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Courses

APPLIED MUSIC

APM 110 Baritone Horn; APM 115 Bassoon; APM 120 Clarinet; APM 125 Flute; APM 127 Guitar; APM 130 French Horn; APM 135 Oboe; APM 137 Harp; APM 140 Organ; APM 145 Percussion; APM 150 Piano; APM 155 Saxophone; APM 160 String Bass; APM 165 Trombone; APM 170 Trumpet; APM 175 Tuba; APM 180 Viola; APM 185 Violin; APM 190 Violoncello; APM 195 Voice. Instruction in specific instruments and in voice; combination of private lessons and masterclasses. (4 quarter hrs. each quarter.)

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 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. Musicanship Studies.

CHM 301 Music in Worship II. (4 hrs.) Continuation of CHM 300.

CHM 302 Music in Worship III. (4 hrs.) Continuation of CHM 301.

MUSICIANSHIP

Musicanship 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.

MUS 101 The Enjoyment of Music (formerly Hum. 130). Examination of musical arts as communication.

MUS 270 Music in America (formerly Hum. 343). Survey of American music in its relation to the cultural climate.

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MUS 271 Black American Music (formerly Hum. 345). The evolution of jazz from the
19th century to the 1960's, including the study of ragtime, blues and gospel music.
approach to the stylistic growth of selected 20th-century artists and composers.

Freshman Year

MUS 110 Musicianship I. (4 hrs.) (Autumn) Music fundamentals-concepts of acoustics,
notation, texture, form; rhythm studies. Melody, chant, medieval polyphony. Introduction
to Renaissance studies and species counterpoint.
MUS 120 Musicianship II. (4 hrs.) (Winter) Continuation and conclusion of Renaissance
studies; Baroque studies, part I. (Prerequisite: MUS 110.)
MUS 130 Musicianship III. (4 hrs.) (Spring) Continuation of Baroque studies. (Prerequisite:
MUS 120.)
MUS 111-121-131 Aural Training I, II, III. (1 hr. each.) A three-quarter sequence of sight-
singing and dictation. Each quarter is a prerequisite for the next.

Sophomore Year

MUS 210 Musicianship IV. (4 hrs.) (Autumn) Classic period. (Prerequisite: MUS 130.)
MUS 220 Musicianship V. (4 hrs.) (Winter) Romantic period. (Prerequisite: MUS 210.)
MUS 230 Musicianship IV. (4 hrs.) (Spring) Twentieth-century studies. (Prerequisite: MUS
220.)
MUS 211-221-231 Aural Training IV, V, VI. (1 hr. each.) A three-quarter sequence of sight-
singing and dictation. Each quarter is a prerequisite for the next.
MUS 113, 123, 133, 213, 223, 233. Group Piano I, II, III, IV, V, VI. (1 hr. each.) A two-year
(six-quarter) sequence of two one-hour classes per week using electronic piano labs.
Curriculum is organized on the basis of six levels of functional keyboard competence,
coordinated with the two-year Musicianship Studies experience described above. Em-
phasis is on sight-reading, harmonization, theory, score-reading, accompanying and
ensemble playing. Each quarter is a prerequisite for the next. Note: Students with ex-
tensive 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 tech-
nique, 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 har-
monies 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 em-
phasis on performance at the keyboard. (Prerequisite: MUS 314-315-316.)
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 refer-
ence to significant compositions, performances and recordings.

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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. (Prerequisites: MUS 230.)

MUSIC ENSEMBLE

MEN 101 Concert Band. (1 hr.) Study and rehearsal of basic and new band repertoire in preparation for concerts presented regularly each year.

MEN 121 University Chorus. (1 hr.) Rehearsals and performances of larger works of the choral repertoire.

MEN 131 Orchestra. (1 hr.) Study and rehearsal of basic and new orchestra repertoire.

MEN 205 Guitar Ensemble. (1 hr.) The classic guitar as an ensemble instrument; rehearsal and performance experience in special arrangements of music from all periods.

MEN 213 Trombone Choir. (1 hr.) Study and rehearsal of trombone choir repertoire from all periods.

MEN 221 Wind Ensemble. (1 hr.) A select organization; rehearsal and performance of literature for ensembles of eight to forty players, with special emphasis on original literature for winds, from all historic periods.

MEN 231 Chamber Choir. (1 hr.) A choral ensemble of selected voices.

MEN 232 Brass Quintet. (1 hr.) Survey and performance of brass quintet literature from the baroque period to the present.

MEN 241 Chamber Music. (1 hr.) A practical application of performance techniques for advanced instrumentalists; repertoire adapted to the instrumentation of the class, according to the ability of the class members; public performance.

MEN 251 Saxophone Quartet. (1 hr.) Study and rehearsal of saxophone quartet literature.

MEN 261 Percussion Ensemble. (1 hr.) Ensemble playing of percussion literature; arrangements including music for percussion instruments and piano, celeste, brass, and woodwinds; workshop for original percussion arrangements.

MEN 271 Woodwind Ensemble. (1 hr.) Study and rehearsal of woodwind ensemble literature.

MEN 281 Jazz Ensemble. (1 hr.) Current performance styles for large ensemble; new arrangements and compositions are emphasized; performances are presented both on and off campus.

MEN 291 Contemporary Ensemble. (1 hr.) Rehearsal and performance of a broad spectrum of twentieth century music. Activities include improvisation, exploration of new vocal and instrumental techniques, and new music notation.
COMPOSITION

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. (Prerequisite: MUS 230.) Not offered 1982-83.

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. Not offered 1981-82.

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 of 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, Schnberg, Webern, Bartok, Hindemith and others as well as music of very recent times. (Prerequisite: MUS 230.) Not offered 1982-83.

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. (Prerequisite: MUS 230.)

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 or equivalent.)

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. (Prerequisite: MUS 230.) Not offered 1982-83.

COM 307 Composition I. (3 hrs.) Exploration of twentieth century compositional techniques; course activities include analytical assignments as well as creative projects. (Prerequisite: MUS 230.)

COM 308 Composition II. (3 hrs.) Continuation of COM 307, with greater emphasis on creative projects.

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 300 Elementary Instrumental Methods & Lab. (2 hrs.)
MED 301 Junior High Instrumental Methods & Lab. (2 hrs.)
MED 302 Secondary Instrumental Methods & Lab. (2 hrs.)
MED 303 Elementary Vocal-General Methods & Lab. (2 hrs.)
MED 304 Junior High Vocal Methods & Lab. (2 hrs.)
MED 305 Secondary Vocal Methods & Lab. (2 hrs.)
The study, discussion, demonstration, and presentation of philosophies of music education; organization, administration, and curriculum; evaluation of teaching and learning; instructional and source materials; approaches, methods and techniques; includes observation and teaching in educational settings. The laboratory class component emphasizes students' development of such teaching abilities and skills as planning, delivering, evaluating, and analyzing lessons based 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 210 Recreational Music. (2 hrs.) Techniques for using voice, autoharp, guitar, recorders, and other classroom instruments in recreational and therapeutic settings; also includes development of group leadership skills.

MTH 340 Practicum I. (2 hrs.) Introduction to music therapy clinical practice, behavioral observation and measurement, and professional standards. Includes a minimum of thirty clock hours of volunteer experience in an approved clinical setting. (Prerequisite: MTH 343.)

MTH 341 Practicum II. (2 hrs.) Continued music therapy clinical experience, including client assessment and treatment plan formulation. Includes a minimum of thirty clock hours of volunteer experience in an approved setting. (Prerequisite: MTH 340, MTH 347.)

MTH 342 Practicum III. (2 hrs.) Continued music therapy clinical practice with emphasis on treatment documentation, group dynamics and leadership style. Includes a minimum of thirty clock hours in an approved setting. (Prerequisite: MTH 341.)

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. (4 hrs.) The foundation for the use of music in therapy from an historical perspective to current trends in the use of music to affect physiological, sociological and psychological behavior. Includes the practice of music therapy with behaviorally disturbed adults. (Prerequisites: MTH 343, Abnormal Psychology—may be taken concurrently.)

MTH 348 Music In Therapy I. (3 hrs.) Working applications of music therapy with behaviorally disturbed children and adolescents, the mentally retarded, and geriatric clients. (Prerequisite: MTH 347.)

MTH 349 Music in Therapy II. (3 hrs.) Working applications of music therapy for individuals with physical disabilities, sensory impairments, learning disabilities, or culturally based problems. (Prerequisite: MTH 348.)

MTH 350 Music-Movement Therapy. (2 hrs.) Introduction to Dance Therapy, the therapeutic applications of Dalcroze Eurythmics, and other related music-movement modalities.

MTH 399 Internship In Music Therapy. (1 hr.) A six-month (1040 clock hours) affiliation at a NAMT approved site under the supervision of a Registered Music Therapist. The internship must be completed within two years of the completion of the last academic course. (Prerequisite: successful completion of all academic course work.)

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GOODMAN
SCHOOL
OF
DRAMA
ADMINISTRATION

John Ransford Watts, Ph.D.
  Dean
Joseph Guastaferro, M.A.
  Associate Dean
John Bridges, M.A.
  Administrative Assistant to the Dean
Shanetta Hall, B.A.
  Admissions Coordinator
Randy Larsen, B.A.
  Publicity Coordinator
Edith Nicholson
  Accounts Manager

FACULTY

ADMISSIONS

CURRICULUM

  Acting
  Costume Design
  Lighting Design
  Scene Design
  Theatre Technology
  Costume Construction

COURSES
Goodman School of Drama

Goodman's program in the theatre arts is intensive and focused. As a leading drama school in the United States, the Goodman School of Drama functions as a conservatory. The central core of the School is an extensive program which produces more than one hundred and sixty performances for Chicago audiences each season. Liberal education requirements are incorporated into the School's programs so that the student may practice his craft with an awareness of history, literature, philosophy, and current and past cultural and social events. Programs of study are offered in acting, scene design, costume design, lighting design, theatre technology, and costume construction. A graduate program in directing is also offered.

The specific objectives of the programs of study are to prepare the student for creative participation in any form of theatre requiring a high level of technical competence, to provide the student with the esthetic and cultural background requisite to an understanding of his art and of the world in which he works, and to develop the specific skills and disciplines necessary for competence in the student's area of specialization.

Each Goodman course builds and expands upon its predecessor. When the program is complete, the student, the most important element in the Goodman program, will have been exposed to the necessary artistic tools and shown their proper usage in order to realize his goals.
FACILITIES

Goodman offices are situated in the Fine Arts Building, located on the SW corner of Fullerton and Halsted on DePaul's Lincoln Park Campus. The building is minutes from downtown Chicago by elevated trains, buses, or car. Classes are held in several of the buildings on the Lincoln Park East Campus. The Fine Arts Building is shared with 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.

The Subscription Series productions are shown at the DePaul Performance Center at 2324 N. Fremont on the Lincoln Park Campus. The DePaul Performance Center is a recently renovated, intimate, and versatile performing space that was realized through the efforts of Goodman students, faculty, and staff. The Children's Theatre productions are staged downtown at the Goodman Theatre, 200 S. Columbus Drive.

The Goodman School is situated in the center of Chicago's theatre movement. Neighboring theatre and related performing arts companies include St. Nicholas, The Body Politic, Steppenwolf Theatre, Victory Gardens, The Organic Theatre, Travel Light, Apollo Theater Center, Chicago Moving Company, and MoMing. The Goodman's location and tradition make possible contact with innovative working theaters—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, art museums, libraries, resident professional theatres, and touring theatre productions from Broadway, provides continuous opportunities for cultural growth and enrichment.

FACULTY

Members of the faculty are highly qualified, both professionally and academically. This is in keeping with the School's concept of the dual importance of theory and practice and of producing a superior quality of instruction.

The faculty is regularly supplemented by qualified working professionals who serve as part-time instructors and by visiting and guest artists. Recent visitors included Vinette Carroll, Artistic director of the Urban Arts Corps Theatre in New York and director of "Don't Bother Me, I Can't Cope," and "Your Arm's Too Short To Box With God"; Ray Allen, actress and director at Joseph Papp's Public Theatre; Alan Schneider, Broadway director of "Waiting For Godot" and "Who's Afraid of Virginia Woolf?"

Visiting and guest artists, working closely with students in productions, have been James Earl Jones, Zoe Caldwell, Lillian Gish, Morris Carnovsky, Alvin Epstein, and Len Cariou. Recent lectures have been given by Marcel Marceau, Eli Wallach, Lois Nettleton, Kathleen Nesbitt, Burr Tillstrom, Ken Ruta, and Thomas Leibhart.

John Ransford Watts, Ph.D., Dean

Jane Alderman, B.A. .................................................. Audition
Nels Anderson, M.F.A. ........................................ Property Master/Scene Design
David Avcollie, M.F.A. ........................................ Voice and Speech
Bill Burnett, M.F.A. ........................................ Voice and Speech
Beverly Coscarelli, B.S. ........................................ Group Sales Manager, Children's Theatre
Carol Delk, B.F.A. ................................................ Movement
Joan Dry, B.A. .................................................. Press Relations
Sylvia Du Chateau, M.A. .................................... House Manager, Children's Theatre
Larry Gentile, B.F.A. ........................................ Scene Shop Manager
Terry Gill, A.A. .................................................. Seamstress

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Catherine Goedert, B.A. ......................................................... Audition
Joseph Guastaferro, M.A. ..................................................... Acting
Bella Itkin, Ph.D. ................................................................. Acting
Virgil Johnson, M.A. ............................................................ Costume Design
Jack Jones, M.A. ................................................................. Voice and Speech
Dale Kovařík, B.F.A. ............................................................... Carpenter
Kathy Lehar, B.A. ................................................................. Drawing
James Maronek, M.F.A. ....................................................... Scene Design
Dawn McKesey ................................................................. Assistant to the Costume Shop Manager
Janet Messmer, M.F.A. ........................................................ Costume Shop Manager
G.E. Naselius, B.F.A. ............................................................. Lighting Design
Joseph Nieminski, B.F.A. .................................................... Scene Design
John O’Malley, Ph.D. ........................................................... Theatre History
Joe Roulier, B.A. ................................................................. Master Carpenter
Jeremy Rowe, B.A. ............................................................. Acting
Bob Shook, M.F.A. ............................................................... Lighting Design
Joseph Slowik, M.F.A. ........................................................ Directing
Steve Smith, B.F.A. ............................................................. Movement
Estelle Spector ................................................................. Movement
Hedy Weiss, B.A. ............................................................... Movement
Frank Wukitsch, M.F.A. ..................................................... Production Coordinator
Nan Zabriskie, M.F.A. ......................................................... Make-up

ADMISSIONS

Candidates interested in admission to the Goodman School of Drama should direct all inquiries to the Office of Admissions, DePaul University, 25 E. Jackson Boulevard, Chicago, Illinois, 60604. Telephone: (312) 321-7600. The office will provide each candidate with the required forms and instructions for filing the application. The Office of Admissions will also provide detailed information concerning curriculum, tuition and fees, financial aid, housing, University regulations, and other pertinent information upon request.

Once an application is received by the Office of Admissions, the Goodman School of Drama is notified. For students who wish to pursue programs in acting or directing an audition is arranged. An evaluation of the audition is made by selected faculty of the School, and the Office of Admissions is notified of the recommendation. Similarly, for students who wish to pursue technical and design programs, an interview is arranged, at which time the student submits a portfolio. Depending upon the recommendation of the School, the Admissions Office will either proceed with the academic evaluation of the candidate or notify the student by letter that his application has been denied.

In all disciplines, the Goodman School of Drama looks for quality and is highly selective. A transfer student, regardless of hours accumulated, is placed in the Goodman program by the faculty based on his audition/interview.

Students are admitted to the professional programs of the Goodman School only at the beginning of the fall quarter each September. Except in unusual circumstances, only full-time matriculating students carrying a minimum of twelve quarter hours of credit are accepted. Enrollment in each area of concentration is limited. Students return each following year by invitation from the Dean. Each Spring, students in each discipline are evaluated by the faculty within that discipline. They and the Dean decide whether the student should be invited to return, and all students are notified at the beginning of each summer of the decision. Some students are invited back under specific conditions. The evaluation, a professional and confidential process, looks at three key elements: student attitude, growth, and professional potential.
Curriculum

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 theater experience in the performing company of the School and are eligible for casting in the full-scale productions in both the Subscription Series and Children’s Theatre Series. Along with advanced directing students, all students participate in the Workshop and Introduction to Performance productions mounted for student and faculty viewing. Advanced technical and design students fulfill technical and design assignments in all aspects of the production season. Incoming students rotate through crew work on productions. These assignments are designed to expose them to the many components of a stage production, and all are coordinated with the first year class called Theater Crafts. Graduate directors direct Thesis Productions in the final year of their work in the School. These productions are offered to special audiences.

LIBERAL STUDIES PROGRAM

The Goodman School of Drama offers two distinct programs of study: a 3 year certificate program and a 4 year program, offered in conjunction with the College of Liberal Arts and Sciences, culminating in a Bachelor of Fine Arts degree. The certificate program is offered for those students who seek, principally but not exclusively, professional preparation in the theater arts but not the broader liberal arts preparation of the degree program. The degree program is offered for those students who seek to ground their professional preparation in a knowledge of the diverse areas of study represented by history, the behavioral and social sciences, philosophy, religion, the natural sciences, and mathematics.

As part of the B.F.A. degree, the program student must complete an additional 15 courses (50 quarter hours) distributed through 5 divisions in departments designated by the Liberal Studies Program. (For further information on the purposes and curriculum of the Liberal Studies Program—including a list of approved courses—consult page 11 of the Bulletin.) The particular requirements in each of the divisions are as follows:

Common Studies: 10 quarter hours are required, 4 in College Writing and Research (112, 113), 6 in World Civilizations (101, 102).

Fine Arts and Literature: 3 courses (or 12 quarter hours) are required, 204, 205, 206 History of Dramatic Literature (to be taken sequentially).

Philosophy and Religion: 2 courses (or 8 quarter hours) are required in the Departments of Philosophy and Religious Studies or other departments designated by the Division, 2 Level I courses in different departments.

Behavioral and Social Sciences: 3 courses (or 12 quarter hours) are required in the Departments of Psychology, Sociology, Geography, Political Science, or Economics or other departments designated by the Division, 2 Level I courses in different departments and 1 Level II course.

Natural Sciences and Mathematics: 3 courses (or 12 quarter hours) are required in the Departments of Physics, Chemistry, Biological Sciences, Computer Science, or Mathematics or other departments designated by the Division, 2 Level I courses in different departments and 1 Level II course.

Course Reduction

While 54 quarter hours are listed above, only 50 quarter hours are required as a consequence of the "course reduction" feature of the program. The student may reduce, by one, the number of courses required in either the BSS or the NSM division. However, the student is encouraged to make his reduction in a division which promotes contrast in his academic program.

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MAJOR FIELD REQUIREMENTS

I. Acting Concentration

First Year
History of Dramatic Literature: Classical Greece through 17th Century: 104, 105, 106
Voice and Speech I: 131, 132, 133
Movement I: 121, 122, 123
Acting I: 111, 112, 113
Theatre Crafts: 101, 102, 103
Liberal Studies: 3 courses

Third Year
Voice and Speech III: 331, 332, 333
Movement III: 321, 322, 323
Acting III: 311, 312, 313
Rehearsal and Performance I: 361, 362, 363
Acting Lab: 314, 315, 316
Listening Lab: 334, 335, 336
(Work with directors in Directing II; other on Listening assignments from Voice and Speech II)

II. Costume Design Concentration

First Year
History of Dramatic Literature: Classical Greece through 17th Century: 104, 105, 106
Foundation Drawing: Art 106
Technical Drawing I: 151, 152, 153
Principles of Design: 141, 142, 143
Theatre Crafts: 101, 102, 103
Liberal Studies: 3 courses

Third Year
Costume Design II: 344, 345, 346
Rendering I: 384, 385, 386
Costume Construction II: 354, 355, 356
Production Practice II: 371, 372, 373
Liberal Studies: 3 courses

Second Year
History of Dramatic Literature: 18th, 19th & 20th Centuries: 204, 205, 206
Voice and Speech II: 231, 232, 233
Movement II: 221, 222, 223
Acting II: 211, 212, 213
Introduction to Performance & Make-up: 261, 262, 263
Liberal Studies: 3 courses

Fourth Year
Voice and Speech IV: 431, 432, 433
Movement IV: 421, 422, 423
Acting IV: 411, 412, 413
Audition: 414, 415, 416
Rehearsal & Performance II and/or Internship: 461, 462, 463
Theater Elective: may be Directing I, with permission.

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III. Lighting Design Concentration

First Year

History of Dramatic Literature: Classical Greece through 17th Century: 104, 105, 106
Foundation Drawing: Art 106
Technical Drawing I: 151, 152, 153
Principles of Design: 141, 142, 143
Theatre Crafts: 101, 102, 103
Liberal Studies: 3 courses

Third Year

Lighting Design II: 347, 348, 349
Design/Technical Elective: chosen from among 384, 385, 386 Rendering I: 387, 388, 389 Scene Painting: 244, 245, 246 Costume Design I: 254, 255, 256 Costume Construction I: 257, 258, 259 Construction & Rigging I and/or other design/technical courses chosen with approval of advisor and instructor.
Production Practice II: 371, 372, 373
Liberal Studies: 3 courses

Second Year

History of Dramatic Literature: 18th, 19th, & 20th Centuries: 204, 205, 206

Fourth Year

Lighting Design III: 447, 448, 449 Scene Design I: 241, 242, 243 Design/technical electives: same as third year with upper level courses, if approved. Theatre elective: may be Directing I, with permission.
Production Practice III and/or Internship: 471, 472, 473
IV. Scene Design Concentration

First Year

History of Dramatic Literature: Classical Greece through 17th Century: 104, 105, 106
Foundation Drawing: Art 106
Technical Drawing: 151, 152, 153
Principles of Design: 141, 142, 143
Theatre Crafts: 101, 102, 103
Liberal Studies: 3 courses

Second Year

History of Dramatic Literature: 18th, 19th, & 20th Centuries: 204, 205, 206
Intermediate Drawing II: Art 206
Scenographic Drawing: 251, 252, 253
Scene Design I: 241, 242, 243
Production Practice I: 271, 272, 273
Liberal Studies: 3 courses

Third Year

Lighting Design II: 347, 348, 349
Rendering I: 384, 385, 386
Scene Painting: 387, 388, 389
Production Practice II: 371, 372, 373
Liberal Studies: 3 courses

Fourth Year

Scene Design III: 441, 442, 443
Rendering II: 484, 485, 486
Design/Technical Elective: chosen from among 244, 245, 246 Costume Design I;
247, 248, 249 Lighting Design I;
Costume Construction I; 257, 258, 259
Construction & Rigging I and/or other design/technical courses with approval
of advisor and instructor.
Theatre Elective: may be Directing I, with permission.
Production Practice III and/or Internship:
471, 472, 473
V. Theatre Technology Concentration

First Year

History of Dramatic Literature: Classical Greece through 17th Century: 104, 105, 106
Foundation Drawing: Art 106
Technical Drawing: 151, 152, 153
Principles of Design: 141, 142, 143
Theatre Crafts: 101, 102, 103
Liberal Studies: 3 courses

Third Year

Construction and Rigging II: 357, 358, 359
Lighting Design Lab and/or other design/technical courses chosen with approval of advisor and instructor.
Production Practice II: 371, 372, 373
Liberal Studies: 3 courses

Fourth Year

Production Management Seminar: 457, 458, 459
Design/Technical Elective: same as 3rd year, upper level courses if approved: 347, 348, 349 Lighting II if both Lighting I and Lighting Lab were taken in previous year.
Theatre Elective: may be Directing I, with permission.
Production Practice III and/or Internship

VI. Certificate Costume Construction

First Year

History of Dramatic Literature: Classical Greece through 17th Century: 104, 105, 106
Foundation Drawing: Art 106
Technical Drawing I: 151, 152, 153
Principles of Design: 141, 142, 143
Theatre Crafts: 101, 102, 103
Costume Construction I: 254, 255, 256

Third Year

Production Management Seminar: 457, 458, 459
Production Practice III and/or Internship

Independent Study: this involves extensive work, under the direction of faculty and staff in millinery, armour making, elastic work, needlework, special pattern making, mask fabrication, wig making, and historical and period research.
Courses

With the possible exception of Independent Study and Rehearsal & Performance, Goodman courses are minimally a year in length. Course goals are realized annually rather than quarterly. The courses below are offered and registered for in a fall, winter, spring sequence.

101, 102, 103 Theatre Crafts.
A survey course designed to acquaint technical, design, and acting students with the production program of the Goodman School of Drama, general theatre production practice, and specific careers available in the production area of professional theatre. (2 quarter hours.)

A three quarter survey of significant literature, histrionics, and physical characteristics of theatrical expression in the major eras of world theatre; the realities of the physical theatres and their effects on staging practices; stylistic and structural features of dramatic literature in representative plays. (4 quarters hours.)

111, 112, 113 Acting I.
Students work on basic acting skills such as developing the ability to produce free, imaginative, and purposeful behavior in relation to environments, objects, and other persons; individual silent exercises; group exercises. This work leads to in-class performances of selected scenes from a variety of American contemporary plays with special focus given to communicating the textual and subtextual meaning in dialogue. (4 quarter hours.)

121, 122, 123 Movement I.
Basic skills are introduced including warm-up and stretching exercises in an effort to focus awareness on body alignment and the release of tension. Strength and flexibility are emphasized while work on basic kinesthetic awareness is begun. (2 quarter hours.)

131, 132, 133 Voice & Speech I.
Students begin work in posture and alignment, relaxation and breathing, and physical energy concepts as they relate to voice and speech. The development of free voice flow, resonance and focus, consonant and vowel forms and actions, and the elimination of regionalisms in speech are explored. (2 quarter hours.)

141, 142, 143 Principles of Design.
A sequence of courses for the appreciation and experience of design as an aesthetic distinct from the other arts, and awareness of design considerations as manifested in theatrical productions. Each quarter emphasizes a separate discipline: scenery, costume, and lighting design. (4 quarter hours.)

151, 152, 153 Technical Drawing.
Mechanical drawing techniques and projection theories are practiced, including drawing-board geometry, scale and dimensioning, and orthographic principles. An understanding of basic arithmetic and geometry is prerequisite. (2 quarter hours.)

204, 205, 206 History of Dramatic Literature: 18th, 19th & 20th Centuries.
Courses continued as described in 104, 105, 106. (4 quarter hours.)

211, 212, 213 Acting II.
Scene study work is begun. Students explore the relationship of the actor to the role by examining intention, relationship, and justification while working on scenes from contemporary plays. Emphasis is placed on developing a role throughout the play and using scenes from plays where the acting calls for the use of special skills. (3 quarter hours.)
221, 222, 233 Movement II.
The emphasis on structural development is continued with specific focus directed toward the use of breath, the flow of energy, and an awareness of the dynamics and texture involved in movement. (2 quarter hours.)

231, 232, 233 Voice & Speech II.
Refinement of basic skills with connected speech theory and practice. Text study is introduced using prose dialogue from contemporary plays where focus is on speaking the sense of the text accurately, graduating to text study using Shakespearean verse where focus is on scansion and accurate verbal action. (2 quarter hours.)

240, 240, 240 Lighting Lab.
240 Students examine the elements of electricity, circuits, power transmission, and Ohm's Law. Preparation for hanging lighting equipment involving practical work on instruments, cable, and lamps. (2 quarter hours.)
240 Basic maintenance and repair of lighting equipment, experimentation with colored light on colored objects, and electrical service needed for equipment hook-up. Stage electricians duties. (2 quarter hours.)
240 The study of lighting for texture and effect by hanging and focusing of lighting instruments, the cueing process, and practice for lighting crews with other technical elements of the production. Students hang basic lighting plots of other students. (2 quarter hours.)

241, 242, 243 Scene Design I.
An introduction to the methods of scenic design with exposure to both historical and contemporary practice. Students become familiar with the mechanical aspects of scenery and stages, and assimilate the principles of design and the technical requirements of a script into a fully developed scene design. (3 quarter hours.)

244, 245, 246 Costume Design I.
Basic design techniques of script interpretation, design concept, and color layout are explored. Students will develop an approach to costume design through design projects and period research. (3 quarter hours.)

247, 248, 249 Lighting Design I.
247 Lighting Design I. The processes, instruments, historical background, and functions of stage lighting are investigated. Students look at the reading and using of lighting plots and the responsibilities of the lighting designer. (3 quarter hours.)
248 Lighting Design I. Emphasis is aimed at the study of color media for lighting instruments and their effects on colored objects by incorporating the seeing process, color psychology, and intensity controllers for stage lighting. (3 quarter hours.)
249 Lighting Design I. Basic principles of lighting design and the use of scale drawings. Planning of stage lighting, procedures for layout of plans, execution of plans/cue sheets and lighting rehearsals and performances. (3 quarter hours.)

250, 250, 250 Construction & Rigging Lab.
Practical experience in the use of stage hardware including the production of set pieces and props. (2 quarter hours.)

251, 252, 253 Scenographic Drawing.
With an emphasis on practical work in substantial projects, students learn the organization of the technical documentation of scenery. Scenic drafting conventions are studied and applied to the comprehensive communication of a design. (2 quarter hours.)

254, 255, 256 Costume Construction I.
Students are introduced to draping and drafting of patterns for basic garments, various problems of lay-out and cutting, and specialized sewing techniques for costumes. (2 quarter hours.)
257, 258, 259 Construction & Rigging I.
Lecture and demonstration in building, rigging, and handling of stage scenery. Special attention is given to the proper use of tools, materials, and stage hardware. (3 quarter hours.)

261, 262, 263 Introduction to Performance and Make-up.
Under the guidance of a director, all second year and transfer acting and directing majors rehearse and perform a play for faculty viewing and evaluation. Students are encouraged to integrate skills acquired in other classes. (3 quarter hours.)

271, 272, 273 Production Practice I.
To be taken by all design and technical students. Design area duties include practical work on production-planning, designing, constructing, painting, and running crews. Technical area duties include practical work on productions in construction, rigging, and crewing sets; rigging and crewing lighting and sound; sound tape design, and stage management. (3 quarter hours.)

311, 312, 313 Acting III.
Intensive work in Shakespeare and Restoration Periods. Scene work is integrated with movement and voice classes. Each actor's work is examined critically resulting in specific exercises created to help the actor develop strengths and minimize weaknesses. (3 quarter hours.)

314, 315, 316 Acting Lab.
Advanced problems in acting investigated through lectures, individual and group exercises, and student-directed projects under faculty guidance and supervision. The projects, involving scenes with special problems in styles and genres, are proposed by both students and faculty. Each piece of work receives a thorough critique. (1 quarter hour.)

321, 322, 323 Movement III.
Students explore specific techniques and styles drawn from ballet, jazz, ethnic and social dance, etc., and their adaptation and use in both classroom and production work. (2 quarter hours.)

331, 332, 333 Voice & Speech III.
The study of dialects including Standard British (Received), Cockney, Irish, and American Southern. Development of speech dynamics is brought into focus using scenes from modern plays in which language and speech values are integral to the meaning. (2 quarter hours.)
334, 335, 336 Listening Lab.
Listening to recordings of working professionals performing plays, stories, and poems from a repertoire of world literature. Students also record themselves reading text from the same repertoire and evaluate themselves for progress in voice, speech, and interpretation skill. (1 quarter hour.)

341, 342, 343 Scene Design II.
Basic techniques are incorporated into a comprehensive approach to scene design with the emphasis on esthetics. The analysis of scripts in visual terms, visual research methods, style in the theatre, and the development of a design concept, are studies through projects in contrasting styles of stage designs. (3 quarter hours.)

344, 345, 346 Costume Design II.
Lectures and projects in costume design for the modern drama, specifically from Realism through the 20th Century. Projects include rendering techniques, budgets, and fabric selections. (3 quarter hours.)

347, 348, 349 Lighting Design II.
347 The lighting design process from script analysis to the design on paper and then to the execution of the design on the stage. Students also critique a professional production. (3 quarter hours.)

348 Students design lighting for a drama. The use of computer lighting controllers is examined. (3 quarter hours.)

349 Budgeting the cost of lighting equipment for a production and projection techniques and equipment for stage lighting and effects are investigated. Students design lighting for a multi-scene production. (3 quarter hours.)

354, 355, 356 Costume Construction II.
Students scrutinize draping and drafting problems giving special attention to period costumes and basic man's tailoring skills. A final project will require the execution of a detailed period costume from design to finishing. (2 quarter hours.)

357, 358, 359 Construction & Rigging II.
See 257, 258, 259. (3 quarter hours.)

361, 362, 363 Rehearsal & Performance I.
Advanced acting and directing students are continually involved in rehearsal and/or performance of plays in the Subscription Series, Children's Theatre Series, or Workshop productions. These students constitute the acting company for the school. (6 quarter hours.)

371, 372, 373 Production Practice II.
See 271, 272, 273. For all design and technical students. Duties will be commensurate with ability and experience. (4 quarter hours.)

Western European art history, the decorative arts, and architecture from ancient Egypt to the present day are explored. Emphasis will be placed on major eras in playwriting. (3 quarter hours.)

384, 385, 386 Rendering I.
A practical study class in the graphics of set and costume design. Theoretical problems as well as assignments growing out of design class and the production program will result in sketches, renderings, draftings, and models produced under supervision. Students at all levels work simultaneously on projects suitable to their major interests and skills. (2 quarter hours.)

387, 388, 389 Scene Painting.
Discussion of the formulation and handling of scene paints and dyes, brushes and tools, and techniques. Practical laboratory work in problems of the realistic representation of a variety of textures and materials at scenic scale leads to fully developed illusionistic and pictorial stage scenery. (2 quarter hours.)
399, 399, 399 Independent Study
411, 412, 413 Acting IV.
Intensive work on the actor and himself as applied to the playing of a role. Textual material includes: Ibsen, Strindberg, Chekhov and contemporary dramatists. Detailed review of each actor's work is continued. Specific exercises will be created to help the student hone his art. (3 quarter hours.)

414, 415, 416 Audition.
The student actor is introduced to every conceivable auditioning situation and how to handle it in order to survive in the business. Selecting and preparing material for various kinds of auditions; building a repertoire of material as well as learning how to sight read in order to get cast. Lectures from working producers, directors, and actors on job hunting, making contacts, and union memberships. (2 quarter hours.)

421, 422, 423 Movement IV.
Concentration is placed on improvisation with explorations of spatial awareness, individual and group energy, and the specific acting needs of the students. Performance level standards are expected; individual work is encouraged; and all work is geared toward preparing the student for imminent professional involvement. (2 quarter hours.)

431, 432, 433 Voice & Speech IV.
Long-speech constructions in Heroic and Lyric verse and conversational and expository prose. Tonal, consonant, and structural energy is explored in dramatic dialogues with professional performance levels expected. (2 quarter hours.)

441, 442, 443 Scene Design III.
Students complete 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. As a corollary, portfolios of professional caliber are developed. (3 quarter hours.)

444, 445, 446 Costume Design III.
Costume design for the pre-modern drama evolving through lecture and project work. Projects will include advanced rendering techniques, developing a professional portfolio, and discussions on career planning. (3 quarter hours.)

447, 448, 449 Lighting Design III.
447 Advanced projects in lighting design will include the lighting design of a musical. Critiques on lighting for Chicago area theatre. Repertory theatre physical considerations and personnel requirements needed to implement a design are examined. (3 quarter hours.)

448 Lighting design of an opera with emphasis on historical period. Students explore the lighting requirements for industrials and commercials. A professional theater is visited and the lighting equipment and its placement in the theater is inspected. (3 quarter hours.)

449 Lighting design for a ballet. Problems in touring a production are weighed. Procedure for marketing yourself as a designer are examined. (3 quarter hours.)

457, 458, 459 Production Management Seminar.
Explores through lectures and projects the roles of the managerial staff in the modern theater. A basic knowledge of theater terminology and some knowledge of management practice is required. (3 quarter hours.)

461, 462, 463 Rehearsal & Performance II.
See 361, 362, 367. (6 quarter hours.)

471, 472, 473 Production Practice III.
See 371, 372, 373. For all design and technical students duties will be commensurate with ability and experience. (7 quarter hours.)

484, 485, 486 Rendering II.
See 384, 385, 386. For all design and technical students, projects will be commensurate with ability and experience. (2 quarter hours.)

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School for New Learning

The School for New Learning (SNL) is DePaul's non-traditional college for adult students 24 years of age or older. It offers a course of study leading to a Bachelor of Arts degree. The School for New Learning offers specially designed courses taught by its own visiting faculty on a regular quarterly schedule. For more information on courses and requirements, consult the SNL Course Guide. This guide is published yearly and may be obtained from the school's offices located at 23 East Jackson, Chicago, Illinois 60604; telephone: 321-7901.

SNL is a competence-based program which gives students academic credit for demonstrating skills and knowledge they have already acquired. The SNL curriculum is based on a set of defined competencies. Each B.A. candidate is required to fulfill every competency in the framework but may perform the required work in a variety of ways: by demonstrating previous learnings, by doing coursework in other accredited colleges, or by doing SNL coursework.

Adult students may enroll in SNL courses without seeking a B.A. degree. Students who are seeking a B.A. degree, however, design their own educational programs with the assistance of SNL faculty and staff designers to achieve their life and career goals. SNL students are taught how to assess their own potential, how to set realistic goals, and how to combine work with study. This learning process is accomplished in successive stages while the student is moving toward the B.A. degree.

PROCESS STEPS

Discovery Workshop

Before applying for admission to SNL, interested adults are required to meet for self-evaluation and discussion of their options in higher education. SNL staff members conduct weekend Discovery Workshops all during the year. Individual counseling is provided. Potential students in the B.A. program consider issues that adults face going back to school, the kinds of resources they possess to be scholars, and the demands they will have to meet in self-directed education such as the School for New Learning.

Admissions

A written application for admission accompanied by an autobiography is submitted to the School for New Learning. Admissions are acted upon once a month.

Life Experience Evaluation

The student attends a Portfolio Preparation Workshop to learn how to present his or her previous learning experiences for assessment. He or she then submits a portfolio of evidences which is evaluated to determine how many SNL competences have already been fulfilled.

Program Design Seminar

After their portfolios are evaluated and credits granted, students clarify their life and career goals in relation to a course of study, write a Learning Pact, select a personal committee of mentors, and begin to focus on a major area of research.

New Learning/265
Internship

The student designs and carries out a field work experience with his or her committee of mentors.

Major Seminar

Students learn critical thinking methods for conducting research. This seminar prepares them for the major piece of work.

Major Piece of Work

Each student designs, completes, and evaluates a culminating project which demonstrates his or her ability to do independent work with excellence.

Summit Seminar

After completing their learning contracts to the satisfaction of their mentors, students gather to review their learning experiences and consider further personal learning goals.

These SNL process steps are mandatory. Each B. A. Student must register for and complete each step. There is no uniform schedule. Each student may proceed at his or her own pace. SNL staff are available to counsel individuals at every stage in the program.

COMPETENCE AREAS

The World of Work

Each student will learn skills related to a particular job or profession. There are three choices in the World of Work: (a) Developing and Managing Organizations. Students wishing to increase supervisory skills may select this area. (b) Social Service. Students wishing to learn skills that can be used in a social service organization may select this area. (c) Professional Preparation. A student wishing certification, or entrance to a graduate school other than business or social work may select this area.

Communications and Interpersonal Relations (CI competences)

Language skills, research and analysis skills, understanding of communications media, and basic psychological understanding are included in this competence area. SNL offers courses in which students can demonstrate all the required competences in this area.

The Human Community (HC competences)

History, social sciences, the influence of science and technology, community action, and urban problems are included in this area. SNL offers courses in which students can demonstrate all the required competences in this area.

Quality of Life (QL competences)

Familiarity with and practice of fine arts, the design of objects, leisure pursuits, and philosophy are included in this area. SNL offers courses in which students can demonstrate all the required competences in this area.

Lifelong Learning (LL competences)

Students fulfill these competences by completing all the required B.A. process steps.
HANDBOOK
FOR
UNDERGRADUATE
STUDIES
THE UNIVERSITY
- Campuses
- Libraries
- Career Planning and Placement
- Dean of Students
- Housing

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TUITION AND FEES

FINANCIAL AID

REGULATIONS AND GENERAL INFORMATION
  Students Rights and Responsibilities
  Registration
  Evaluation of Credit

DIRECTORY

ACADEMIC CALENDAR
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 CAMPUSES

The Lincoln Park Campus is situated about three miles north of the Chicago Loop in the vicinity of Webster (2200 N), Halsted (800 W) and Racine (1200 W). On this campus 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 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)

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 is extremely complete and 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.
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 colleges 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 1080 students received individual counsel in the Career Planning and Placement office, over 2800 part-time job requisitions were received from employers, over 220 nationally known organizations interviewed graduating seniors on campus, and over 3009 full-time job requisitions were received and made available to applicants seeking career employment. Over 1700 applicants were placed in jobs through direct assistance from the office.

DEAN OF STUDENTS

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 at the Lewis Center Campus and the Assistant Dean of Students, the Directors of Stuart Center, Housing, Student Activities, and the Program Director at the Lincoln Park Campus. Students will find helpful liaison services through this office. This office is primarily concerned with improving the quality of student life at DePaul. Central to such improvements is the protection of student rights.

The Dean of Students' offices are located at the Schmitt Academic Center, Room 118, and at Lewis Center, Room 1617.

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 community. Located on the Lincoln Park Campus, the residence halls are all 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 325 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 all double rooms. Study rooms, laundry, and kitchenette facilities are also available in this building.

McCabe Hall consists of apartments—studio, one-bedroom, and two-bedroom. This hall is primarily for graduate students. It is open to married undergraduate students as well as juniors and seniors.

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 June 15, 1981.

For additional information write or call the Director of Housing, DePaul University, 2312 North Clifton Ave., Chicago, IL 60614, (312) 321-8020.
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
The Committee on Allied Health Education
The American Medical Association Council on Medical Education

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
The Illinois Department of Registration and Education

DePaul University is a member of

The National Catholic Educations Association
The Association of American Colleges
The Association of Urban Universities
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Assessment and Admissions

The admissions policies and procedures of DePaul University reflect its concern for the worth and talents of the individual. The admissions process is primarily concerned with the intellectual achievements of the incoming student. DePaul also considers carefully the student's goals and his or her choice of a major field. The University recognizes that each individual brings unique abilities to the University community and consequently tailors its program to the entering student so that each student will be placed most advantageously for academic success.

The program for the entering student consists of three parts: the admissions process itself, assessment of skills, and academic credentials and advisement. The Offices of Undergraduate Admissions and the DePaul Assessment and Advisement Center perform the tasks of admissions and assessment. Students should consult the AAC section of the Bulletin which follows for information concerning assessment policies and procedures.

The individual colleges also perform a role in the admissions process. Certain colleges such as the School of Music and the Goodman School of Drama have audition requirements. After admissions and assessment processes are complete, the student's home college, assisted by the Assessment and Advisement Center, advises him for his entering quarter.

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

ACADEMIC ADVISEMENT

Academic advisement is provided for incoming students prior to registration by staff members of the Admissions Office and the Colleges. Degree seeking students should seek an advisement appointment with their home college.

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, the Goodman School of Drama, and Student Housing on the Lincoln Park Campus.

Admissions

DEGREE SEEKING

1. Candidates interested in admission as degree seeking students in the undergraduate division 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.
DePaul’s program for the entering student aims to place the student where maximum academic services are possible. Entrance into the University’s program involves more than the simple review of credentials.

The application deadlines listed below allow only minimal time for processing your admission application and for placement testing, registration counseling, and awarding of financial aid. To insure sufficient processing time, apply well in advance of the deadline. Freshman applicants are strongly encouraged to apply for admission by February 1.

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Application Deadline</th>
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<tr>
<td>Autumn (September)</td>
<td>July 1</td>
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<td>Winter (January)</td>
<td>November 1</td>
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<tr>
<td>Spring (March)</td>
<td>February 1</td>
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<tr>
<td>Summer (June)</td>
<td>May 1</td>
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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 Autumn Quarter, by December 1 if they are entering the Winter Quarter, and by March 1 if they are 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. The Office of Admissions reviews an application when the applicant’s file is complete. Applicants are responsible for insuring that all necessary documents reach the University in time to be reviewed. The University notifies the applicant immediately by letter of the decision.

NON-DEGREE SEEKING

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 they left 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.

**CHANGING NON-DEGREE STATUS**

1. 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.

2. Non-degree seeking students who intend to apply for degree seeking status must apply in sufficient time before registering as a degree seeking student to have all their credentials reviewed by the Office of Admissions and their skills level assessed by the Assessment and Advisement Center. This process insures that the student will be placed in courses appropriate to his ability and goals. Normally, the application for degree seeking status should be made in the Office of Undergraduate Admissions six weeks prior to the first registration date.

**Readmission**

Former degree seeking students in good standing who have been absent from the University for one quarter or more must apply at the Admissions 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. Application and transcripts must be received one month prior to the first day of class in the quarter in which the student expects to register. Readmits to the College of Commerce must have a minimum 3.00 cumulative GPA; to the Nursing program a minimum 2.50 cumulative GPA. A student is bound by the College Bulletin in effect at the time of readmission.

**Categories**

**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.

Advanced-Standing

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

DePaul University's Cooperative High-School-College Program (See Section Above)
Advanced Placement Program and/or College Level Examination Program of the College Entrance Examination Board (See Credit-By-Examination.)
DePaul Credit-By-Examination Program (See Credit-By-Examination.)
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.

INTERNATIONAL

All foreign students and any student who has been educated outside of the United States must obtain the supplementary Educational History form and the special Information Sheet. The deadline for applicants outside of the United States and needing a Student Visa is two months prior to the dates listed previously. To be admitted all students will have to meet the academic requirements and to demonstrate English proficiency. The University does not as a rule grant scholarships to new foreign students. Those who request Student Visas will have to demonstrate at the time of Visa application adequate financial support. A formal letter of admission and/or the form I-20 will be issued only after all admission requirements have been fulfilled.

TRANSFER

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

To be considered for admission, a transfer student must be in good standing at the last college attended and must have at least an overall "C-plus" average in all transferable courses attempted. To be considered for the College of Commerce a transfer must have a minimum 3.00 GPA, for the Nursing program a minimum 2.50 GPA. A transfer to other colleges and programs with a 2.50 GPA or better is usually admitted; a transfer with 2.30 or above has a better than 50% chance of being admitted; a transfer student with less than a 2.00 is never admitted. Transfers to the School of Music and the Goodman School must also successfully complete auditions.
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. Junior College freshman and sophomore level course credit earned within the first 66 semester (99 quarter) hours of completed college work is accepted.

2. Senior College freshman, sophomore and junior level course credit earned within the first 88 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.

Inter-College

Degree-seeking students desiring to transfer from one college in the university to another may obtain an Inter-College Transfer application in the Admissions Office, Lewis Center. Completed applications should be on file at least four weeks before the beginning of the quarter in which the transfer would be effective, if approved. Transfer, except between day and evening offices of the same college, is not approved for a student on academic or disciplinary probation. Students transferring to the College of Commerce must have a minimum 3.00 GPA, to the Nursing program a minimum 2.50 GPA. Students will be notified by the Office of Admissions by letter of the action taken on their application.

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.
Assessment and Advisement

The DePaul Assessment and Advisement Center (AAC) assists students in realizing the educational benefits available to them by providing the following services: (1) competence and diagnostic testing, (2) training of academic advisors, (3) remedial courses, and (4) tutoring and self-paced instruction in basic and college-level skills. AAC programs in academic advising and skills assessment are designed to enhance students' academic performance and satisfaction with their academic programs.

SKILLS ASSESSMENT

Testing

DePaul expects all students to be competent in reading, writing, and mathematics. To this end the DePaul Assessment and Advisement Center tests all incoming degree seeking students. Test results are used in academic advising to identify students' strengths and weaknesses, to help students select the appropriate courses, and to ensure that they possess or develop the skills necessary to take advantage of the educational opportunities provided by DePaul.

The University faculty sets standards of competence in reading, writing, and mathematics which determine whether a student is ready to do college work. These standards reflect the faculty's expectations concerning the requirements for academic success at DePaul. Students whose performance on the placement tests do not meet University standards must demonstrate competence by the time they have completed 48 hours of coursework at DePaul. Students who do not meet the standards at that point will be refused further registration.

Guidelines

Mathematics: Students with a deficiency in computation and basic mathematics must retest successfully before enrolling in Natural Science and Mathematics (NSM) courses in the Liberal Studies Program. Methods of preparation for the retest include remedial courses (WRC 104, 204), tutoring, and self-study. The best means of preparing for the retest will be decided by the student in consultation with his or her assigned academic advisor.

Writing: Students with a deficiency in writing must retest successfully before being admitted to mandatory courses in Common Studies. Freshmen are required, and transfers urged, to enroll in one or two remedial courses (WRC 101, 102) to prepare for the retest. Foreign students with difficulties in English should enroll in one or two courses in English for Non-Native Speakers (WRC 112, 113). Some students may be recommended or required to seek tutoring in addition to WRC courses. Tutoring alone, however, is not an effective means of correcting a serious deficiency in writing.

Reading: Students with a deficiency in reading vocabulary or comprehension are required to complete one or two remedial courses (WRC 107, 108) before enrolling in Common Studies.

The Assessment and Advisement Center administers all competence tests during the academic year. Students are allowed to retake the tests once each quarter, provided that they have not accumulated 48 hours of credit at DePaul. Students who wish to retest should consult the testing schedule posted in their college office and sign up for their preferred testing date at the AAC.

Diagnostic Testing

The Advisement and Assessment Center offers diagnostic testing to students who wish to have their strengths and weaknesses assessed within areas of a specific skill. Diagnostic tests are used to recommend self-paced instruction and tutoring in both basic and college-level skills and subjects. The tests are administered on a purely voluntary basis.
TUTORIAL PROGRAMS

The Assessment and Advisement Center coordinates tutoring programs to assist students in the development of basic and college-level skills. Tutorials are individualized, non-credit sessions with trained student tutors; they may supplement courses 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 WRC 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, the English Department, or the AAC.

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 Mathematics and the AAC.

The Reading Program offers weekly tutoring sessions and self-study laboratory modules for students interested in developing more effective reading strategies. Tutoring schedules are available at the School of Education, the Reading and Learning Center, and the AAC.

Tutoring on a limited basis is offered through certain departments. Students should contact the AAC for referral to these programs.

Laboratory modules in College Study Skills are available to students who wish to improve their study habits and methods. Time management, concentration, outlining, listening and notetaking, test anxiety reduction, and studying for specific content areas are among the subjects typically covered in the modules. Interested students should contact the Department of Psychology or the AAC.

ACADEMIC ADVISEMENT

The purpose of academic advising is to foster the intellectual development of DePaul students by offering assistance and guidance in all aspects of their academic program. Specifically, academic advisors provide the following services:

1. Helping students understand the nature and purpose of higher education and DePaul.
2. Helping students select courses and a field of study suited to their educational goals, interests and abilities.
3. Ensuring that students have a balanced academic program which integrates liberal learning with training in a particular field.
4. Helping students clarify their career goals.
5. Informing students of their own responsibilities for academic planning, course selection, and registration.
6. Providing accurate information about educational options, requirements, policies, and procedures.
7. Referring students to the appropriate offices for information in both academic and non-academic areas.
8. Assisting students in monitoring and evaluating their own progress.

At the time of admission every undergraduate student at DePaul is assigned, for purposes of advising, to the college corresponding to the student's selected field of interest. The initial advising interview generally follows the student's completion of University placement tests. The Dean of the appropriate college informs the student's of the identity of his or her academic advisor. The declaration of major or change in the area of concentration often involves a change in advisors. This will always be the case when the change of concentration is to a different college.

Students should familiarize themselves with the advising procedures in their resident college and
maintain periodic contact with their assigned advisor. The actual frequency of these meetings will be determined by the desires of the student, the advisor, and the governing regulations of the individual college.

Courses

WRC courses are remedial in nature; they are pre-collegiate courses intended to correct a deficiency in reading, writing or mathematics. A maximum of twelve quarter hours of credit may be applied toward the degree as University electives. Students who take more than 12 hours of WRC courses will graduate with an academic program in excess of the 184 hours required for the degree. No credit in WRC courses may be applied toward requirements in Liberal Studies. Students are not permitted to take WRC courses on a pass/fail basis.

The following course descriptions summarize the content and objectives typical of WRC course offerings. Students are advised to consult the abstracts in their college office for detailed course descriptions specifying topics, texts and methods of evaluation.

WRITING

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

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

WRC 112 English_for_Non-Native_Speakers I. Development of writing skills, with attention to grammar, usage, and mechanics of writing sentences, building paragraphs, and organizing full essays.

WRC 113 English_for_Non-Native_Speakers II. A sequel to WRC 112 with special emphasis on fundamentals of research.

COMPUTATION AND MATHEMATICS

WRC 104 Computational Skills. The objective of this course is to increase students' competence in working with the numbers of ordinary arithmetic using a larger variety of practical problems and situations from basic sciences as motivation.

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

READING

WRC 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 WRC 107 must go on to WRC 108.

WRC 108 Advanced Reading Techniques. A sequel to WRC 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 be permitted to enroll in WRC 108 without taking WRC 107.
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 gifts of Alumni, foundations, corporations, the Vincentian Priests and Brothers and friends of the University. All policies are under continual review. Therefore, the Board of Trustees 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 $3,850 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

All Colleges and Schools (except Goodman).

Day Students
Tuition for 12 to 16 quarter hours ............................................ $1,196.00
Hours in excess of 16 quarter hours—per hour ............................. 73.00
Less than 12 quarter hours—per hour ......................................... 101.00

Evening Students
Undergraduate courses (1-399)—per hour .................................. 73.00
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.

Goodman School of Drama
Tuition for 12 to 16 quarter hours ............................................. $1,404.00

ROOM AND BOARD

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 ............................................ $2,702.00
Double Occupancy—Academic Year .......................................... 2,474.00

Corcoran Hall
Single Occupancy—Academic Year ............................................ $2,660.00
Double Occupancy—Academic Year .......................................... 2,240.00

Clifton Hall and Corcoran Hall are open throughout the Academic Year except during the Christmas vacation. Consult the Director of Housing for rates at other times. The contract provides 15 meals per week, Monday through Friday, except during the Thanksgiving break, Christmas Vacation, and Winter-Spring Quarter break.

Tuition and Fees/281
McCabe Hall
Studio Apartment .............................................. $2,073.00
One Bedroom Apartment (per person) ..................... 1,461.00
Two Bedroom Apartment (per person) ....................... 2,052.00

The rates for McCabe Hall are for the Academic Year only. Consult the Director of Housing for rates at other times. (For undergraduate Seniors, graduate, or married students only.)

GENERAL FEES

Application Fee ...................................................... $20.00
Deferred Examination Fee
  On Designated Dates ............................................. 10.00
  At Time Not Designated ....................................... 20.00
Service Fee for Deferred Payment Plan ......................... 20.00
Deferred Payment Delinquency Fee ............................. 30.00
Certificate Fee (Goodman School of Drama) ................... 25.00
Graduation Fee ..................................................... 25.00
Registration Fee (each registration) ......................... 5.00
  Additional Registration Charges
    For Late Registration ......................................... 25.00
    For Change of Registration ................................ 15.00
Goodman School of Drama Audition Fee ......................... 10.00
Service Fee, each returned check .............................. 12.00
Fee for each transcript of credits ............................ 2.00

The change of registration fee is charged each time a student drops a class, or drops a class and adds another class. No fee is charged for simply adding a class.

DEFERRED PAYMENT

All tuition and fees are due DePaul University at the time of registration, but no later than the first week of the term. For students who are unable to meet this requirement, the University does offer, on payment of the $20.00 Service Fee, the following plan:

• payment of 1/2 of tuition and fees must be received in the Cashier’s Office during the first week of the term.
• payment of 1/2 of tuition and fees must be received in the Cashier’s Office prior to the end of the fourth week of the term.
• students with any unpaid balance at the beginning of the fifth week will be assessed the $30.00 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 affecting academic progress and eligibility at DePaul University or any other school to which they may transfer.

GENERAL NOTES

1. Students combining day and evening courses must pay the tuition charges as outlined above for Day Students.

2. Degree seeking students admitted to the School of Music are allowed a maximum of 4 quarter hours in their Instrument or Voice within the basic tuition charge. Students majoring in the College of Liberal Arts and Sciences sequence in Music Theory are allowed a maximum of 4 quarter hours in their Instrument or Voice within their required curriculum. Any additional quarter hours in their instrument or voice will be charged at the part time Day rate.

3. Registration cannot be accepted from a student with an unpaid balance from a prior term. Registration 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 12-16 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 16 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 $12.00 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.

Tuition and Fees/283
DEPARTMENTAL FEES

Art
Each course with material fee .................................................. $ 7.50

Biology
Each course with laboratory ...................................................... 20.00

Chemistry
Each course with laboratory ...................................................... 20.00
Breakage Deposit—each laboratory course .................................. 30.00

Goodman School of Drama
General Fees
Locker, per quarter ............................................................... 5.00
Script Fee, per quarter .......................................................... 5.00

Course Fees
Scene Painting courses, per quarter ......................................... 7.50
Costume Design courses, per quarter ....................................... 7.50

Deposit
Backstage Deposit ................................................................. 25.00
(applicable to programs in Scene Design, Costume Design, Lighting Design, Technical Production and Costume Construction)

Education
Business Education Students
BEU 116, 120, 123 ................................................................. 7.50
BEU 117 .............................................................................. 5.00
BEU 124 .............................................................................. 10.00
Typewriter Fee—each course .................................................... 10.00
Office Procedures Course—Laboratory Fee ............................... 7.50

Physical Education Students
Equipment Fee for each activity course ..................................... 7.50
Activities Accident Policy—each quarter ................................... 4.50*
Teacher Placement—Initial Registration Fee ............................ 12.00

Music
Applied Music Supplement
(Available in conjunction with an Applied Music registration) 9—1/2 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
Organ Practice Fee—each quarter ........................................... 17.00

Physics
Laboratory Fee
All courses numbered under 370 except courses 155 and 156
Each Course ........................................................................... 15.00
Courses numbered 155 and 156—each course ......................... 22.50
Courses numbered 377 and 378—each course ......................... 25.00

*Subject to change without notice.

NOTE: (a) Fees are not refundable and (b) certain Fees other than those listed above are shown with the course listing.
Financial Aid

Undergraduate students at DePaul University received over 9 million dollars in financial aid during the 1979-80 academic year in the form of scholarships, grants, student loans, and employment. This financial aid is available from a variety of sources. Incoming as well as returning students are eligible for financial assistance. Inquiries should be directed to the Office of Financial Aid, Room 1730, Lewis Center, or Room 101, Schmitt Academic Center. Telephone inquiries can be made by calling 321-8527 or 321-8526.

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 60615).

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 DEADLINE

The Financial Aid Office advises all students to file forms early in January prior to the school year for which they are seeking funding. The Financial Aid Office will give priority consideration to students who have completed filing their financial aid forms and received results of their admissions application before MAY 1, 1982 (for the 82-83 academic year). Applications for financial aid will be taken after that date if funds remain available. No applications will be accepted after September 1, 1982.

Aid Programs and Scholarships

FEDERAL

PELL 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 Pell Grants. It is not necessary to file a separate Pell Grant application if the FAF is completed after January 1, 1981. Awards are expected to range from $200 to $1,900. (For students not filing the FAF, a separate Pell Grant application is needed. Forms are available in the Financial Aid Office.)

There were 1,891 DePaul Students who received a Basic Grant (Pell) award in 1979-80; the average award was $1,054.

*On October 3, 1980, Congress changed the name of the Basic Educational Opportunity Grant to Pell Grant.
Supplemental Educational Opportunity Grant (SEOG)

This program is for undergraduate students demonstrating financial need who, without the grant, would be unable to continue their education. Awards range from $200 to $1,000 and are not to be repaid.

In 1979-80, 411 DePaul students received SEOG. The average award was $750.

National Direct Student Loan (NDSL)

Co-sponsored by DePaul University, this loan program offers low interest (4 percent) and an extended repayment period (up to 10 years depending on the total amount borrowed). The loan is interest-free until 6 months after ceasing at least half-time study. Repayment does not begin until 6 months after leaving school. Deferment and cancellation provisions are available. Students may borrow up to $3,000 for the freshman and sophomore years combined, and up to $6,000 for all undergraduate years combined. The actual amount will depend on the student's demonstrated need and the availability of funds.

During the 1979-80 academic year, 486 students received National Direct Student Loans, totaling nearly $881,000.

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 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 $1,000 per academic year. The interest (3 percent) does not accrue, and repayment does not begin until 9 months after leaving school. The repayment period cannot exceed 10 years. A percentage of the loan may be cancelled over a five-year period for full-time nursing service in certain 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 $1,000 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 (except for PELL 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 for additional form requirements.)

3. Submit copies of the student's and spouse's 1980 IRS 1040 and all required supplements. Dependent students must also submit a copy of their parent's 1980 IRS 1040 and all required supplements.
4. Transfers and students who have never previously filed for DePaul financial aid need to complete a Financial Aid Transcript from for all U.S. colleges or universities previously attended.

5. 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

Illinois State Monetary Award

This program of gift assistance (not to be repaid) is administered by the Illinois State Scholarship Commission (ISSC). Undergraduate students who are residents of Illinois are eligible to apply for awards, which range from $180 to $1,900 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.

In 1979-80, nearly 3,260 students at DePaul received a Monetary Award.

Illinois State Academic Scholarships

This program of gift aid is administered by ISSC and is available to outstanding students who are residents of Illinois. For the 1980-81 academic year, 32 DePaul students were honored as Illinois State Scholars. The maximum award is $1,000.

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 9 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 $3,000 per year for full-time students and $1,500 per year for half-time students. The maximum borrowing for all undergraduate years combined is $15,000.

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

DEPAUL UNIVERSITY

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
Fritz A. Bauer Scholarships

These prestigious scholarships are awarded to freshmen by the Office of Admissions on the basis of academic proficiency, demonstrable leadership, and standardized test scores. There are ten Schmitt Scholarships and two Bauer Scholarships awarded each year. The maximum award is $1,500. These scholarships are 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.
Competitive Scholarships

These are awarded to full-time 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 $300 to full tuition and are renewable for three additional years if the student maintains a certain cumulative grade point average. Some of these scholarships are available thanks to generous donors and benefactors:

Fritz A. Bauer Scholarship Fund
Rebecca Kranz Crown
Sol R. Crown
Paul V. Galvin Memorial Scholarship Fund
John R. and Ramona Hayes Healy Scholarship Fund
Mary J. Lee Scholarship

Raymond J. Oberbroeckling Scholarship
Rev. A. P. Schorsch Scholarship
Sherman J. Sexton Scholarship
Joseph A. Tobin Scholarship
Richard E. Welch, Jr. Scholarship

To apply, follow application procedures for Federal Aid Programs.

Specialized Scholarships

A number of scholarships are available that require special interests or qualifications. These scholarships are available thanks to the following generous donors and benefactors:

Stanley P. Dyba Scholarship
Brena and Lee A. Freeman Sr. Scholarship Fund
Kenneth Sawyer Goodman Scholarship Fund
Mrs. Robert D. Graff Scholarship Fund
John F. and Ramona Hayes-Healy Scholarship Fund
Thomas C. Hilliard Scholarship
Ledger and Quill-Accounting Alumni Association Scholarship

Rev. William D. O'Brien Scholarship
Rev. Eugene O'Malley Award
Herman and Edna Schell Scholarship
Sarah Siddons Scholarship
Zaweski Family Scholarship Fund
Robert K. Zuhr Scholarship

To apply, follow application procedures for Federal Aid Programs.

Athletic, Drama, Music Scholarships

These scholarships are funded both by DePaul University and generous donors. Because these programs have different eligibility requirements, interested students should contact the respective departments for information and application procedures.

PRIVATE SCHOLARSHIPS AND GRANTS

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
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 organization, fraternal organizations and the company where they or their parents are employed.
Regulations and General Information

This bulletin does not constitute a contract between the student and the University. Every effort has been made to provide students with complete and 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 re-admitted student will fulfill the requirements in the bulletin in effect at the time of re-admission.

Student Rights and Responsibilities

PROGRAM 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 remem-ber 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.

CLASS ATTENDANCE

The University requires certification of the attendance of students in classes to fulfill require-ments 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.

Promptness is expected of a student for all regular class sessions. Tardiness of more than ten minutes is generally to be considered by the instructor as an absence.

EXAMINATIONS

All courses require periodic evaluations of the student's performance. At approximately the mid-point of a course the instructor is to inform 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 examina-tions must be filed in the student's College or School 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. The instructor has the option of accepting or rejecting the application for a make-up examination.
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.

DISCIPLINARY ACTION

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.

Registration

CLASSIFICATIONS

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.

GENERAL REGULATIONS

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 in person or in writing by the student at the academic office of his home college or school or at other locations as may be directed by the student’s college office.

7. No addition in registration for the current quarter may be made by any student after the first week of class. Further, students are to be guided by individual college regulations regarding changes in registration.

8. No withdrawal from registration can be made after the seventh week of class.
COLLEGE/SCHOOL REGULATIONS

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.

WITHDRAWAL

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.

Evaluation and Credit

COLLEGE CREDIT

One of the University’s requirements for graduation with a bachelor’s degree is that a student successfully complete a minimum of 180 quarter hours of college credit. College credit is accumulated on the basis of quarter hours. The unit of credit is one quarter hour granted for 45 minutes of classroom work a week. The normal class extends over a ten week period. An undergraduate course carries four quarter hours of credit unless otherwise specified. College credit is earned if a student receives an A, B, C, D, or PA grade. College credit can also be earned through transfer, advanced standing, and credit-by-examination credits.
QUALITY POINTS

Quality points are awarded to a student in relation to the grade given and the number of quarter hours of credit attempted in the course. Quality points are awarded according to the following schedule:

A — four times as many quality points as the credit hours assigned to the course.
B — three times the number of credit hours.
C — twice the number of credit hours.
D — one quality point for each credit hour in the course.
F — FX (no quality points)
W — INC, PA (not calculated)

Illustration

<table>
<thead>
<tr>
<th>GRADE</th>
<th>CREDIT HOURS ATTEMPTED</th>
<th>QUALITY POINTS MERITED</th>
</tr>
</thead>
<tbody>
<tr>
<td>A (4X)</td>
<td>4 quarter hours</td>
<td>= 16</td>
</tr>
<tr>
<td>B (3X)</td>
<td>4 quarter hours</td>
<td>= 12</td>
</tr>
<tr>
<td>C (2X)</td>
<td>4 quarter hours</td>
<td>= 8</td>
</tr>
<tr>
<td>D (1X)</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>

Transfer, advanced standing, and credit-by-examination credits do not carry quality points. These credits must be added to DePaul earned hours to obtain total hours earned for a degree.

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>
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<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>
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</tr>
<tr>
<td>C</td>
<td>4 quarter hours</td>
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<tr>
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<td>0.0</td>
</tr>
<tr>
<td>W, IN, PA</td>
<td>not calculated</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Transfer, advanced standing, and credit-by-examination credits are not included in the grade point average.
GRADES

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 (A "D" grade will not fulfill the requirements in a major field of concentration.)
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.

REPEATING

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 original grade bracketed.

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.

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.
CREDIT-BY-EXAMINATION

Credit-By-Examination is available in liberal studies, 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 offices. This booklet lists the courses and equivalents that may be taken by examination. Credit-By-Examination is offered to all registered degree seeking undergraduate students and to incoming degree students in several ways:

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.

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.
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.

STANDARDS

Dean’s List

Full time students who maintain a cumulative grade point average of 3.30 will be placed on the Dean’s List.

Probation

Any student who fails to maintain a 2.00 (C) cumulative grade point average is subject to academic probation. A student is removed from academic probation when his cumulative grade point average reaches the required minimum of 2.00 (C). Ordinarily the student will not be permitted to be on academic probation for longer than consecutive two quarters.

Academic disciplinary action will be taken by the dean of the student’s home college or school in accordance with the degree of the student’s academic deficiency.

Dismissal

A student dismissed for academic reasons shall not be eligible for readmission to any division of DePaul University for a period of two quarters subsequent to such exclusion. Application for readmission must be made through the Office of Admissions at least one month prior to the first day of class in the quarter in which the student expects to register. Decision on the application is made by the Office of Admissions. A student dismissed with serious deficiency will be required to demonstrate acceptable academic achievement at another institution of higher learning before readmission will be approved. Students in this category who at another institution of higher learning earn eighteen or more quarter hours of credit will be guided by the following academic policy: (1) the student’s previous grade point average will revert to zero, and (2) the previous DePaul credits attempted and current will be added to attempted and earned transfer credit. This policy permits the student to resume his program of studies without the penalty of a previously deficient grade point average.

GRADUATION REQUIREMENTS

1. The student must have completed a minimum of 184 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

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.

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 (1) through the Graduate School in Biological Sciences, Chemistry, Economics, Education, English, Nursing, Philosophy, Physics, Psychology, Sociology, History, Mathematics, Theology, Rehabilitation Services; (2) through the Graduate School of Business in Accounting, Economics, Finance, Management, Marketing; or (3) 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.
Directory of University Offices and Services

ADMINISTRATION—O’Malley Place, 13th Floor
ADMISSIONS OFFICE—Lewis Center, 1st Floor
  L. Edward Allemand, Ph.D., Dean of Undergraduate Assessment and Admissions
  Edwin J. Harrington, Director of Inter-College Relations
ALUMNI RELATIONS—O’Malley Place, 5th Floor
  Karen Sims, Director
ATHLETICS—Lincoln Park, 1011 West Belden
  Vincent J. Battaglia, Acting 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
  Daniel J. Lippe, Head Cashier
  Lewis Center, 16th Floor
  Kathleen Surma, Head Cashier
CHAPELS—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
COMMUNITY MENTAL HEALTH CLINIC—Byrne Hall, 3rd Floor
  Dr. Frank A. Dinello, Administrator
COMPUTER SERVICES—Lewis Center, 15th Floor
  Eleanor Gillespie, Director Administrative
  Glenn Wilken, Director Academic
DEVELOPMENT—O’Malley Place, 5th Floor
  Scott Nichols, Director
FINANCIAL AIDS—Lewis Center, Room 1730
  Barbara Lewis, Director
  Lincoln Park, Schmitt Center, Room 101
GOVERNMENT-CERTIFICATION OF STUDENTS
  Lewis Center, Registrar’s Office
  Veterans Administration, Social Security
INTERNATIONAL STUDENT ADVISOR
  James Van Linden, Assistant Dean of Students
  Lincoln Park, Schmitt Center, Room 118
LIBRARY
  Lewis Center, Lower Level
  Glenn R. Scharfenorth, Director of Libraries
  Mary R. Stritch, Associate Director of Libraries
  Lincoln Park, Schmitt Center
  Glenn R. Scharfenorth, Director of Libraries
  Mary R. Stritch, Associate Director of Libraries
  Doris R. Brown, Associate Director for Technical Services
Lewis Center, 7th Floor
Susan Kuklin, Director of Law Library

PHOTOGRAPHY—O'Malley Place, 5th Floor
Pattie Wigand, University Photographer

PRINTING AND PUBLICATIONS—Lewis Center, 5th Floor
Debra Schenk, Director

PUBLICITY—O'Malley Place, 5th Floor
Allan F. Kipp, Director

PUBLIC RELATIONS—O'Malley Place, 5th Floor
Lynn (Marilyn) Pierce, Director

REGISTRAR—Lewis Center, 1st Floor
Robert L. Hoeffler, Registrar
Thomas J. Paetsch, Associate Registrar

SCHOOL OF EDUCATION—Lincoln Park, Schmitt Center, 5th Floor

SPONSORED PROGRAMS AND RESEARCH
Lincoln Park, Schmitt Center, 5th Floor
Frank G. Bailen, Director

SCHOOL FOR NEW LEARNING—O'Malley Place, 6th Floor

SCHOOL OF MUSIC—Lincoln Park, Fine Arts Building

STUDENT HEALTH SERVICE
Dr. K. Sie, Medical Director
Mrs. Ethel Planting, R.N.
Lincoln Park, Clifton Hall, 1st Floor
Lewis Center, Room 1630

STUDENT SERVICES
Lincoln Park, Schmitt Center, Room 118
Edward F. Riley, C.M., Vice President, Student Affairs
Thomas M. Croak, C.M., Dean of Students
James Van Linden, Asst. Dean of Students
International Student Advisor

Lincoln Park Campus, Stuart Center
John Cwan, Director of Stuart Center
Thomas A. Grace, C.M., Director of Campus Ministry
John O'Brien, Director of Student Activities
Christine Grgurich, Program Director

Lincoln Park, McCaw Building, East Campus
Robert Gielow, C.M., Campus Minister

Lincoln Park, Clifton Hall
Michael Frazier, Director of Housing
Lewis Center, Room 1611

Teryl A. Rosch, Associate Dean of Students
Carl Pieber, C.M., Associate Director of Campus Ministry
J. Bernard Fitzgerald, C.M., Campus Minister
Joyce Obradovic, 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.
Peter V. Byrne Hall, 2219 N. Kenmore, Classrooms, offices and facilities: Psychology, Mental Health Center and Physics.
The Lyceum, 2235 N. Sheffield, Offices and studios; Graphic Arts and Geography.
Fine Arts Building, 804 W. Belden, Offices, classrooms, practice studios, recital hall
Francis A. McGaw Hall, 802 Belden. Goodman School of Drama and School of Education.

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—O'Malley Place. 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, College of Liberal Arts and Sciences, Evening Division, the Graduate School, and the School for New Learning, along with classrooms, library, theater, bookstore, and chapel.
Academic Calendar 1981-1982

AUTUMN

September 2  Wednesday. In-person registration for day students.
            3  Thursday. In-person registration for evening and graduate
                students.
            7  Monday. Labor Day
            8-15 Tuesday-Tuesday. Orientation program all new day
                students.
            9  Wednesday. Late registration for day students.
            10  Thursday. Late registration for evening students.

October 9  Friday. Last date to apply for Pass/Fail option or to change to
            auditor status. Final date for filing for November credit-
            by-examination.
            19-24 Monday-Saturday. Mid-point of quarter, mid-term
                examinations.
            19  Monday. Final date for filing for February Convocation.

November 9  Monday. Last date to withdraw from class.
            14  Saturday. Administration of credit-by-examination.
            25-29 Wednesday-Saturday. Thanksgiving Holidays.
            30-December 5 Monday-Saturday. Final examinations for autumn quarter.

December 5  Saturday. Autumn quarter ends.

WINTER

December 7  Monday. In-person registration for day students.
            8  Tuesday. In-person registration for evening and graduate
                students.
            17  Thursday. Late registration.

            25  Monday. Last date to apply for Pass/Fail option or to change
                to auditor status.

February 2-8  Tuesday-Monday. Mid-point of quarter, mid-term
            examinations.
            7  Sunday. Mid-year convocation.
            12  Friday. Final date for filing for June Convocation.
            22  Monday. Last date to withdraw from classes.

March 10-16  Wednesday-Tuesday. Final examinations for winter quarter.
            16  Tuesday. Winter quarter ends.
SPRING

March
17 Wednesday. In-person registration for day students.
18 Thursday. In-person registration for evening and graduate students.
24 Wednesday. Late registration for day students.
25 Thursday. Late registration for evening students.

April
2 Friday. Final date for filing for credit-by-examination.
8 Thursday. Easter holidays begin after last class.
12 Monday. Classes resume.
19 Monday. Last date to apply for Pass/Fail option or to change to auditor status.
28-May 4 Wednesday-Tuesday. Mid-point of quarter, mid-term examinations.

May
8 Saturday. Administration of credit-by-examination.
17 Monday. Last date to withdraw from classes.
31 Monday. Memorial day. Holiday-no classes.

June
7-12 Monday-Saturday. Final examinations for spring quarter.
12 Saturday. Spring quarter ends.
13 Sunday. Convocation

SUMMER

June
10 Thursday. In-person registration for first session.
17 Thursday. Late registration for first session.
21 Monday. First summer session begins. Change of courses.
29 Tuesday. Comprehensive examinations, History and Education, for Mid-year convocation.
30 Wednesday. Last date to apply for Pass/Fail option or to change to auditor status for the first session.

July
14 Wednesday. Last day to withdraw from first-session classes.
15 Thursday. In-person registration for second session.
15-16 Thursday-Friday. Comprehensive examinations, English, for Mid-year convocation.
16 Friday. LA&S Evening and Graduate School make-up examinations.
22 Thursday. Late registration for second session.
24 Saturday. First summer session ends.
26 Monday. Second summer session begins.

August
4 Wednesday. Last day to apply for Pass/Fail option or to change to auditor status for the second session.
18 Wednesday. Last day to withdraw from second session classes.
28 Saturday. Second summer session ends.
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